

Highline Public Schools | December 3, 2025 - Regular School Board Meeting

Good evening, everybody. Welcome to our Regular School Board Meeting. It's December 3. Can we please stand up for the Pledge of Allegiance?

Can I please get roll call?

Director Alvarez?

Here.

Director Espinoza.

Here.

Director Tidholm?

Present.

Director Holien?

Present.

President Van?

Here. And to my left, here is our superintendent, Dr. Duran. Approval of minutes? A motion to approve the minutes?

I'll make a motion we approve the minutes.

Can we get a second?

I will second that.

We get a roll call?

Yes. Director Alvarez, if you don't mind restating the motion to name the specific minutes that you are approving?

[INAUDIBLE] I'll do that. So I make a motion that we approve-- and can I ask a question? Can we ask for both minutes to be approved, if I read both? OK. So I make a motion that we approve the minutes for the November 12, 2025, Board Special Meeting minutes and for the November 12, 2025 Regular School Board Meeting minutes.

I will second that.

All in favor?

Aye.

Aye.

Aye.

Yes.

Thank you. With that, we're going to turn it over to Dr. Duran for the election of board officers. Dr. Duran?

Thank you, Director Van. OK, before I open the floor for nominations for 2026 officer elections, I'd like to review the election process. For each officer position-- president and vice president-- I will take nominations from the Board. A second is not required for the nomination, but it can be made. After all the nominations are made for a position, there will be an opportunity for directors to provide comments before voting.

After comments have been concluded, the Board will vote for each position in the order of the nominations were made. By law and board policy, the voting will be conducted by a roll call vote. The voting will conclude at the point when one nomination gets three or more votes. After the president has been elected, we will move on to the Vice President.

In summary, for each position, there will be nominations, then discussion, then voting. At the conclusion of the election process for all the positions, each new officer will have an opportunity to provide remarks.

Nominations are now in order for the office of president. Are there any nominations for board president?

I would like to nominate Director Van.

And I will second that.

Are there other nominations for president? If there are no more nominations, I close the nominations for president. Would any directors like to make any comments at this time?

I would like to make a comment. President now-elect Van, I think you've done a really, really good job of leading the ship since I joined the board back in March, so I appreciate that.

Director Blaine.

I will second his comments.

Thank you.

I would also like to state that I appreciate the fact that he communicates, and that's something that I really want in a president, for him to let us know what's going on. A lot of times, I know that our superintendent gets really busy and he communicates with the president, and the president communicates with us.

So I am thankful for that, that he has done an amazing job in communicating. So, for that reason, I'm also very supportive of him being our president and continuing to be our president.

All right, if there are no more comments, Adrianna, please call the roll for the vote for Director Van for president.

Director Alvarez?

Yea.

Director Holien?

Yea.

Director Tidholm?

Yea.

Director Espinoza?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Congratulations on your election as President, Director Van.

[APPLAUSE]

OK, moving on to vice president. Nominations are now in order for the office of vice president. Are there any nominations for vice president?

I will nominate Director Tidholm. I do have one other question. Are you able to nominate multiple people?

I believe so. Are there other nominations for vice president?

Yes, I would like to nominate Director Alvarez.

Are there any nominations for vice president? If there are no more nominations, I close the nominations for vice president. Would any directors like to make any comments at this time?

I do. Before we go to the election part, I just want to thank Vice President Tidholm this past year for the support as VP of the Board. I just want to thank you for that with that.

OK. Adrianna, please call the roll for the vote for director for Director Tidholm.

Director Espinoza?

No.

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Alvarez?

Nay.

President Van?

Nay.

This motion fails with a vote of 2 to 3.

OK, Adrianna, please call the roll for the vote for Director Alvarez.

Director Holien?

Yea.

Director Alvarez?

Yea.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Congratulations on your election as Vice President, Director Alvarez. I would like to report that the Officers for the Board of Directors for 2026 are President Director Joe Van and Vice President Director Angelica Alvarez. I would now like to invite our newly-elected officers, beginning with the president, to offer any remarks they would like to make.

Thank you so much, Dr. Duran, Board. Thank you for this opportunity again to lead the Board and the hard work. I look forward to working alongside each and every one of you to continue on. Thank you.

Thank you. Director Alvarez?

Yeah, the same, thank you for your vote and for trusting us in my leadership and also, I think, for us to continue to work together and taking care of one another. I appreciate it. So thank you to everyone.

Very good, thank you. And now to turn the meeting back over to our 2025 Board President Director Van, the newly-elected officers will start their roles at the next regular scheduled board meeting. Thank you.

Thank you very much. Now we're going to 1.6-- Call for Changes or Additions to the Board Meeting Agenda. So I'm going to open that up. But I'd like to remove 6.2, the Personnel Report, from the Consent Agenda. Are there any other items that you would like to move to Consent?

I'd like to move, to the Consent Agenda, 8.5 and 8.6.

Thank you, Director Alvarez. 8.5, this is Motion to approve Puget Sound Skills Center Perkins Grant Application for the 2025-2026 school year. 8.6-- Motion to approve the Highline Public Schools Perkins Grant Application for the 2025-2026 school year.

And I'll just add that the only reason I'm asking to move those is because those are renewal grants.

Thank you very much. Can I please have a second?

I'll second that.

All in favor?

We'll do a roll call vote.

We're going to do a roll call.

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Espinoza?

Yes.

Director Alvarez?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you very much. We're going to move on to our acknowledgment and appreciation for this evening. Can I please have our Instructional Leadership Executive Director Omar Crowder, come on up for our presentation.

It was a user error right there. Good evening, Board President Van, Members of the Board, Superintendent Duran. I appreciate the opportunity this evening to introduce one of the principles that I support. Every week in my role as ILED, I get to visit each of the schools that I support. And visiting Innovation Heights is an absolute joy.

We see week after week, a team that truly lives the Highline Promise, a group of caring educators led by an incredible leader. So please join me in welcoming to the microphone Principal Kevin Takisaki. And I believe he also has a student with him this evening as well. Thank you.

Hello, my name is Kevin Takisaki. And I'm the proud principal of Innovation Heights Academy. I've been in the district for the past 3 and 1/2 years.

And I'm really excited to be in front of you, highlighting some of the experiences that we've had in changing our school over the past 3 and 1/2 years, some of the celebrations, as well as the challenges and areas of growth that we hope to address in order to provide a better instructional program for our students.

And starting things off, I'd like to ground ourselves in the Highline Promise of knowing every single student as well as community member by name, strength, and need. And in doing so, I'd also like to introduce some of my co-presenters. Alongside me, we have Chineka Jones.

She's our instructional coach as well as admin intern. She has a strength in instructional leadership and continues to grow in her administrative capabilities as well as school leadership. And then alongside her, we have [? Israel ?] Soto [? Irigoyen. ?] He's one of the juniors that we have at Innovation Heights.

