

Highline Public Schools | School Board Regular Meeting - June 18, 2026

Good evening, everybody. Welcome to our regular school board meeting. It is Thursday, June 18, the day after school ended, so welcome. With that, I am going to have Rebecca from Seahurst do our Pledge of Allegiance. So can we all please stand up for the pledge?

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

Thank you, Rebecca. Roll call, please.

Director Tidholm?

Present.

Director Holien?

Present.

Director Espinoza?

Present.

President Van?

Here. Director Alvarez has an excused absence, and to my left is our superintendent, Dr. Duran. With that, any calls for changes or additions to tonight's board meeting agenda?

Hearing, seeing none. Thank you so much. We're going to move on to our acknowledgment and appreciation. We have a great community partner tonight. Can I please get Arone to come on up? He is part of our community partnerships manager and would like to share about UW Dream Project.

There we go. Thank you, Dr. Duran, President Joe Van, distinguished board members. I would like to recognize our partner, UW Dream Project. I will call up Sativah Jones, Assistant Director of College and Career Readiness, and she will be followed by Emma Biscocho Pelletier, who is the Assistant Director of Community and School-Based Internship. And with her will be Andrea Marquez, Program Manager of Schools-Based and Community-Based Internship. Thank you.

I think someone's much taller than me. Good evening, everyone. My name is Sativah Jones. I'm the Assistant Director of College and Career Readiness here at Highline Public Schools, and I have the distinct pleasure of working closely with our community partners that work closely with our students in their future planning and their college and career readiness. And so I'm thrilled to talk a little bit about the impact that Dream Project has had over the course of several years. They first started here in Highline Public Schools we're thinking around 2013, and in that time, there's been several different installments of the program. But one thing has been constant, and that's their unique approach to supporting our students and tapping into their brilliance of figuring out what it is that they want to do after they graduate.

One of the coolest components of the program is that it's current college students working in our schools around 10 hours a week, helping students with one-on-one advising, financial aid completion, just exploring, what are my options? The intent of the program is not to convince students to go to WSU, but instead, what are your values, interests, skills, and how does that translate to a career and a post-secondary pathway?

I want to share just a few stories around the human impact around the program. Most recently, this year we had a CCRA at Highline High School who is a Highline High School alum and lives across the street from the school still and walked across the stage at UW on Saturday. And so, in the impact of his work, he's talking to students who come from the same community as him, and our students get to see someone who looks like them, who shares their experience, the same challenges as them, doing some amazing things as a college student and giving back to their community. And so it's been really exciting to watch him navigate finals, having a job, all the things that come with being a college student while also supporting our students.

Another cool impact story is on our team, we've been fortunate to land two really impactful grants through the Gates Horizon Program, as well as the GEAR UP Program. And with that, we have a programmatic grants manager, Mauricio Majano, who is on our team. And he started in Highline as a CCRA also at Highline High School and then transitioned into a permanent role. And so now he's leading some really high-impact grant programs in our district to help our students figure out, again, what it is that they want to do after they graduate with their time with us.

And so it is immeasurable the impact that they've had in, one, laying the foundation for a trajectory of a career of supporting students and helping them figure out where their brilliance is going to lead them, but also just the impact of day-to-day students being able to see folks coming from their communities in college doing amazing things, so that they know that they can do that too. So it is with immense gratitude to Dream Project for their continued partnership across our comprehensive high schools over the last 10-plus years, but most excitingly, I learned today that they'll also be expanding to innovation Heights and Highline Virtual Academy next fall. And so we're excited to see their continued impact in our school and communities.

Thank you so much for having us. We're really excited to get to talk a little bit about Dream Project and the impact. Andrea has some other numbers and things, but like Sativah said, it's been really amazing to get to partner with Highline High School over the last 10-plus years now, and through the different iterations of our program, this near-peer mentorship model of students, that could be their first year at UW, maybe having just graduated from Highline Schools or other schools in the region, getting to work with a range of students at the different high schools, doing programming alongside college and career specialists, doing things like workshops or finding a niche within the school that has a need, like a student who last year created a workshop for migrant students attending college or other higher ed institutions, and the different nuances with that.

And I think that our partnership with Highland has been obvious in the way that Sativah was mentioning this continued engagement. We've also seen many of our CCRAs come back to work in the schools, maybe not directly with Highline, but with some of the other partners that are in the future centers, in those college and career centers to continue working with the students here at Highline.

--it a little bit. Hi, everyone. Thank you for having us. I want to share just a couple of numbers that our college and career readiness assistant interns offer to us and our program. This year, we had five college and career readiness assistants at five Highline schools. These students, or our interns, were based out of Evergreen High school, Big Picture school. They were at Tyee High School, Highline High School, and Mount Rainier High School.

In the year that they were at these schools, as Sativah mentioned, they were working there 10 hours a week beginning October all the way through end of May, early June. And in that time, those five college and career readiness assistants offered over 1,700 hours of internship at their schools. They met with over 450 students, both middle school and high school students. They put together over 50 flyers and resources, and also offered over 50 scholarships that they found through their own research to the students that they were meeting with. The number of 450 student meetings doesn't include drop-in advising, so you can imagine that number is also much higher. And the work that they did ranged from those workshops that they put together to also supporting students apply to financial aid across the district and the state of Washington. The percentage of students that complete the financial aid application is around 50% to 55%, and at these five schools, this year was higher. This is not including the WASFA applications.

So it's just really great to see these numbers, how our students are having this kind of impact. And as was mentioned, a lot of them do have their own personal connection to these schools. I'd like to share with you all a quote from one of these students, one of our interns, who shared that she learned that many students want to pursue college or career opportunities, but feel overwhelmed by deadlines, unfamiliar vocabulary, and multi-step processes. Small barriers, like not knowing where to start with a personal statement, can make students feel stuck. Consistent, judgment-free guidance can make a huge difference in their willingness to engage.

And one thing that I think is really important to emphasize is that the work that our interns do would not be possible without that support that they receive at the future centers at each of their schools. We had another intern reflect on their experience working with their site supervisor, their college and career specialist, and said that it was incredible to see the amount of support students receive from counselors, teachers and staff.

The people I'm surrounded with in the future center care so much about the students they work with, and are constantly trying to see what opportunities they can provide for students. And so we appreciate immensely this recognition, but we also offer that recognition back to Highline Public Schools, to the teachers, the counselors, the folks at the district that make this partnership so impactful for the K-12 students that we are all working to support, reach bigger and better goals. Thank you.

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

I just have a comment about how many students were involved in this just this past year. 450, it's pretty amazing. So thank you for all the work that you all do.

The students and the hours put in, I really appreciate that for these future, especially first-generation college graduates, to not have any idea where to start, to not have potentially the family to guide them, I know it can be really overwhelming. So to have somebody that's already done it and done it recently was in their shoes, I can only imagine the burden that it takes off of them and opens the possibilities, because a lot of the time, if you don't have that to look up to, you don't have that in your world, you don't even know what is possible. So to have that in front of you and to have somebody walking you through it, just the doors that it's opening for these babies, I appreciate.