He's incredibly reflective. He has strength in STEM. And he's exploring a future, potentially, in engineering. So you're going to hear from both of them about what we've been doing well, again, some of those challenges, and then the experiences that students have at Innovation Heights Academy.

And since it's been 3 and 1/2 years-- or more than 3 and 1/2 years since the Board has heard from our Re-engagement High School, I do want to ground ourselves in our three main priorities that have informed our redesign of our school, as well as the implementation of our instructional program, and those three areas being Re-engagement, Inclusion, and making sure that students are Future Ready.

Re-engagement in the fact that it's been the district charge for us to re-engage those students that are in need of support, providing the experiences which recognize and value students, challenging them to be more, and then to give hope for their future.

In addition to that, a priority is inclusion, ensuring that each and every student, no matter their background, their culture, their spoken language at home, their abilities that they have, the supports that they need in order to be academically successful and again, choose the future that's related to their strengths and their dreams.

And then finally, we want to ensure that each and every student that comes to us leaves Innovation Heights future-ready, prepared with the skills to successfully navigate and make progress towards the future that they choose. And with that, I'd like to hand it over to Ms. Jones to talk to us a little bit about how the goals for the district come to fruition at Innovation Heights.

So on the Promethean are the four district goals. And the next slide is going to outline how IHA has strived to reach those goals. So this slide shows the Panorama Growth data.

Student Panoramas are given to students in a survey form so that they can show us and tell us how they feel about these certain categories on the screen. You'll see in the green, that is the spring data. And it is higher than the Highline School District data. And Teaching and Learning is our top group.

Next, we want to talk about the four strategic areas for the district and talk a little bit about how those show up at Innovation Heights and continue to inform our instructional practice and change things for the better for our students. So starting with Secondary Redesign. In order to better understand the information that has again informed our secondary redesign, it's really important to know who our students are that we serve at Innovation Heights.

And these are the students that are most in need of re-engagement in the district. So these students come to us, and 100% of these students are credit-deficient, coming to us behind and not on track towards graduation. 86% with chronic absenteeism, and 2/3 of which that have more than 10 days of exclusions or suspensions from their home school, their choice school, their comprehensive school.

And so all of this informs us that it's very important that our Re-engagement Program does things differently and we approach our educational experience with things that are more meaningful for students and that they find value in, so they want to come to school and want to continue their education and build on the strengths that we know that they have.

And so part of our redesign process was prioritizing student voice to make sure that the experiences were aligned with what they wanted for their future, as far as making their progress towards graduation and beyond. Across the board, we heard from students that they were interested in having experiences related to their lives, their communities, and then again, their future goals.

And so we implemented project-based learning to address this. In any given classroom, you will see projects that are relevant and tangible to students in their communities. We've listed up some examples for you, where in a social studies class, a student might be creating a memorial of the history of their community and what's important to them to highlight in this community.

You may have seen it outside of this boardroom in previous times, and that was our students' work. In a math class, we went about disproving immigration myths that have been impacting our students' lives and disproving those using statistical reasoning. And then in a career and technical education class, we've been having students create small business financial plans that are in Highline with their future goal.

So these are examples of those tangible experiences that we bring to students and make them want to reengage at our school. And as a result, we're seeing really strong results. In addition to project-based learning, we're also implementing mastery-based learning. Hearing that across the board from our students who are credit deficient want to catch up on credits or credit equivalency, make their way to graduation faster, and then get closer to that pathway towards their future goal.

So we implement mastery-based learning, and basically that's a way of assessing the durable skills that you see on the right side of this screen that are going to be most valuable to them in making their way to progress and succeed academically and, again, to their future goal. The way that we went about this is through robust collaboration, starting with the Mastery-Based Learning Collaborative. It's a group of schools from around Washington State that come together and talk about best implementation of mastery in learning. So we've been relying on them a lot.

In addition to that, we've been leaning on the Student Learning department, ensuring that we have equivalent learning experiences when comparing our school with comprehensive schools. And then finally, we've been named by the State Board of Education as a Beacon School, an Impact School, or a Living Lab School, where other districts and schools from around Washington State come to us and see our strong practices in our implementation of mastery learning.

And after implementing project-based learning and mastery learning as well as many other things that are not listed here, we've had pretty incredible results over the past four years. We've seen an increase in pass rates of about 24 to 25% across the board. And then we've over doubled our credit-earned rates for our students, getting them closer to graduation faster. And we're really proud of that.

On the screen are some of our inclusionary practices that we have highlighted for you. I want to highlight that co-planning is with paraeducators. That means that paraeducators are a part of the planning process from start to finish, so that they know how to support students best during lessons and during daily teaching. I also want to highlight that our Gen Education Credit and our SpEd Education Credit earn rates are almost equal. We're still working on that.

But I also want to highlight that we are an inclusive school. So no matter what's going on with the student, they are in a general education setting. They are not set apart. These are our MTSS tiers. These tiers are for all students. But this year we're really focusing on getting our Tier 2 to where it needs to be.

For inclusive supports, we have an ML coordinator that supports ML students, as well as provides PD for staff for how to support those students. And we also have a bilingual para. For academics, we've really been focusing on data, looking at the data and analyzing the data to best support students and to support students more in small groups this year during our re-engagement time on Fridays.

For our literacy and language development, these are our different pillars or things that we've been doing on the screen. I want to highlight something new that we're doing, which is the Academic Parent Teacher Teams, or APTT, which is its abbreviation. We are the first high school in Washington to pilot this program, and it really is to get parents involved in their students' academics and for parents to partner with the school for their students' success.

We also have Writers in the Schools. That is where professional writers come in as a community partner and help students write, write their emotions, write their feelings. And this also pairs with our social-emotional goals for the school.

I'd like to emphasize again those Academic Parent Teacher teams, this has been a major growth area for us from throughout the years, as we've had really limited parent engagement. And so working alongside our family engagement department as well as APTT on the statewide level, it's been an incredible growth area and we just really appreciate those teams.

So next steps for Innovation Heights, we're going to continue to collect clear data to inform us of how we're doing with our practices and what we're implementing. We do want to focus on collecting data around multilingual students and how they're doing with their supports in school and their academics and progress towards graduation.

In addition to that, we want to refine our supports for literacy and language development, ensuring that the literacy ratings for every single student are continuing to rise for our entire school.

And then finally, we always want to make room for community voice, ensuring that students, families, and community members have a voice in saying what's going on at school and making sure that the experience matches the outcomes that we see, as well as continue to grow as we develop as a school.

And that's a perfect transition to probably the highlight of our presentation. I do want to invite Israel to come over and talk about his experience as a student at IHA. So please give him round of applause.

Hello, my name is Israel. I'm a junior at Innovation Heights Academy. I want to say that this school has helped me a lot in many ways. I feel like I'm able to do my work without it piling up. I actually feel smart. I'm able to do my work and understand it. I've also seen that my grades and attendance are way better than what it used to be at my last high school.