And I do have a comment. I know that you were just sharing about high schools, but I know that our middle schools are being supported by you as well. So all of our feeder middle schools going on up is being supported as well. So greatly appreciate you starting them a little bit younger and moving them all the way up. So with that, thank you so much [INAUDIBLE] presentation. We're going to have you come on up for a picture.

Thank you.

Thank you again for that presentation. With that, we're going to move on to our superintendent's reports, Dr. Duran.

Thank you, President Van. I just want to welcome everyone to the board meeting this evening, and thank you for being here. Yesterday was the last day of school for Highline Public Schools, and I hope everyone, students, families, educators, and staff get an opportunity to rest and recharge over the break. I'm looking forward to seeing everyone in the fall. There are many great things ahead in Highline.

So I've had the privilege of attending many graduations over the last two weeks. It's just been a really joyful event. Each one of them is a little bit different and unique, and I just have loved the opportunity to be able to be there and just see the wonderful celebrations that our students are having and where families are engaging. It's just a wonderful event and just a big culmination of the work that our students do as they move on to the futures that they choose.

I mentioned in my message to staff yesterday at the Innovation Heights Academy graduation, had a really special moment that resonated with me. A senior reflected on the impact her kindergarten teacher had on her life. 13 years later, she still carries his words of encouragement. She shared, "He told my mom that one day I could become a strong leader because he saw something special in me. At the time, I didn't fully understand, but those words stayed with me. Today, standing here, I can't help but think that maybe Mr. S was right.

So today, I want to say thank you for believing me before I believed in myself. Your kindness, encouragement, and faith in your students live on through all of us you touched." That was definitely one of the bright spots and just really thought those words were powerful, because the words and our actions really do make a difference with what we do on a day-to-day basis. So just big thanks to our educators and staff for everything that you've done this year to support our students this year.

All right. Moving on to Math Bonanza at Seahurst Elementary School. So more than 200 elementary students from across Highline spent a Friday evening in June testing their math problem solving skills through written questions, mental math, and team events. The 15th annual competition for mathletes was organized by the Seahurst PTA for Highline students in grades 3 through 5. This year's Math Bonanza had the largest turnout yet. Students from eight elementary schools finished in the top 10 for the grade level or were part of a top five school team in events focused on algebra, probability, geometry, and more. I'd like to invite Seahurst teacher Chloe Swain and a few of the other mathletes from Seahurst to the podium to share a little bit more about the annual tradition and to give us a front row seat to some of the problems they work to solve. Welcome, Chloe. Great to see you, and thank you for being here on the first day of your vacation.

I know. Thank you so much for giving us this opportunity, Dr. Duran and School Board members, to talk about Math Bonanza and how important it is to us, and also to celebrate our mathletes, who took time during recess, sometimes during part of their lunches, sometimes definitely at home and with the families that are here facilitating that. And they did that because they are thirsty for a challenge in math. They want it, and they worked hard to get it.

And Math Bonanza is part of a tradition of math competitions that happen all around local, statewide, up to the worldwide level. And some of the greatest thinkers and doers in the world come out of this tradition, and not just in the area of math, because this is not just about math. It's about learning to think and work with others together. And it is also especially very great for students that are multilingual learners, because when you become confident in math using the language of math, you can become confident as you're in your identity as a good student. And for all of our students, it is a time where it's unfortunately a rare opportunity to celebrate excellence in math. And so with that, I'm going to have two of our excellent mathletes, which are Findlay and Rylan Burdette, who are going to go up and demonstrate some math from one of our Math Bonanza questions. So, Findlay [INAUDIBLE] over there.

For our audience members, you look on the board and see what they're going to be solving. So pull out your pencils or pens, and start getting to work.

Hello. We are going to be talking about the problem-- where is it? OK-- arranging the letters below in order of descending value, for example BCDA. A is going to be 21 divided by 3. B is 5 plus 3. C is 11 minus 5, and D is 2 times 2. Descending means from going to greatest to least. And I'm going to be doing A and B, and Rylan is going to be doing C and D.

So wait. So the answer of this question would be A-- wait-- BACD, because B is the biggest number out of all of them, and D is the smallest number out of all of them. Thank you.

That's all we have for you. Yep.

Oh, wonderful. I want to just thank you all for being here today, and to sharing a little glimpse into the Math Bonanza. I the opportunity to go to one of the training rounds, and took me a bit to remember that "product" means multiply, because you knew this. And so it took me a bit to remember all the things that I had learned previously, but just want to thank you all for the work that you're doing.

Students, you're doing great work. Keep it up. I hope you guys get the opportunity to do some problem solving over the summer. And for the parents that came here tonight, thank you so much. Matter of fact, would the parents please stand up for the students that were able to come here tonight, so we can just give you round of applause? Thank you.

And we're going to invite you all up for a picture. So parents, students, everybody come on up.

It's your opportunity to get a picture with all of us. Come on up to the stage.

[CHATTER]

All right. And next up, where-- is Jeb here? I thought I saw Jeb earlier, Jeb Binns. All right, Jeb, we got a special math problem for you to start you off tonight. Welcome, Jeb. And it's my honor to invite Jeb Binns, the President of Highline Education Association to share a few remarks, and as I have this moment, just say congratulations to you. I was at the Highline graduation last night. Got to see your daughter walk across the stage, and a special moment for you to actually give that to her. So thank you and congratulations.

Appreciate that. The answer is B, because that's what I was always told. When in doubt, it's B. And Binns work, so that fits great. So good evening, Superintendent Duran. President Van, members of the Board. Appreciate you. It was a remarkable experience to stand up in front of and be on stage at the Highline High School graduation last night, see my daughter graduate, and also to be a part of the graduations throughout the district. So I thank you and Board President Van for the opportunity for the Highline Education Association to be part of graduations. It is one of these wonderful things to see the hard work of our students and of our educators to help guide and shepherd our students across the stage. So I appreciate that. And with that, congratulations to all our graduates and all of the teachers and educators and our K through transition system who helped them get there.

I spent the first day of my summer vacation with three other people who are sitting in this room today negotiating our successor agreement that we will eventually get done. And we are cautiously optimistic. We have a single-day calendar next week, but we are cautiously optimistic that we will put together an agreement that works for the students and the staff and the community in service of all of the things that we want to do. We are cautiously optimistic that we're going to get that done and put it to bed as we go through. So we'll see.

I'd like to publicly thank the 18 members of the joint team because this is not a "we/they, they/us." It's a together partnership as we go through and take a look at things and, and the process that we've created is, is probably worthy of at least a chapter in a book as how to bargain better. And I've seen systems where people shove pieces of paper across the table at each other and walk away with feelings hurt and send messages in that manner, and that's not what we do.

We start with interests. We start with shared experiences. We start with, what are we looking to try to accomplish? And then from there, we go to generating options that work well for everyone. And then we go through, and sometimes an option sounds really good to me and not to you and you and not to me, and we'll eventually figure out a way to put them together.

Next week, I'm excited to-- I take off to Denver, Colorado with a team of educators to represent Highline at the National Education Association Representative Assembly. So I'll be there starting Friday. They're going to get the opportunity to show up on Tuesday and get the work done at the National Organization and try to see what we can do to bring back education, the Department of Education, and save our democracy in the process. So thank you very much. Hope you have a wonderful summer, and I'll see you at the next board meeting.

All right. Thank you, Jeff. Appreciate that. And again, congratulations to you and your family. All right. That concludes my comments this evening. Thank you, President Van.

Thank you so much. We're going to move on to our Director's Reports, and I want to start off with 4.1 in regards to our '25-26 before we go to our individual reports. So the '25-26 board goals were discussed at the September 27, 2025 board retreat and were approved by the board directors on October 15 of 2025. So the board directors discussed the goals at the March 25, 2026 board retreat, and the board will continue these conversations around these goals, including whether directors want to continue any of them in the '26-27 at the first board meeting this next year. So opportunities for us to brainstorm around what we want to accomplish this next school year. So with that, I'm going to kick it off to Dr. Espinoza to start off our board reports. Dr. Espinoza?

Yes. Hi. Can you all hear me?

Yes, we can.

OK. Thank you. And apologies for not being able to be there in person. I'm pleased to be here tonight. So I also attended graduations and was overjoyed to see the support of families and staff and seeing our students. Also had a moment a couple days ago. My son finished fifth grade and a promotion [INAUDIBLE] at Madrona, so we're all very proud of him. He goes on to middle school. And I think that's it for my updates, other than just to say congrats to all the graduates. again, Thank you.

Thank you, Dr. Espinoza. Director Tidholm.

Evening, folks. Several Highline schools have been nominated for the Best in the Pacific Northwest contest this year, including Shorewood, Mount View, and Gregory Heights Elementary School, Highline Maritime High and Mount Rainier High Schools, and Chinook and Sylvester Middle Schools. The nomination celebrates the student staff, family, and communities who helped make these schools special, and you can check out our website to access the voting portals by June 26. Congratulations to all these schools for your nominations.

I had the pleasure of attending a number of graduations. It's been a busy week. Evergreen High School had the largest graduating class ever. Ever, right? Ever, which I'm a bit biased, but go Evergreen. But just really beautiful being able to see elementary, middle school, high school graduations and the babies' faces and really proud moments. The only thing I have, happy early Juneteenth. If you're not familiar with the federal holiday, it's more than just a day off. I know it's recently a federal holiday, and a lot of people might not be familiar with it.

Although the Emancipation Proclamation, which freed enslaved African-Americans, was signed on January 1 of 1863, word didn't reach the South until June 19 of 1865, two years later, so that is the day that is celebrating enslaved Africans being free, on paper at least. So happy holiday. You guys enjoy your day off, but also remember what we are celebrating. And that's all that I have.

Thank you, Director Tidholm. Director Holien.

Thank you, President Van. Last week, I visited Mount Rainier High School and met with Principal Linman, and he outlined so many successes, and I appreciate all the work that him and his staff had done every day this year. I also met with Principal Sallee at Highline High School. It was wonderful to hear his years of experience and provide such a great learning environment for the students. This week, I was able to attend the graduation ceremony for Tyee and Mount Rainier, where we celebrated over 600 graduating students between the two of them. It was an extreme honor to see all the hard work pay off for so many students and their families.

Lastly, this month we're highlighting graduating seniors preparing for the futures they choose. Ana Gomez, a 2026 graduate from Mount Rainier High School, discovered a passion for aerospace through a program at Puget Sound Skills Center. Her goal is to work at Boeing and become a pilot. Let's play a short video about Ana-- Ana, sorry-- and how her experiences in the Highline shaped her goals and prepared her for what comes next.

One moment.

Right. I'm going to give them an opportunity to work on this, and I'll just jump into mine. This month, the Glacier Middle School Wind Ensemble and Prelude Orchestra traveled to Idaho to compete at the Silverwood Music Festival. The festival, part of the Music in the Parks, brings together student music groups across the region to perform and receive feedback from judges. Both music groups earned second place trophies in the AA band and orchestra division. Glacier students were also recognized for their positive behavior, respect, and leadership during the festival. So great job, kids.

I had the opportunity to be part of graduations this past week with other directors. What a joyous occasion to see all those kids cross the stage. I had an AP, for the first time ever, experience being up on that stage. She sent a wonderful email 30 years later, after she had crossed that stage, she was up there to see those kids that she taught at Midway and those schools walk across that stage. For her to experience that, that was surreal for her. I know that Jeb and I were trying to mess with her to say, you know what? You have to skip down the aisle and run and do cartwheels. She didn't take that, but it was a joyous occasion for her to be up there and to give these kids their hugs and their diplomas. So thank you so much for that.

I also want to give a awesome shout out to our security staff and our college and career team for putting graduation on. That was huge. And for all of that hard work, to make it look so seamless and just easy, you guys did a lot of the hard work, so thank you so much for that. And that concludes my Director's Reports. Are we good with the video? If not, we have that on our web page. Please go check it out to support Ana. Thank you very much.

With that, that concludes our director's reports. We're going to move to our public testimony here. 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. We'll get those on there.

Please remember that you are 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 during the meeting, we value your input. Thank you again for being here and speaking with us. Katie Kresly.

Good evening, Highline School Board. My name is Katie Kresly, and over the past several months, parents, teachers, taxpayers, community members across many different areas have been asking for transparency and accountability. Yet tonight, you're being asked to vote on policies that move in the opposite direction. Policy 2000 removes the board's responsibility to adopt graduation reading, math goals, and removes requirements from publicly reporting on the progress of those goals. At a time when families are asking for more transparency, why are you moving in the opposite direction?

Another policy raises spending thresholds up to \$1 million in some cases, meaning fewer contracts would come across to the board for public review and approval. Dr. Espinoza last time asked a really important question. How would we be kept abreast of these items? That's exactly what the community is asking. If the board doesn't know what's happening, how are parents and taxpayers supposed to know? In the coming year, Highline budget shows plans to spend more than \$26,000 per student per year, yet only about 1 in 3 of those students is meeting reading standards. Only 1 in 4 is meeting math standards. If those are the outcomes at Highline, why are you removing the accountability measures instead of strengthening them?

Right now, trust is low. Transparency should be going up, not down. And as the board prepares to ask voters for hundreds of millions of dollars in future bonds and levies, transparency isn't optional. It's essential. People aren't asking for less information. They're asking for more, more transparency, more accountability. Please vote accordingly. Thank you.

Thank you very much. Alison Thompson-- Alison Thomas.

Good evening, Dr. Duran, members of the school board, and Highline community. I am a science teacher at Tyee High School. I am in favor of the updates to policy 2000, and I think some of the best ways for us at Tyee to live this new policies, commitment to equity and data-based annual action plans is by retaining our current ninth-grade success dean, who has been involuntarily reassigned into a math teaching role for the next school year. We believe this reassignment does not support equity for students at Tyee. Our dean does not want this transition.

While this reassignment is technically contractual, the administrator who made it will not be at our school next year. In contrast, 52 staff members have signed a letter in support of reinstating our dean to her original position. We'd like to share how our dean's important work aligns with updated policy 2000. For eight years, our dean has been a valuable member of the leadership team, specifically as our ninth grade specialist. She is adept at gathering and interpreting data for decision making, presenting to staff, and implementing data-informed solutions. She has a great deal of experience, both in and out of the classroom, resulting in insightful questions that support smart decision making. She listens deeply to all sides and is willing to change her point of view based on new information.