It actually made me proud seeing the difference at my last high school. I didn't feel as smart as I know that I am. I couldn't learn what the teachers were trying to teach me. I couldn't learn at that rate either, not to mention the regular six periods was too much for my mind to take in.

I started falling behind. I didn't want to ask for help either, because I would see everyone else doing their work and completing it, actually knowing how to do it. I would ask myself, why can't I, no matter how much I listened, even after asking for help, sometimes I still didn't understand it.

But I didn't want to ask again because it felt bad having to ask multiple times and still be confused. I started to give up, failing almost every class, started not wanting to be there. My attendance was bad and also my grades. After a bit, I decided I wanted a new start.

So I joined Innovation Heights Academy because I had heard from others that they enjoyed Innovation Heights Academy a lot because of the schedule and the great support the teachers give, also how much more easily they could understand and actually complete work at Innovation Heights Academy.

Innovation Heights Academy has done exactly that. I actually feel smart there. I can ask for help without feeling like I couldn't do the work or understand. I feel a lot less stressed out with schoolwork. I feel like I can actually manage my work now.

I also have way better grades and attendance now than before. I actually feel motivated. I don't feel heavy waking up for school like I used to. Not only that, I actually have noticed myself interacting with the teachers a lot, even talking about life to them, like about my hobbies.

And many of the teachers support my hobbies, like 3D printing and engineering, and are happy with me and encourage me to keep going. I would never talk to any teacher at my old high school about my life at all. I actually feel comfortable, smart, and purposeful at Innovation Heights Academy.

And that's the end of our presentation. And we'd like to invite questions and/or comments.

Thank you very much. Board Directors, questions or comments?

No question. But just a comment. Just hearing the baby speak-- sorry, you're not a baby, I know. Hearing the young man speak, it was just really impressive. Looking at the numbers is great. Obviously, you guys are doing great work there. But to hear the student and how he feels-- I know that there's this stigma with talking about feelings in school.

But it's really important that the kids feel welcome. And like he said, he feels smart. Having graduated from an alternative school myself, I know how it feels to be in that school and in that environment where people all the time look at you like you're doing the next best thing, if it's even that, right? But there's no shame in it.

And for the baby to be there at that school and to recognize and to understand and to feel that-- the numbers speak for themselves. But hearing them and having been in the school myself a number of times and speaking to the students and just seeing the environment, you guys are really doing great work and I really appreciate everything you guys are doing. And congratulations to you, [INAUDIBLE].

Thank you.

Thank you very much.

[SPEAKING SPANISH]

So thank you to Israel and his parents. He feels not just intelligent, but he feels that he is intelligent. And so the fact, like Director Tidholm was saying, recognizing that and feeling that is amazing. We hear that sometimes that sense of belonging doesn't equate to much.

But we can say otherwise, that that sense of belonging is helping you learn, is helping you stay committed and attending. And so thank you. A question for Kevin and Ms. Jones-- what is your graduation rate?

So we have a different graduation rate. We're looking at our five-year graduation rate, knowing that the students that we prioritize and accept at Innovation Heights Academy typically are our juniors and seniors that are more credit efficient. And so when we look at our five-year graduation rate, it is continuing to rise. I can't tell you the number right off the top of my head, but I'll send it to you right after this.

Yeah, but is it increasing? Is it sustaining? What do you see in that?

Yeah, it is absolutely increasing. So last year was the highest graduation rate we've ever had. So we had 51 students graduate out of a school of 192, which is pretty dang good.

Yeah. And the only reason I ask is for that reason, because I try to attend almost all the Innovation Heights' graduations. And I feel like every year the class keeps getting bigger of graduates. That class keeps getting bigger. And so kudos to you all for the amazing work that you're doing and for the students to stick with it.

At times, it takes a little bit for them to get their bearings. And the fact that they can do the work, that they're staying on top of the work, that says for a lot for the leadership as well, and for your teachers. So tell all your staff thank you for all that they do. And thank you to Israel. It takes also courage to stand up in front of people.

So thank you, Israel, for standing in front of here and all these people. Trust me, most of us up here-- I was reading the paper earlier. I was taking the oath. And I could see my paper like this, you know? So it takes courage to stand up and speak, especially about your feelings and what you're experiencing. So that's what we want.

Like I told your parents earlier and you, it's great that we hear Kevin and Ms. Jones talk about it. But when we hear our students speak directly about how it's impacting their learning, that is what gives me joy to see that not only are you learning, but you're enjoying your learning. So thank you for being here tonight.

Thank you.

Director Espinoza?

Yeah, I was just going to say hi, Israel. Thank you for sharing your story with us. You mentioned in your speech that you felt proud of your learning. I think it's safe to say that we're all proud of you here today, so thank you.

About the mastery-based learning, you had said that it's a collaborative of schools across the state to identify some best practices. Are there any emerging best practices that you could speak to? Or what are you all learning?

Yeah, absolutely. So we're learning a lot around the value of having strong data systems and ensuring that mastery learning is something that we assess not only in individual content area, but across content areas multiple times. And so I think that that's been the biggest learning for us.

And that alongside ensuring that we have equivalency with like CADR's Requirements and what students might learn at a comprehensive school. And so ensuring that the skills that we had listed previously align with those at the district and the state, and also doing it in a way that is much more tangible for students and creates a common vocabulary across the school.

So in any given classroom, when we're talking about competencies such as communicate, it's being reiterated over and over again in every single classroom. And we have similar language. And again, we're able to assess that in any classroom, despite the content area. So those are some of the best practices. And if you want to know more I'd love to share those.

Thank you.

Thank you so much. Well, a couple comments, Israel. Your speech was great. Thank you so much. Feeling like you're being seen, making sure that you feel smart, that is huge. And thank you, Kevin, Ms. Jones, and your staff for ensuring that he has that space to show up every day and feels that and succeeds at it. So thank you for that.

A couple questions. You're four years old, four years new. Your numbers are growing. Your Panorama Growth from fall into spring is usually 10% more from fall to spring. So how are you engaging that? And I don't want to put additional work. But the summer work, how can we increase that so those numbers just keep on creeping up? How would you engage in that?

I think two avenues. I know that we've been working really closely with the district on ensuring that staffing is still robust, especially for our students that might need more as far as accessing school, making sure that we have staff members that can help address the needs, whether it's a student that needs to work multiple jobs to support their family or access basic needs or address homelessness.

Making sure that we have the robust support throughout the school in order to address those needs, knowing that our students might need more, and also understanding that we have an opportunity in addressing those needs. So if we have a young teen parent that comes to our school, making sure that our systems are available for them to give them credits or credit equivalencies for the learning that they're doing as they raise a young baby.