Teachers feel supported by her as she responds quickly to student issues with consistency and keeps everyone informed of outcomes in a kind, supportive, and appropriate way. She also does the work it takes to keep systems in place, as she understands how they heighten the efficacy of the work we do. As an example, she led every ninth-grade teacher at Tyee to adopt common strategies to--

Thank you very much. Satprit Kaur?

Hello my name is Satprit Kaur, and I work as a multilingual learner specialist at Tyee High School, and I'm speaking also in favor of policy 2000 and continuing what Alison started. We'd like to tell you about some of the ways that our ninth-grade success dean has supported equity by using multiple measures, including academic measures of student growth and achievement, and non-academic measures such as school climate and sense of belonging, as mentioned in policy 2000.

Research shows that the ninth-grade year is critically important for high school students' future success. One of the metrics identified in the Washington State Improvement Framework is ninth-graders on track to earn all credits attempted in the ninth-grade year. This current class of ninth-graders, class of 2029, is more on track than any other year. The growth of our on-track metric is directly related to the work of our ninth-grade success team, led by our dean. When she took over this role, on-track percentage was 42%. The current class has an on-track percentage of 71%. We believe that much of the success is due to our dean's work in helping lead the ninth-grade team, as well as her on the ground work with ninth-graders themselves.

Tyee's ninth-grade success dean leads the ninth-grade student success team in their work guiding the implementation of Highline district initiatives. Specifically, she has collaborated to bring the following structures to Tyee. Many of these structures were piloted at Tyee and then replicated by other schools in the district. Quarterly awards assemblies; ninth-grade success team and ninth-grade leadership team, each with various responsibilities; after-school support groups with six to eight students per group; lunch tutoring; Saturday school; Ninth-Grade Family Welcome Night during first quarter. Through this work, Tyee has become a district-wide example for ninth-grade student success.

Thank you very much. Sarah Butler?

You skipped--

I apologize. I'm going to-- I skipped one person. I flipped the page a little early, so I apologize. Kirsten Tiernan, I apologize. You're next up.

Right. Hello. So I'm a lifelong White Center resident. I went to Cascade, and my kids will go there as well. I'm a clinical psychologist who works in community health, and we have schools embedded in the district here in Highline. And from my experience working with youth here and as a youth who went to Cascade, is the crumbling schools can have an impact on their social and emotional well-being and their sense of self-worth. A mantra we have in White Center is, "we got us," because often it felt like the outside didn't care.

By rebuilding safe, modern, tech-savvy schools that exemplifies equity, that we care across this district about our youth. We have seen this at the new Evergreen this year, as you said before, attendance is up. Enrollment is up. There are more kids engaged in activities and sports than ever. That promotes a culture of belonging. That promotes a culture of care, and that helps with healthier social emotional well-being. Our middle school students across this district deserve this, and this is why I am pro for the bond. Thank you.

Thank you so much for that. Sarah.

Good evening. My name is Sarah Butler. I use she/her pronouns, and I am a member of the Capital Facilities Advisory Committee. I'm a parent of students at Hazel Valley and at Hilltop, and I have served as a music teacher at Cascade Middle School for the last 12 years. I'm here to speak in favor of the bond, which includes funding for the rebuilding of three brand-new, comprehensive middle schools, which will have lasting impact on the lives of all those children, over 600 kids per middle school. Unbelievable. Wonderful.

There has been some pushback from a vocal minority regarding the proposed relocation of Cascade to the Salmon Creek site. The nature of the swamp where Cascade is currently located worked out for the California layout, where we have lots of small buildings spread out all over. But because of a variety of reasons, among which we're not in California, to need one building with a secure entry, the amount of usable land that we have on that space would necessitate both a building that costs \$44.3 million more to keep it on that site. It would also be four stories tall, which provides a lot of problems for every human entering the space, especially those with disabilities.

The increased cost would also mean that we would have to postpone the rebuild of one of those two middle schools, and that it would probably end up being either Cascade or Chinook would have to get pushed off of the bond. And for decades, SeaTac and White Center, the most diverse communities in our district, have been underserved time and time again. They get the short end of the stick whenever we don't have enough. And so I just respectfully request each member of the Highline School Board to vote to place all of these schools on the upcoming November bond. Thank you so much.

Thank you very much. Chelsea Hinderlie?

Hi. Good evening, school board members. My name is Chelsea Hinderlie, and I am a parent of four Highline School District students at Mount View Elementary and have been an educator in the district for almost 15 years. And I'm here tonight because I am also in favor of the upcoming bond and support including Cascade Middle School in the proposed bond package. As a parent, I believe every student deserves access to a safe, healthy school that supports learning. Right now, some Highline students attend beautiful, modern schools, while others learn in buildings that are aging and increasingly difficult to maintain. Our students deserve better than that.

I also work for Highline Public Schools as a teacher at Highline High School, and I've had the opportunity to see firsthand what happened when our students moved into the new school building. Students felt proud of their school. They felt valued. They saw that their community believed that they were worth investing in, and I want the same experience for my own sons. Schools are microcosms of our larger society, and if we can create schools where students feel seen and safe and educators feel equipped to teach, that, in turn, creates healthier communities and a healthier society at large.

I know there are neighboring members who have concerns about the plan to rebuild Cascade, and I respect that. But I also want you to know that there are families, educators, and neighbors who strongly support this investment and want the community to have the opportunity to vote on it. The state does not provide the funding needed to rebuild aging schools, and if we want safe, modern learning environments for our children, it's up to our community to decide whether or not to make that investment. So I hope future middle school students can learn in a school that helps them do their best. Thank you for your service to our district and for considering a bond proposal that will benefit Highline students for generations to come. Thanks.

Thank you very much. Pulemau Savusa Collins?

Good evening, school board members and community members. My name is Pulemau Savusa Collins. I've lived in White Center my entire life. I grew up attending Highline schools. I later worked in Highline schools, and today I support Highline students through my work in college access programming. As a student, I attended Cascade Middle School, and I remember the building already showing its age. The facility needs we're discussing today are not new. Decades later, many students are still learning in aging buildings that need significant upgrades or replacement. That's why I'm here tonight in support of the proposed bond.

Every student deserves a safe and healthy school that has technology and learning equipment they need to succeed. Yet today, some students are still learning in-- some students are learning in modern facilities, and some students are not learning in spaces that meet the current learning and safety standards that our schools deserve. Where a student lives should not determine the quality of the school buildings they attend. I also know that there have been questions about the proposed Cascade project at the Salmon Creek location. Those concerns are important and deserve careful consideration. I also believe that the permitting process that will take place exists to ensure environmental impacts are thoroughly reviewed and that any project fits appropriately within the surrounding area.

We cannot afford to remove Cascade from this bond. The need for a replacement school is real and long overdue. As someone who served on CFAC years ago, I know how much time, analysis, and community input went into these recommendations. The proposal before you reflects years of careful planning and consideration of our district's long-term facility needs. Moving away from those recommendations now would risk delaying urgently needed improvements for students who have already waited too long. If we want safe and beautiful modern schools for our students, our community has to make that investment. Strong schools must build strong communities.

Tom Erler?

Hi. Hey, good evening. My name is Tom Erler, and I'm speaking today in support of the bond. My family's been fortunate to call White Center home for more than 15 years. My daughter just finished first grade at Mount View Elementary yesterday. My wife's a traffic and community safety volunteer at Mount View. I also volunteer at Mount View and many of the same kids locally on a basketball team that I coach. So we spend a lot of time with students and families throughout our community.

What I've learned over the years is that great schools do much more than educate students. Great schools help build strong, resilient communities. They're places where families gather, kids make lifelong friendships, parents volunteer, neighbors connect, and where communities create a lasting, shared sense of place, pride, belonging, and networks to rely on when in need of further support. My daughter may not be the student who benefits most from a rebuilt Cascade Middle School. By the time a new school opens, she may already be well into her middle school experience. But my wife and I believe that being a part of a community means investing in its future, and not just in what may immediately benefit our family. That's why I'm in favor of the bond measure and rebuilding Cascade Middle school on a site that can adequately support students and serve multiple future generations in White Center.

I know many people care deeply about the Shark Garden, and I respect that. Community spaces like that matter because they help make White Center special. My hope is that we can preserve that spirit, while also recognizing that schools themselves are among the most important community assets that we have. Students who attend Cascade deserve a school that reflects how much we value them. A modern, safe, welcoming middle school is not just an investment in a building. It's an investment in families and neighborhoods and the future of White Center. Long after today's students have graduated, this community will still be shaped by the decisions that you are making now, so thanks for your time and your service and your commitment to Highline students. Appreciate you.

Thank you very much. Isaac Conver.

Good evening, everyone. My name is Isaac Conver. My son is currently at Sylvester Middle School, and my daughter will be a Sylvester student in two years. I'm here to speak in support of approving the bond proposal as soon as possible. To be clear, this will not benefit my kids. If anything, it will probably make our lives more complicated, because if all goes well, she will probably spend some of her time in a temporary spot and then come back. And I can't say that I'm really looking forward to that, but that's not what this is about.

Our kids need this yesterday, if not earlier. If we started construction on Cascade and Sylvester and the other buildings tomorrow, we would still have thousands of kids who missed out on having the opportunity to have safe, healthy, not even modern, just current building facilities. Delaying this bond even a year would compound the number of kids who basically just get cheated out of having the kind of experience that not only that other kids in the district are having, but quite frankly, opportunities that I had as a kid and cannot give to my own children. And that stings.

I understand there's a lot of compromises have to be made. I can't speak to all of those, but I know that the committee has put a lot of time and energy into that, and I'm in strong support of building a new Cascade Middle School at the Salmon Creek campus. If the alternative is being paralyzed by further analysis, that just means that more kids miss out on being able to be in a space. Our kids keep growing up, and our buildings keep falling apart, whether we figure out what we're going to do next or not. And I think that's the position that we're in right now.

I've been to both Cascade and Sylvester on just routine rainy days and had to crawl through bushes because of flooding on the campus. It's like I'm watching them collapse into the ground before my very eyes. There's so little that we as parents or educators can control about our kids' lives, but what we can do is try and give them the best environment possible and hope that those seeds take root and flourish in our children. And that's what I'm hoping that you'll be able to do by voting for this bond. Thank you.

Thank you very much. Josh Schumacher?

Good evening. My name is Josh Schumacher. I'm a resident, taxpayer, and parent in this district. I'm here to flag a critical risk on tonight's agenda. The proposed rewrite of policy 6101 is dangerous because it systematically dismantles the board's voting power. It states that your initial approval of a levy package triggers an immediate blanket acceptance of all future contracts, completely bypassing the future board approval. You will be asked to sign a blank check for multi-million dollar agreements with zero public board discussion.

This policy directly collides with the tech levy resolution. We need to look at this in the reality of this resolution. Because of its broad language, it functions as a general capital facilities fund rather than a dedicated technology levy. The text explicitly gives broad approval to spend these dollars on general, quote, "routine capital costs," such as major preventative maintenance, painting, facility upgrades, and grounds improvements. I deeply support our students' actual technology needs. Our teachers require training, student devices need updates, and we all remember the '24 cyber security cyber attacks that resulted in enormous disruptions in student learning. We must ensure these tech needs are fully funded.

Under the new policy 6101 because, quote, "routine capital costs" are written into the levy, general facility projects are legally considered pre-approved. If our upcoming capital bond fails, the administration could administratively divert millions of these levy dollars away from technology needs without ever giving notice to the board. Tonight, you're voting on overhauls to both board policy 6101 and board policy 2000. These policies must reflect the independent stance and governing position of this elected school board. These are board policies and should not be a hands-off adoption of cabinets drafts. Please vote no on board policy 6101 as written.

Additionally, the board should demand that the tech levy be amended to guarantee a locked-in minimum dollar split dedicated exclusively to technology needs. Take a look at Lake Washington's levy website for an example of how to increase public trust and provide transparency into planned use of levy dollars. Thank you very much.

Thank you very much. Eliana Conver?

Hi, my name is Eliana Conver, and I am 10 years old, and I just finished fourth grade at Gregory Heights Elementary School. My older brother, Zane, is attending Sylvester Middle School. It's very worn down. I think that you guys should really do something about it before it gets worse. I know that I might not be able to go to the new and nice Sylvester, but don't keep waiting. This year at my school, we had something called SLC, Student Leadership Council. I signed up to help the first-graders to give the teacher a hand. I don't want Sylvester to be the same old school it is right now when those first-graders get to sixth grade. So please, rebuild Sylvester. Thank you.

Thank you, Eliana. Next up, Fred Swanson.

Hi, my name is Fred Swanson, and tonight I'm speaking with you as a Highline parent in support of the bond. We have three kids, one who graduated three years ago yesterday from Big Picture and two who are still in high school in Highline. Our eldest son also returned to the district as a paraeducator for nearly two years while he works on his teaching degree. Altogether, our kids attended three Highline elementary schools, two middle schools, and three high schools, which makes me somewhat familiar with some of the different facilities and the challenges faced by students in some of the older schools in Highline.

One thing I can say with confidence is that in every school our kids have attended, they were met with dedicated educators, administrators, and staff who were invested in them. The commitment Highline has made to creating spaces where students feel seen and valued rings true to our experience. We had decided to move our kids to Highline because of your reputation for understanding children with complex needs and the care you take to create spaces of belonging, particularly for kids who might otherwise not feel like they fit in, and that's noteworthy.

Another thing I can say with confidence is that some of the facilities and buildings where learning happens are in dire need of upgrades or replacement. This is important for so many reasons, but primarily for safety and in order to create an environment equipped with the latest tools needed for students to be equipped to learn and grow.