So those are some of the things. And then in addition to that, continued community partnership, both with the district as well as those outside community partners, with King County with Choose 180 with Navos, with all of those community partners that come in and give our students the supports that they need through mentorship, through counseling, through anti-violence and anti-gang-related activity.

So continuing those conversations and realizing that this is a community and we can do all of this together, and we're much stronger when we do it together.

Awesome. Thank you so much. That's a lot of work-through. So one last comment or question around the Academic Parent Teachers teams. How did that all come about? And what does that look like? You shared with us, it was hard at the beginning, but now you're growing it. So how does that look?

Yeah. So it came about because we had an amazing team at Central Office that came to us and was like, hey, we want to pilot this. We know that you do a lot of innovative things at our school and you seem like a good fit for this. And we did mention Fed Way. This is a major growth area for us.

So starting out with that pilot, it was a lot of learning alongside their team as well as those state supports. And as we continue that work, we're still trying to figure out and interview both students as well as parents. Like, hey, what would draw you into this community more so we can work alongside you and give you that collaborative skill learning that you and we need in order to better serve your students, both within the school as well as at home?

And so a good example of that is, as we have this initiative to support more multilingual learning at our school, is inviting those parents in of multilingual learners and being like, hey, this is a strong strategy that you can use at home. How do we partner together to ensure that that happens? And again, it's an area of growth for us. And we're continuing to see increased numbers at our family and community engagement events.

I love it. Thank you so much. Directors, any other questions before we conclude this presentation? All right, I'm seeing none. Can we give them another round of applause, please?

[APPLAUSE]

Thank you. We appreciate you so much. Have a good evening.

Thank you.

While we're not highlighting any particular recognition tonight, December is full of ways to celebrate learning, inclusion, and community. We invite you to visit our Facebook page to explore these recognitions. December 8 through 12th is Inclusive Schools Week. December 8 through the 14th is Computer Science Education Week.

Thank you.

With that, I'm going to move it over to our Superintendent's Report, Dr. Duran.

Thank you, President Van. I want to thank everyone for being here tonight. I hope everyone had a moment to rest and recharge last week. I want to thank Innovation Heights Academy Team for presenting this evening. And I'll have to find time to go find Israel and tell him that he is smart.

I want to start by congratulating our newly-sworn board members. I'm looking forward to continuing to work with each of you to make the Highline Promise come true for each one of our students. I also want to congratulate our 2026 Board President and Vice President, Director Van and Director Alvarez, thank you for your service. Thank you all, the Board, for all your service that you do.

Last month, I attended the Washington State School Directors Association Annual Conference with several directors. I had the opportunity to attend sessions about state and district finances, as well as other important governance topics. I also met with the Superintendents Advisory Leadership Team since our last board meeting. SALT's purpose is to offer feedback on strategic plan monitoring and budget development.

At the meeting, the team reviewed strategic plan data and funding models, as well as shared initial feedback on what is working well in schools to positively impact student outcomes. Today, Dr. Ryan and I visited Cascade Middle School and Mount View Elementary to observe instructional practices aligned with our instructional priorities. The Cascade visit focused on the school's emphasis on literacy across content areas.

Classroom observations highlight intentional vocabulary development, structured student discourse, and demonstration of grade level standards. At Mount View Elementary School, we observe the implementation of a dedicated literacy block design to provide small-group instruction tailored to meet the individual student needs.

At both schools, there was clear and deliberate focus on district priorities, supported by well-defined implementation strategies to strengthen practices and improve student outcomes. I would now like to invite the president of the Highline Education Association and one of our *Living the Promise* podcast guest members to the podium to share a few remarks. Welcome, Jeb.

You stole my opening line. Talking about a podcast, there you go. Good evening, President, Vice President-to-be, and current.

My name is Jeb Binns, the proud president of the Highline Education Association, and apparently no longer a professional, per the Department of Education. See, if you know, you know. And if you don't, you ought to pay attention to what the heck's going on in Washington, DC.

So I wanted to thank you for the opportunity to be on the podcast. It was a lot of fun. I really appreciated the unexpected question about my dad, which caused me a bit of pause and also a significant amount of pride. So it was great. So I appreciated that opportunity. Tune in January sometime, I hear, to go through.

I just wanted to share a few things that HEA's been up to. At our rep council meeting on Monday, we contributed \$2,000 to the Northwest Immigrant Rights Project and the Washington State Immigrant Solidarity Network. We will continue to budget our priorities, and our priorities are our communities. As we go through those, we're doing that.

In addition, we currently have in all of our schools right now a period product drive that's happening. Our building reps are collecting period products over the next two weeks. And we're going to collect them and donate them out to a nonprofit organization that's going to provide needed supplies to folks in our community in general.

Outside of that, what I also want to talk about is I think everyone knows the Panorama Survey is open. It opened up on Monday. And we just want to encourage folks to take that survey.

And I appreciate the shared commitment we have to make sure that we actually talk about the results of the survey and not cherry pick data, right? What's the thing that's actually going on? What can we do to drive the needle? And that's an important partnership.

We need to continue to do that. And I think I'll stay serious and then I'll go silly at the end. Also, we've had significant classroom interruptions this week in regards to safety. And I just want to make sure that, really, our purpose is to be focused on student and adult safety.

We also need to make sure that we have clear communication as to what is occurring, what's not occurring, and that we make sure that the information that goes out to our families and our community is accurate, and/or we're cleaning up that information. It was unfortunate to watch a Cairo news story in the afternoon that gave some information that wasn't accurate.

And then they counteracted what they said at the end of the story because they needed some sort of scandalous lead-in to the story. So we just need to make sure that we control the accurate narrative, not create our own magical narrative, but what's actually going on in there to realize that.

Because that's important as well to go through. And maybe we should speak to Burien PD about how they exit students from buildings, and go for respect and dignity. I think that would be important as well. But that's a Burien PD conversation and not a Highline School District conversation. But now it's on the record, so I guess it's both.

And then lastly, on a fun note, I encourage you to join educators at Merrill Gardens on Friday, starting at 3:30 in the afternoon, to decorate cookies. So there's the Discover Burien is doing the Cookie Crawl, And Merrill Gardens was going to do some cookies. And we wanted to find a fun social event that wasn't necessarily going out and buying people's stuff, but let's bring people together and some community.

So our PSSC culinary students are creating 200 sugar cookies that are going to be contributed to there. And we're going to bring folks over, and over on the community side, there's a fun Happy Hour and a band that Merrill Gardens does most Fridays for their Happy Hour.

And so we're going to go over there. And I'm bringing a cooler of school-appropriate beverages on this side, and then-- on the other side that I'm taking care of. So please come and decorate some cookies. It should be fun.

I get to stay there until 100 cookies are decorated. So the more people who show up to help me go home would be amazing. So I'd love to see any and all of you. It's starting at 3:30, goes till probably 5:00. Thanks a lot.

Very good. Thank you, Jeb. And I just appreciate your comments. And also just for everyone on the incident with our student safety, I think your team does our best job possible to ensure we have accurate information.

But when we're in those type of situations, police have their own public information officers on site, and they don't always coordinate with our team to ensure that the communication is accurate and effective. So I'll put that on the record. Thank you very much. That concludes my remarks tonight.

Thank you so much, Dr. Duran. We're going to move to our Director's Reports. With that, I want to start with Director Alvarez.

So thank you, President Van. It feels like it was just yesterday the CPAC Meeting happened. That's the Capital Facilities Advisory Committee. So we reviewed the enrollment data and the tax rate projections for the potential 2026 bond options. It has been an incredible process for me. I've been in the bond and supporting.

But to get into how things are decided, looking at blueprints, and what is the soil? Can it take the building? Just getting into the weeds of this was, for me, a great experience. And then starting to go through scenarios. What would \$450 million get? What would \$550 million? What would cover it? What are those funding measures?

So we're considering the facility needs, the tax impacts, the guiding values. We will meet again. So we're not meeting in December. We'll meet again in January. And the plans are to gather community feedback and get that early next year. And I just want to say thank you to the CPAC Committee.

And also Mr. Binns has come to these meetings, and it's been great to sit down and have conversations and really see different perspectives. We have parents, we have community, we have teachers. We had a student at my table giving us her feedback. And so it's great to have those different voices at the tables.

So that's my report. And just also, once again, I just want to thank the community, having the levy pass and having all of us, I feel, on the board, again, come and continue to do the work that we've started. The work's not done. I don't think it ever will be because our kids need us. And so I'm just thankful to be back. Back to you, President Van.

Thank you so much, Director Alvarez. Dr. Espinoza, you're next.

OK, thanks. So this fall, our Big Picture sixth graders worked with author Putsata Reang through a partnership with Writers in the Schools. In one session, the students were asked to respond to the writing prompt, why did you leave? And they shared their personal stories of change and transition in their lives. The writing activity aims to help students connect, to reflect, and to support each other in meaningful ways.

I also attended the WSSDA Conference two weeks ago or a week ago, and participated in some of the required trainings for school board directors, where I learned both the breadth and the limitations of our authority and responsibility as board directors, which was very enlightening.

And then I also participated in student-led school conferences last week, I think, with my two kiddos. And I just really saw the importance of teachers being interested in students beyond their needs and their strengths, but also in the dreams that they have and in their complete lives inside and outside of the classroom.

Thank you so much. Director Holien?

Thank you, President Van. There's a really cool cooking demo at Mount Rainier High School that Chef Kasey Acob-- if you've ever heard of Archipelago, it's in Hillman City.

It is a phenomenal restaurant. I have not been there, but I have had some friends that have been there. And it's very, very cool. But he came in as a guest at the school's culinary classes. And they made Danish pancake balls. They ate all of those, tasted all of the other things.

But Chef Kasey recently joined the Career and Technical Education General Advisory Council representing the culinary field. And it's just a remarkable program that he has joined. And I think it will give Highline some future opportunities. So, thanks.

Thank you. Vice President Tidholm?

Yes. Mount View, after several years without an active council, now has a new student council. These fourth and fifth-grade representatives, they lead weekly announcements in English and in Spanish. And they also get to plan and lead their school assemblies, including the Veterans Day Assembly, First Trimester Awards Assembly, recognizing student growth, achievement, persistence, and character. I'm super excited for the babies.

Also, a bit late, but we did not have a meeting, just in honor of Native American Heritage Month. Friendly reminder that nobody is illegal on stolen land. I had the privilege of attending a powwow last week, actually. And how does that relate to education?

But the fact that-- just putting it into perspective-- the 1960s is when they really stopped the boarding schools where they were forcefully taking Native American children from their homes, from their parents, to force them to assimilate to American culture, as we know it today. The abuse aside-- the loss of their culture, their language, their family ties is just-- it's really sad to think about.

So being at the powwow, just seeing the babies there-- there was a number of people there from all ages-- but the babies, the toddlers, the young children, they were sharing their culture. They know the language. They were able to share their dances. It was really beautiful to see.

I also had the privilege of attending was WSSDA Conference. I learned a lot of beautiful things, but one thing across the board that really just stuck with me is how many school districts, all of us across the state, are struggling. And just hoping, even though it's a short session this year, that the legislature will fulfill their paramount duty to fully fund education.

Because it's ugly out here. Most school districts are having to cut their budgets, which directly affects the children. So while we're trying to do the best that we can to be better and to do better for the babies, it's really difficult when we do not have adequate resources to do so.

Yeah, also, Director Van and I-- sorry, you were going to mention it-- but here we are. We're voted on the School Directors of Color Council. He has already served, so he is the OG. So him and I will be serving for this term on that.

I'm super excited to lead and represent the School Directors of Color across Washington State, to continue advocating and working for equity, not only for our babies, but also for directors, so that we can continue to have representation. Because representation does matter when we have babies from all different backgrounds and shades. It's really important to also have leadership that can relate and represent and advocate for them. And that is all that I have.

Thank you very much, Vice President Tidholm. It's my turn. So Beverly Park, every Friday morning, they start off with bingo in the cafeteria. This is one of their strategies to support attendance and connections. So it brings all the students together for a good morning of fun. And just thank you for just thinking outside of the box in doing that.

Since our last meeting, a lot of you joined the Highline Schools Foundation's Winter Warm-Up. They raised \$120,000 that evening. So thank you to you all. Thank you to the community that showed up and just shelled out their pocketbook to support our schools. Thank you for that.

Like most of the directors shared, we attended WSSDA this last weekend a weekend ago. So in addition to learning all of the courses and discussions that were there, one of the things that took me away was, I saw a lot of our previous leaders in the building that used to work for Highline that are now superintendents, assistant supes.

And our leaders that are here now were able to join us to learn alongside us. So that was really powerful, to sit alongside current executive directors here, to learn the same things-- it was great. So giving them that space to share, but also alongside the 1,400 other board directors, that was great. So I'm pleased not to only know our students by name, strength, and need, but our staff, giving them the opportunity and letting them grow. So with that, that concludes my Director's Reports.

All right, we're going to move to our Scheduled Communications here. On behalf of the Board, we sincerely appreciate you taking the time to join us this evening and sharing your thoughts. 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 or watching who are listening carefully to what you're saying.

Please note, while the Board is unable to respond directly to your testimony, we value your input. Thank you again for being here and speaking with us. First up, Leah Stephens. No, we're going to flip the switch there.

Hello, my name is Leah Stephens. I'm a [INAUDIBLE] teacher at elementary school. Thank you, Leah Stevens, North Hill Elementary. I am here tonight because I am disabled. One of the most profound truths I've learned about being disabled is that disabilities are expensive.

Though it sounds callous, the love and support of the people around me are not enough to consistently meet my needs. I need money to do that. Trust me when I say that when there isn't money to support me, I get to do less. And sometimes I get to do nothing simply because I'm disabled.