And it's not just we should do this because it's the right thing to do. It's also important to let our kids know that they deserve bright, clean, safe learning spaces, and access to all the advantages you gain from having a new school should be the same across the district. With one new middle school and another nearly complete, it's time to rebuild and renovate the other three. I'm also particularly excited to see that CHOICE Academy is in the bond because as a parent of a graduate of one of high schools' innovative alternative high schools, I know that our smaller CHOICE schools play a critical role in meeting students where they are in preparing them for their future that they choose. These students also deserve nice, new, bright facilities. So please pass the bond.

Thank you very much. Trisha Arias? Trisha Arias? Sabrina Nelson.

Hi. My name is Sabrina, and I'm a student from Cascade Middle School. I would like to be talking about the changes that we need to do, one, health hazards, basically. There has been roaches in math class that I've seen, and the whole class goes wild. Teachers are holding up ceiling panels with tape, and my friends have been scared of that when kids are directly under it. There has been tons of leaking from the ceilings, another health hazard because like it holds dirty bacteria and everything. The school is sinking. So that's one thing. And I'm pretty sure I know that there's been rats around. I've seen the school, tons of graffiti in the bathrooms. Yeah.

Thank you very much. You did great, Sabrina. Next up, Kristen Price. Kristen Price? Thank you. Bethany Plett.

Good evening. I'm Bethany Plett, and I'm a teacher at Tyee High School. I didn't get grouped with my colleagues, so I'm going to be finishing our statement about our ninth-grade success dean. And I'm going to tell you about the non-academic work that happens in creating a sense of belonging. Along with academics, the ninth-grade success dean also supports students' sense of belonging and school climate. Students say things like, "She is kind and relating--" they said that-- "but strict enough to stay focused and keep others on track. She's been super supportive my two years."

Another student said, "I think she should stay the dean because whenever there was trouble related to me, she made me feel safe. I felt supported with all school stuff. I think she's an amazing dean. I never felt like I didn't have an adult I could trust. If we were to have a new dean, I wouldn't feel as comfortable as I do with her because she has already seen me through the year and all of the highs and lows." Another student said, "The dean has helped me with figuring out problems that I've gotten stuck in, and has been a kind and supportive staff member." In conclusion, we urge you to support us in the reinstatement of our ninth-grade success dean for 2026-2027 school year. Thank you for your time.

Thank you very much. Edgar Perez Carbajal?

Better to give you a copy of this.

You present it.

OK. So I've been a dedicated teacher for 13 years. My data is showing that kids that come in, in my intervention classes are at 81% below grade level. By the end of the year, I work with them, and it drops to 20%. 19% come at near grade level. By the end of the year, it goes up to 58%. I don't have any students at grade level. At the end of the year, it goes up to 23%. When I look at the rubric for teachers, engagement must be all students to be proficient, and this raises concerns because there could be disagreements between administration and teachers that are dedicated, but it doesn't agree with the rubric. I would like you to consider that. And that has affected my non-renewal, and I do not want it to affect other teachers. Thank you for your time.

Thank you very much, and you can present that to Adriana. And our last speaker this evening is Ali De Armas.

My name is Ali De Armas, and I am here as a Marvista parent, volunteer, and advocate for families in our district. My older son, Asher, is a rising fourth-grader at Marvista. For the past four years, Marvista has become our family's school community. I volunteer with the PTSA and lead the art docent program. We have built relationships with teachers, staff, families, and child care arrangements that all revolve around that school. This fall, my younger son, [? Myles, ?] will start kindergarten. Like many families, we assumed siblings would be able to attend the same school. Instead, our sibling transfer request was denied, and we have been told we may not know until October whether space becomes available.

I understand the district has capacity challenges. I understand many families want to transfer to Marvista, but sibling transfers are different from general transfer requests. This decision means Myles may start kindergarten at one school, miss Marvista's Jump Start Program, begin forming relationships and routines somewhere else, and then possibly be moved only after a month or two. For a five-year-old, that is not a small inconvenience.

Kindergarten is a major transition. Asking a child to start school, make friends, learn routines, and then potentially start over is a real disruption. It also creates a major burden for families, separate drop-off, pick-up, schedules, communication, volunteering, and childcare arrangements. Most importantly, siblings belong together. Younger children benefit from the comfort of having an older sibling nearby, and families are better able to stay engaged when their children are in one school community.

Tonight, I am asking the district to do two things. Prioritize sibling transfers differently from general transfers, and make these decisions before kindergarten Jump Start. Families should not have to start the school year in limbo. Family stability matters school community matters siblings should have the opportunity to begin their educational journey together. Thank you.

Thank you very much. That concludes our speakers this evening. With that, thank you, everybody for being here and speaking with us. We're going to move on to our consent agenda. Any questions or comments? Director Espinoza, any questions or comments? Are you good?

I'm good. Thank you.

Thank you. I apologize. Sometimes I forget that there's somebody on virtual, so thank you. With that, can I please have consent? A motion? That's what I meant.

I move to approve the consent agenda.

I would second that.

All those in favor?

Aye.

Aye.

Yes.

Any opposed? Hearing, seeing none. Thank you very much. We're going to move on to our action items.

8.1, this is motion to approve creating a new board policy 2000, repealing current board policy 2000, 2004, and 2005. Any questions or comments?

Yes, I have a question, President Van.

Go right ahead, Dr. Espinoza.

OK, so I'm understanding that schools will now have individual mission plans and goals that are curated for those individual-- for their school contexts? Is that correct?

Can you repeat the question, Dr. Espinoza?

Yes. So I'm reading and I'm understanding that each school will now develop their own action plan with goals that are specific to their school context.

Got it. Thank you.

That is correct. Whoa, that is loud. Sorry. That is correct. That is not a new requirement, though. Schools have been developing annual action plans for a long time, as long as I remember being in K-12. So that's not new.

OK. So what is new?

What is new in the new policy 2000? Well, there's a specific reference back to the equity policy. There's a specific reference back to the strategic plan, goals and measures, as well as a specific reference to Washington School Improvement Framework, the WSIF Goals, which were alluded to in earlier versions of this policy, but are specifically named here because those are important goals that all schools across all districts in Washington State are evaluated against. I think the other thing that's new about this policy is it really talks about the program that we offer here in Highline, and it was crafted with members of the teaching and learning and other departments to really create inspiration for our staff as they're thinking about going through and educating our students across the district.

OK. Thank you. And just one other another question, if that's OK.

Of course. So with this change, how will we continue to monitor our growth in math and literacy?

That's going to be connected to our strategic plan work that we'll be sharing a little bit later on tonight. We have our [INAUDIBLE] goals that are going to remain the same, and then we're going to have a new set of indicators. And so both math proficiency, literacy proficiency, and growth will continue to be monitored.

OK. Thank you.

Thank you, Dr. Espinoza. Directors, any other questions or comments? Hearing, seeing none. Can I please have a motion?

I move to approve this. We don't have the correct one here, but it's OK. Yeah.

I move to approve new board policy 2000 and repeal current board policy 2000, 2004, and 2005, student learning improvement and accountability.

Can I please have a second?

I will second that.

Roll call, please?

Director Tidholm?

Yea.

Director Espinoza?

Yes.

Director Holien?

Yes.

President Van?

Yea.

Motion passes 4-0.