My experience is relevant because the students with the most significant disabilities are learning less or aren't learning at all in the current inclusion model. This isn't happening because we aren't trying our best. It's happening because not enough money was allocated to make the general education setting fit for students with disabilities.

This is happening across the district, not just at North Hill. For inclusion to work, we cannot rely on being clever or the overwhelming love we all have for our students. Because for us with the most significant disabilities, money is what buys our independence.

Money buys our freedom in a world that is not built for us. Money quite literally buys our happiness. And when the money isn't there, we get to achieve less. And sometimes we don't get to participate at all. Getting us in the room is not enough.

The inclusion model in Highline needs more money, or it needs to change to fit budget restrictions, while also ensuring that students with the most significant disabilities still get the education they need. I am not asking you to find this solution on your own. Please talk with the people at your schools and be open to hearing both the good and the bad things we have to say.

Thank you, Leah.

Quincy Gill?

Well, good evening, Directors and Dr. Duran. Thank you, Leah, that was incredible. In the face of an \$8 million shortfall and uncertain federal funding, now is the time to get creative in our schools. Instead, Evergreen's creativity was stifled with the district's reversal of our plan to implement WIN, or What I Need Time.

Washington's chronic absenteeism challenge cannot be fixed by one school alone, though Evergreen has made significant jumps in regular attendance and sense of belonging this year. What we can do is adapt to our current reality to avoid worsening it. WIN Time was our solution. WIN was our way of not only knowing students' strengths and needs, but enriching them.

A dedicated group of teachers made the plans, crunched the numbers, and got the initiative approved, only to have the ability to host WIN taken from us many weeks later. Here is the impact. Imagine you were a student who was bereaving a family member and missed a summative assessment that takes at least 45 minutes.

You want to make it up, but your lunch is only 30 minutes long and you need to eat. Your bus leaves campus at 2:40, and if you miss it, you don't have a way to get to your job on time. What do you do? WIN is the equitable alternative to this situation.

WIN allows us to build in reassessment and reteaching time. It allows us to incorporate enrichment so that all students can be involved in cultural and interest-based clubs. Students can get support from CBOs without missing class time. It does not rely on teachers' unpaid labor like our current options do.

I implore you to let us implement the strategic plan. WIN is innovative learning that cultivates belonging and supports future readiness. With WIN, we all win-- students, teachers, the district, and the community. Thank you.

Thank you, Quincy. Renee Agatsuma?

Hi, I'm Renee Agatsuma. I am a proud teacher at Evergreen High school. I've been really treasuring teaching there because it's one of the first schools that really felt like home, like my home school community. And I've been in a lot of schools, including in multiple districts.

I am also a union representative, and one of the people that Quincy was referring to that helped get our WIN time in. And we have realized we needed a block schedule that we voted in numerous times and we've been able to get higher and higher buy-in by our union members. This last schedule passed by 94.1%.

And we realized last year-- we always change it every year-- that we needed more time. Because we are essentially a Tier 2 school. And we need more time to be able to give our students reassessments when they need it, to have time for clubs to meet. Because there are some students that have multiple clubs. You're going to hear from them later.

And we wanted to be able to not have to take our own lunch time or meet kids after school when they have to go away, to leave to do a job, to be able to have them reassess. And we also have time for partners to come and meet our students, partner groups. So we interviewed families. We interviewed the community.

And we came up with this WIN Time. It's an extension intervention time built with an advisory in the middle of the day. And it allows us to do things like teach about credit. Students really wanted to learn about credit. They signed up, they said they really enjoyed it-- and also to make up assessments. So we are doing this WIN Time, and then it is indefinitely canceled-- or not canceled, but paused.

And as the person who helped run the minutes and crunch the numbers-- and I can send you my data later-- it's feeling really difficult for us to be able to support our students in the club times they need, but also to be able to have them make up assessments and not take our time during lunch or after school. We want WIN Time back.

Thank you very much. Jennifer Miller?

Hi, my name is Jennifer Miller. I've been a teacher at Evergreen High School since 2021. I'm also the member of a WIN Committee at Evergreen. So I'm one of the people that developed how this was going to go as a committee. And I'm here to speak to you about WIN Time at Evergreen.

Because as a staff member, I'm confused why the district stopped us from following the agreed-upon schedule. The staff voted for this schedule 94%, as it has already been said. And then it was sent to the district and approved in the spring. So we thought we were good to go.

The purpose of WIN Time is to provide students with interventions, extra support with teachers, time to meet with peers, and learn new skills. This supports the district's goals of ensuring every student is known by name, strength, and need, and that every student has a sense of belonging at Evergreen.

We have many clubs that need to meet during this time. As educators, this time is for us to connect with students, help students who need more support, and stop working our duty-free lunches because there is no other time during the day to meet with students. Since not all my students could be here today, I surveyed them. They are here with me today.

And here are the things that they would like you to know. "I believe WIN Time would vastly benefit me from granting me extra access to teaching support and allow me to venture possible interests." Another student said, "WIN Time would benefit me because sometimes not all the advisors let their students do work in other classes-- also, a way for students to get a break and be social with other students."

Another student said, "It would help me set aside time to get extra help that I think I need." Another student said, "I need to ask direct questions to students, and my advisor won't let me leave."

[MUTED]

Next is [? Kes ?] [? McCord. ?]

OK.

Yeah.

Hello. My name is [? Kes ?] [? McCord. ?] I'm currently a senior at Evergreen High School. But more impressively, I'm the President of our Black Student Union. With the erasure of WIN Time on our campus follows, essentially the erasure of our club. Our officers are currently channeling a little too much, I guess, their Black excellence, and participate in too many activities to count.

So for a lot of us, this promised WIN Time was promised club time. And while this is a disservice to our current members, it's also a disservice to potential members. I've spoken to a few students who expressed wanting to join our club, but not having the time to do so because they have stuff to do after school.

We planned our year around being able to meet during the school day. And now that we can't do this, our club is in sort of a limbo. BSU needs this WIN Time. Black students at Evergreen need this WIN Time. Thank you.

Thank you. Alex Myrick?

Good evening, Directors. I'm sure you pride yourself on being open-minded and inclusive. It's possible to be so open-minded that your brain falls out, metaphorically. I have spoken to you more than once over the last three years about biological males competing with females.

Males have greater muscle mass, larger lung capacity, and longer, denser bones, along with other biological differences, which give them a substantial advantage in most sports. Girls are not only at a disadvantage, but can be in danger when forced to compete against biological males, regardless of how they identify.

Every generation before us has known this intuitively and experientially, if not yet scientifically. Now let's look at the issue from the perspective of the trans athlete. A biological male who identifies as a female has so much confusion physically, mentally, emotionally, and sexually that being denied a spot on a girls team is literally the least of their problems.

You may see yourselves as championing the rights of oppressed individuals, but you are actually enabling their unrealistic fantasy. A boy who changes his name and appearance and takes off-label hormones does not become a real girl. Any athletic victory on a girls team results in spurious recognition, as well as denying the rightful accomplishments of the biological girls.

Your current policy is unfair, unreasonable, unsupportable, and unsafe. It helps no one and hurts everyone. Please change it, even if it means withdrawing from Washington Interscholastic Activities Association. Thank you.

Thank you. Bethany Tate?

Good evening. My name is Bethany Tate, and I am another proud teacher at Evergreen High School. I'm going in my 16th year at Evergreen, my 17th overall in the district. As you've heard my colleagues say, we are working to try to get our WIN Time back. I was not one of the ones who started it or worked on it. I just think it's a great idea and I'm here to support it.

I also want you to know that we do not make our appeal to you as our first step. There was many, many problem-solving things done. We respect y'all. We think you're amazing. But respectfully, you're kind of our last desperate resort after trying many other problem-solving strategies to make it work.

So from my understanding, it's a bit of a technical issue with the caseload numbers, that a computer is spitting out a report that somebody can't compute. And we just need to put our critical thinking hats on and say we all agree that we can overlook this technicality in service of supporting kids, working towards their knowing and identifying their strengths and needs, and preparing for the future that they choose.

We would love for you all to give attention to this. We appreciate any attention you can give to it. And if you have any strings you can pull or any buttons you can push that would say approve, we'd love to have it back in action. It costs \$0.

It takes zero effort from really anybody besides us and the kids to sign themselves up and go to the extensions or the interventions that they would love to do during the school day. So we're really just needing us to overlook the technical barriers in service of what we all think is probably best for young people.

There's a lot of us who are here tonight, which I'm really happy to see. And there's also, many of us who it didn't fit in their schedule, both young and old, of my colleagues a.k.a. teachers and students. But just know, that there's a lot of us who would love to see this continue. Thanks for your time and your service on the Board.

Thank you, Bethany. Next up is [? Jarrett ?] [? Tejeda ?] Sanchez.

Hi, my name is [? Jarrett. ?] I am a student at Evergreen High School. I am here to also talk about WIN Time. And I think when I first heard about it, I think it was a great idea. Me, I struggle in some of my classes.

And I think that it would be really helpful that if I had WIN Time, I could be able to-- sorry, I would be able to be better in that class. I would be able to raise my grade. And also, after school, I do not have the time to do homework or do other stuff because I am also a musician. And I play instruments in which I don't have time to play because then I have too much homework.

And when I have too much homework, I stay up all night. And I do not get the sleep that I need. And I think it would be really helpful if I had WIN Time. And so thank you. I hope you guys can help us get this WIN Time to get incorporated. Thank you.

Thank you, Jarrett, you did great.

Yeah, thanks.

And our last speaker this evening is [? Amaya ?] [? Allen. ?]

Hi, my name is Amaya. I go to Evergreen, and I'm a sophomore there. WIN Time has really helped me improve in certain stuff and raise my grades the time we did have it before it got like taken away. I think WIN Time is really important, not just for me, but for other students too that do attend at Evergreen just because people don't have time after school.

And it does get really rough because then you can have lack of sleep, you're too stressed out. It's not good for mental health. And once you have too much on your plate, then there's not much you can do about it. So I think having WIN Time can help, not just academically, but also socially, with getting to meet other people that are having the same struggles as you or just to hang out with your friends just because there's not enough time at school.

And there is lunch, but lunch is for lunch. The lines are too long and it just takes up too much time. And when you want to be at lunch, you're going to eat. But it's also helped me because the same as [? Jarrett, ?] I have the same problems. I play a musical instrument too. I play in sports. I don't have time. And I still want to pursue in my sports.

And sports, you'll have meetings. And sometimes you can't go to those after school. So obviously sometimes you want to have them during school without getting taken out of your class. So I think WIN Time can help so that you're not missing classes, but you're also catching up on work at the same time. So, thank you.

Thank you so much, [? Amaya. ?] So that concludes our communications, our speakers this evening. I just want to thank Israel earlier, [? Kes, ?] [? Jarrett, ?] [? Amaya, ?] for coming and speaking to us this evening. With that, we're going to move to our Consent Agenda. Directors, please note, Item 6.4 on our Consent Agenda, it's the cancellation of the December 17, 2025 Regular Board Meeting. So with that, do I have a motion to approve the amended Consent Agenda as I remove 6.2?

I make a motion we approve the amended Consent Agenda.

Is there a second?

I second.

All in favor?

Aye.

Aye.

Yes.

Aye.

Any opposed? Hear and see none. So number 7, this is items removed from the Consent Agenda. So I move that the Board immediately recess into Executive Session for 20 minutes until 7:30 PM, in accordance provisions of RCW 42-30-110. The purpose of this executive session is to evaluate the performance of a public employee.

I would also like to ask that Dr. Duran, Dr. Steve Grubb, Sara Baker, Holly Ferguson, Erinn Bennett join the executive session. OK?
Do I have a second?

I second that.

Can I have a roll call, please?

Director Alvarez?

Yea.

Director Espinoza?

Yes. Uh, yes, sorry. Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. We're going to move into Executive Session. We'll be back at 7:30.

So we are returning back from Executive Session. We have completed the Exec Session at 7:33, 3 minutes, a little bit over. I'm a slow walker, so I will now continue with our regular Board Meeting Agenda. So under this evening, under 1.6, I removed 6.2. There's a lot of numbers going around here, the Personnel Report from the Consent Agenda.

At this time, we will take that item up. Do any directors have any questions or comments on this item? If not--

I make a motion that we approve--

6.2?

Item 6.2 that was removed from the Consent Agenda.

Do I have a second?

I'll second.

Roll call, please.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Alvarez?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you very much. We're going to move to our Action Items on 8.1. This is Motion to approve the 2026 Legislative Agenda. Any questions or concerns on this?

Just one second, President.

Yep.

My computer went to sleep.

Oh.

I think it was trying to tell me something. Never mind. I just wanted to-- I wasn't sure if anybody else has a question.

So I do have a comment. I just want to really publicly put this out there. The 2026 Legislative Agenda covers literacy, fully funding special education services, addressing under-funding of MSOC costs, supporting capital facilities and student transportation. So those are the top 5.

And thank you. That's actually what I was going to be-- that was-- thank you.

I got you.

I was naming them because I wanted to make sure that I said it publicly, loud and clear, that literacy, it is on there.

Thank you. Any other questions or comments? I hear and see none. Can I please have a motion?

I move the Highline School Board approves the 2026 State Legislative Agenda.

Could I have a second?

I'll second that.

Roll call, please?

Director Holien?

Yea.

Director Alvarez?

Yea.

Director Tidholm?

Yea.

Director Espinoza?

Yes.