Thank you very much. 8.2, motion to repeal current board policy 6101 grants, 6114 donations, and 6225 contracts, and replace them with new board policy 6101 donations, grants, and contracts. Any questions or comments?

I do have one question.

Yes.

The way that I'm reading it, it's pretty much just-- is there anything that has to deal with-- I'm just trying to look at this. The bond levy contracts, what does that look like? I'm trying to read that.

It's part of-- because basically what it says is that capital bond levy projects will be approved at the time of the bond levy package approval. That is, by approving the project, the board would be approving all elements, initial approval of the contractual commitments. Additional approval will be necessary for change orders of amendments over \$1 million, or if the project as a whole is over budget, including taxes and contingencies.

Got it. Thank you. It was the \$1 million that threw me off. Thanks.

Any other questions or comments?

One other part I'll just add is that we have also-- we can make commitment to doing quarterly memo update on anything that comes below the threshold that was the previous policy. We can do a quarterly report.

Thank you so much for that. And I know that was part of the conversation at our session. So if we can make sure that happens on a quarterly basis and/or if any directors ask for that, that would be greatly appreciated.

Yes, President Van, I didn't quite hear Blaine's question-- or Director Holien's, but I think it might have been related to the question I asked last [INAUDIBLE], will the board be kept up to date?

Pretty much. But yes. But President Van just brought that up, too.

OK. And so the answer is quarterly reports?

Yes.

Quarterly reports on anything above a million?

What we have proposed is that for next year the quarterly reports-- thank you-- next year would be on things that are in the differential between what the current policy thresholds are and what the proposed new policy thresholds are. I think it's also important to remember that there are other things in capital projects that come to the board regardless. Easements would come to the board. Interlocal agreements would come to the board. That has nothing to do with dollar amount, but they are still capital things that would be coming to the board because there are other reasons why they come forward. Interlocals are required to be approved by the board, regardless of dollar amount.

OK. Thank you.

Thank you. Directors, any other follow-up questions? Hearing, seeing none. Can I please have a motion, please?

I'll move to approve the repeal of current board policy 6101, 6114, and 6225, and approve new board policy 6101, donations, grants, and contracts.

Can I please have a second?

I will second that.

Roll call, please.

Director Holien?

Yea.

Director Tidholm?

Yea.

Director Espinoza.

No.

President Van.

Yea.

This motion passes 3-1.

Thank you very much. 8.3, this is motion to approve Instructional Materials Committee members. Any questions or comments?
Hearing, seeing none, can I please have a motion?

I move to approve Superintendent's appointments to the Instructional Materials Committee for the 2026-27 school year. May I have a second?

I'll second.

Roll call, please.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

Director Holien?

Yea.

President Van.

Yes.

This motion passes 4-0.

Thank you very much. 8.4, this is motion to approve professional services agreement with Seattle Children's Hospital for athletic training services. Any questions or comments?

This is just an annual renewal for the events, correct?

Yeah, for all of our games.

Thank you.

No questions or comments? Can I please have a motion?

I move to approve the professional service agreement for athletic training services with Seattle Children's Hospital for the 2026-27 school year. May I have a second?

I'll second.

Roll call, please.

Doctor Holien?

Yea.

Director Espinoza?

Yes.

Director Tidholm?

Yea.

President Van?

Yea.

This motion passes 4-0.

Thank you very much. And 8.5, this is motion to approve the '26-27 Running Start expenditures. Any questions or comments?

There's none. Can I please have a motion?

I move to approve \$6,600,000 for the 2026-27 Running Start costs. May I have a second?

I'll second.

Roll call, please.

Doctor Tidholm?

Yea.

Director Holien?

Yea.

Director Espinoza?

Yes.

President Van. Yea.

This motion passes 4-0.

Thank you very much. And that concludes our action items this evening. We're going to move on to our intro. This evening, it looks like we have 16 and quite a few presentations with these. So first up, 10.1 this is motion to approve revisions to board policy 5406, leave sharing. Holly?

Thank you, again. So our leave sharing policies piggyback off state law. So this there was changes to the state leave sharing law in this year's legislative session. This change added two provisions to our shared leave policy, or shared leave. If these are approved, employees will be able to request and accept shared leave if they are missing work because they are a victim of a hate crime, or because they or their family members are involved in an immigration enforcement action.

Again, these are statutory changes that we need to reflect in our policy. We believe this is important to do quickly before school starts again, not only just to keep us compliant, but also will give us peace of mind to our staff members who are dealing with these difficult situations. And I want to make specific thanks to our HEA partners for raising this up in my inbox so that we can get this done again, hopefully before school started-- starts.

Thank you very much, Holly. Directors, any questions or comments?

I do have a question, President Van.

Yes. Go right ahead.

So are these experiences that our staff are going through? Is this relevant to them?

I am sure that we have staff members who have been victims of hate crimes, or they or their family members have been involved in immigration enforcement actions. Because it's not currently a reason to request or accept leave sharing, we would not have data on that.

OK. Thank you.

Absolutely.

Directors, if there are any other follow-up questions, please, you can most definitely email Dr. Duran and get you the answers.

Thank you.

Thank you so much. 10.2, this is motion to approve resolution 10-26, fixing and adopting the '26-27 budget.

Hi, Jackie. Good evening. I am here tonight to introduce resolution 10-26, fixing and adopting the 2026-27 budget. I will do an overview of what you saw a few weeks ago on the June 3 work session, where we got into a lot of detail about not only next year's budget, but also the four-year plan. So leading into that, see if I can. Perfect.

This recommended budget reflects stable enrollment but continued structural financial pressures. Our approach balances fiscal responsibility, student needs, and long-term sustainability. We continue to align our decisions with board policy and to ensure long-term financial health. Our enrollment, you can see on this budget development context slide, remains steady, but our expenditures continue to outpace our revenue, requiring the use of fund balance. The district has identified \$8 million in reductions for '26-27, but that financial pressure is expected to continue into future years, which may require ongoing reductions and careful multiyear planning. We are maintaining, you can see, a minimum fund balance of 3%, which is aligned not only with board expectations, but with board policy.

Our '26-27 general fund, you can see we have a beginning fund balance projected at 33.2 million and an ending fund balance projected at 27 million. You can see our revenues are not sufficient to cover our expenditures, which we knew going in and have planned for. We're using our fund balance intentionally to maintain the stability while making the phased adjustments, and this indicates that we will need to continue to make those reductions and create efficiencies within our budget long-term.

Capital projects fund, we have a beginning fund balance of 180.2 and then you can see we drastically reduce our fund balance. And that is what we like to see in capital funds, because it means we're completing a school. So Pacific Middle School is scheduled to open next September, and so the majority of the funds you see here will be used to complete that construction project, among other major improvements of facilities within the district.

Transportation vehicle fund, our revenues and expenditures are closely aligned, maintaining a stable balance, and this reflects ongoing replacement and maintenance of our bus fleet while maintaining a fiscal balance. I'm not doing it, am I? ASB fund, you'll see, remains stable with revenues and expenditures closely aligned. ASB serves as both a financial system and our student leadership system, and the students themselves are responsible for budgeting and maintaining this budget, as well as all decision making within it.