President Van?

Yea.

This motion passes 5 to 0.

Thank you very much. 8.2, this is motion to renumber and revise Board Policy 9271-- Sale of Real Property. Any questions or comments on that? This is on 8.2 and 8.3, I just want to thank Holly and Steve for helping us get these numbers all together, making them relevant to where we're at now. So I appreciate that. With that, can I please have a motion?

I make a motion to renumber and revise-- let me make sure I have the correct language. Just a second. So I move that the Highline School Board approve the revision and renumbering of Board Policy 9271-- Sale of Real Property to be renumbered as Board Policy 6882. And I need a second.

I'll second.

Roll call, please?

Director Tidholm?

Yea.

Director Espinoza?

Yes.

Director Alvarez?

Yea.

Director Holien?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. 8.3, Motion to repeal Board Policy 9273-- Rental of District Property and renumber, rename, and revise Board Policy 9272-- Real Property Management. Any questions or comments?

Just one quick comment. Again, I just want to reiterate what you mentioned. Thank you to Holly and Steve when we met, to just really go over it. It's now a real clear, concise what is what and how do we do things.

And that way moving forward, we won't have hopefully any challenges. But it is now really clear as to whatever is it that we're going to be doing, whether it's leasing. Whatever it is that we're going to be doing, it's really clear now it's aligned with the numbering. So I'm thankful for that.

Thank you.

Can I get a motion?

And with that, I move that the school board approve the repeal of board-- is it the correct one?

Yes.

Yeah. I move that the Highline School Board approve the repeal of Board Policy 9273 Rental of District Property and the Renumbering, Renaming and Revising of Board Policies 9272 Real Property Management as Board Policy 6880. Rental or Lease of District Real Property. And I need a second.

I will second that.

Roll call, please.

Director Alvarez?

Yea.

Director Holien?

Yea.

Director Tidholm?

Yea.

Director Espinoza?

Yes.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. This is Action Item 8.4 Motion to Approve the Interlocal Agreement number 01-25 with King County regarding School Impact Fee Programs. Any questions or comments on this?

Yeah, I did have a question that I had brought up about the amount that we get from King County Impact fees.

Thank you.

Good evening. So the question, I believe, was how much did we collect last year in School Impact Fees. So we did not collect anything last year in Impact Fees because we didn't have any developments within the district completed during that time.

Thank you.

So while you're there, [? Jackie, ?] because now we know that there has been some development, and so there is an expected collecting of Impact fees this coming year?

Yes.

OK.

Yes.

I don't expect right now to know how much. And I think it just gets confusing. even And I love the term you used, "completed," right? So, thank you.

Any other questions for [? Jackie, ?] since you're up there. All right, I don't see any. Thanks.

Thank you.

Hear, hear. Thanks. Can I please have a motion?

I move the Highline School Board authorize the superintendent or their designee to approve and execute an Interlocal Agreement between Highline School district number 401 and King County, relating to School Impact Fees. Could I have a second?

I'll second.

Roll call, please.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Alvarez?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. 8.5 and 8.6 were moved to Consent. So, 8.7, this is Motion to approve the Allovue Budget Suite Contract. Any questions or comments on that?

I have one comment. I thought that the presentation at our previous board meeting was wonderful. Just looking at efficiencies, looking at how we can track our budget in a very direct, concise manner, I think is very important.

Thank you. I do also have a comment. I look forward to looking at the program Allovue and just dissecting it, seeing it just drop down, level by level, to the granular level. So that's going to be great.

Yeah, and that was the idea. It's just adding that, hopefully, we'll, as a board, can get in there at some point. Or back here, somebody can walk us through it.

Thank you. Can I please have a motion?

I'll move the Highline School Board approve a contract with PowerSchool for the Allovue Budget Suite in the amount of \$334,456.50 plus applicable taxes for the time period of December 10, 2025 to December 29, 2029, with any minor additions, deletions, or modifications deemed necessary by the superintendent. Do I have a second?

I'll second.

I'll second

I'll second.

Roll call, please.

Director Holien?

Yea.

Director Alvarez?

Yea.

Director Espinoza?

Yea.

Director Tidholm?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. 8.8, this is Motion to approve the Project Construction Management Services Contract for the Southern Heights Replacement Project. Any questions or comments on this? Can I please have a motion?

I move that the Highline School Board approve an authorization for the superintendent or designee to enter into a contract with Vanir Construction Management for project management and construction management, PM/CM services and support of the Southern Heights Elementary School Replacement Project in the amount of \$660,784.

Can I please have a second?

I second.

Roll call, please?

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Espinoza?

Yes.

Director Alvarez?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. 8.9, Motion to approve the final acceptance and project closeout for the South Central Administration Building South Roof Replacement Closeout, PO number CP230073. We're finally done over there?

That was my question. Is that it?

Any other questions or comments besides that one? Can I please have a motion?

I move the Highline School Board approve an authorization for the superintendent or designee to approve final acceptance and project closeout of the South Central Administration Building Roof Replacement Project, PO number CP230073, completed by Garland/DBS Incorporated. Can I have a second?

I'll second that.

Roll call, please.

Director Alvarez?

Yea.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you. And our last Action Item for this evening is 8.10, Motion to approve Grant Easement to Southwest Suburban Sewer District at Evergreen High School. Questions or comments?

Just a quick question. So is this like a swapping of land? As I was reading, it's like, replacement of the new easement that are aligned-- thank you. I should have asked earlier.

Thank you for the question. The recorded easement from when we did the initial construction wasn't accurate, so we went back and corrected the easement. So that's what this is.

Oh. It said replacement, I thought that they moved easements somewhere. Did it get swapped?

No.

OK, thank you. That makes much more sense.

Thank you. Jackie Can I please have a motion?

I move the Highline School Board approve granting an easement to Southwest Suburban Sewer District for the Evergreen High School Replacement Project. And I need a second.

I will second that.

Roll call, please?

Director Espinoza?

Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

Director Alvarez?

Yea.

President Van?

Yea.

This motion passes 5 to 0.

Thank you very much. Well, that concludes our Action Items. And there's no Intro Action this evening. With that said, we do not have a board meeting on December 17. So with that, I just want to--

President Van, do you mind naming that we also don't have any introduction items. You named introduction and action, but we also do not--

Yeah, we do not have any Intro or Action Items for our upcoming meeting. So with that--

So that means we can't add any additions to the Consent Agenda?

Please, no. [LAUGHS]

Just checking to make sure.

Can you please mute her right now? With that, thank you, everybody. Have a happy holiday. And we'll see you at the beginning--

Can we have a motion to adjourn?

--at the beginning of the year. And with that, I want to have a motion to adjourn.

[LAUGHTER]

I motion to adjourn.

I got you.

I'll second. [LAUGHS]

All in favor?

Aye.

Aye.

Aye.

Any opposed? I hear and see none. Thank you.