And finally, debt service fund, this is used to pay principal and interest on our voter-approved bonds. Our fund balance is stable, which reflects responsible management of taxpayer-approved debt. And we will continue to do that ongoing. So looking forward at long-term planning, of course, we will continue advocacy for fully funding basic education at the state level, as always. Our financial outlook includes continued reductions and maintaining that 3% fund balance minimum. We have a potential technology and capital technology levy that we'll be presenting in a few presentations from now, and that would be a potential on the November 2026 ballot. And we have an ongoing commitment to community engagement and transparency in decision making.

Next steps, so some key dates. We had our budget work session June 3 introduction tonight. We have our budget public hearing next Wednesday, June 24. And then we'll ask for board action July 1 on the recommended budget. Continuing to do our monthly updates beginning in September and also continued engagement with students, staff, families, and community. So this budget that has been presented reflects difficult but necessary decisions that we have made this year in order to maintain financial stability, and we will remain focused on maintaining transparency and planning responsibly for the future. Happy to answer questions.

Thank you so much, Jackie. Directors, any questions or comments?

Thank you.

Nothing. Thank you. OK, 10.3, this is motion to approve the 2026 to 2031 strategic plan goals. Erin and Sarah.

Good evening, directors. I'm here with Sarah Chandler, the Director of Research and Assessment, and we are here to introduce the proposed 2026 to 2031 strategic plan goals objectives. The current Highline strategic plan sunsets on June 30 of 2026, and the proposed plan would run from July 1 of 2026 through June 30 of 2031. I think I said all the dates right. OK.

The four strategic plan goals that are proposed-- am I too quiet? That never happens. The four strategic plan goals that are proposed are a continuation of the 2023 to 2026 strategic plan goals, and that's because we want to build upon the progress that we've made upon those goals. We think that they are the right work, but we also wanted to go through a refinement process in order to really focus on implementation, as well as how we measure the progress on those goals.

We're going to go through a couple of slides. We can go to the next one. Thank you. So this slide should look very familiar. They are the four '23-26 strategic plan goals, and they would continue if the board approves. So the four goals would be culture of belonging, innovative learning, bilingual and biliterate, as well as future ready. The language underneath that's on the slide, that's the descriptive outcome, so describing what those goals do and what the purpose of those goals would be. You can go ahead and-- thank you.

So this slide is an overview of the strategic plan refinement process, and so I'm going to call out a few things at a high level. But there's a lot of information in the board action report as well. In January and February of 2026, the district held nine engagement meetings, including three for families and students, three for staff, as well as one with the Superintendent Student Leadership team, the team, the Family Action Committee, and one the Community Partnerships Roundtable and gathered feedback there. There was also a thought exchange that collected 475 responses. Following some analysis of that feedback, there were also focus groups held. So the deputy superintendent and superintendent met with school leaders in nine focus groups, really leaning into actions and strategies, so more around implementation, around what was working well and what was getting in the way.

And finally, there were three advisory groups made up of school and central office staff that dove into more of the measurement side of the goals, so looking at the systems-level indicators. I want to publicly Thank all of the members of these advisory groups. They spent a tremendous amount of time to a very busy part of the year and really gave thoughtful engagement to making that recommendation. So thank you to them. The three advisory groups, there was one for culture of belonging, one for future ready, and then there was one combined advisory group for innovative learning and the bilingual and biliterate goal.

The system-level indicators are attached for reference to this board action report. I just want to flag that the language is still being finalized, but we wanted to make sure that there was a reference for the direction of how these goals would be measured. If the board approved them at the next meeting. I also wanted to note that the Washington School Improvement Framework goals that the district is required to report on, almost all of them are incorporated within those indicators. We still report on all of the WSIF goals, but I wanted to flag those as well.

Last but not least-- oh, sorry. Not quite done with that slide. On the far right, talks about the next steps, and it's an important next step as we talk about it. So the strategic plan refinement process will continue once the board takes action on the proposed goals. The system-level indicators will be developed into key results with very specific targets over the next five years. So there is specificity, benchmarks, things like that. And then there's also a lot of conversation to be had around the actions and strategies in order to implement and make progress on those goals. And Sarah Chandler is going to talk through that a little bit next.

Thank you, Erin. So as we discussed at the board retreat in March, we showed this framework for how all these different pieces fit into our objective and key results framework. You may have heard of things like measures, KPIs, Key Performance Indicators that other districts use. And one of the reasons we use the OKR framework at Highline is because it's really designed to measure what matters. And so as part of this refinement process and wanting to really get to the heart of using the right data to measure our progress towards the goals, the OKR framework felt like a natural fit for that. It also allows for cascading across the system so that we can better align all of our goals from the system level down to school, division, department level.

If the board approves these four goals, that would then be the objectives for our system. So this chart here shows that alignment between how the strategic plan goals in the OKR framework would be the objectives. The indicators that are attached for reference are what would become the key results, and so that's where when we attach those specific data targets and timelines for achieving those targets. That would make the key result. This would be informed by the action strategies, which are our secondary-- or excuse me, our school redesign, literacy, inclusion, and NTSS action strategies throughout the district. That will guide our action strategies to help us achieve the key results as outcomes and overall fulfill those strategic plan goals. And all of this is supported by the foundational and operational pieces, because we can't achieve those actions without those pieces in place.

And our next slide just captures visually the purpose of all of this work, so really aligning our efforts to drive meaningful change and greater impact. I also want to just flag that the district is committed to a systems improvement lens. So as we take on this work, we're really going to be thinking about not only the five-year goals, but also what are the smaller reviews that we can do, 30, 60, 90 days? Are our strategies actually accomplishing what we want them to accomplish? And the last slide is a question slide. We're happy to take questions now or in between introduction and action.

Thank you so much, Erin and Sarah. Directors, any follow-up questions that you would like to ask?

I just have a comment. It's very refreshing to be here and have a team that's looking forward to five, 10 years out. I know there's a lot of people that are involved in this, so I appreciate that.

Thank you. Any other follow-up questions? I do have a question, or actually a comment then a question. So I did see the indicators, and before I started, I was going to get ready to ask a question-- Erin, you answered it-- around how we don't have the key results, but we're going to be looking at those and making sure that the board-- that you can share with us what success looks like. What does good look like? Knowing that this current strat plan sunsets at the end of the month, how will we know what success looks like in 2027, next year, if we're sunsetting and we're starting this new process?

Yeah, I can start. Maybe, Sarah, you can add on, because that's one of our big next steps now, is take these key results and really define what our baselines are, and then putting the numbers and metrics on what we want to see happen over the next five years. So I'm really excited about this next level of work, because this has allowed us to be really clear on where we're going over the next five years. And as soon as we have those done, we will share them with the board, and then we will be closely monitoring those. And again, these are all designed to be cascading goals, so we will look to see how other departments, divisions, what their role responsibility is for these indicators, and of course, our schools, where a majority of the work happens to ensure these goals come to fruition.

Thank you for that. And then just also ensuring that our schools have the resources to follow through with these and the support from resources to central office supports and things like that would be great.

Yep. Yeah. And I'll just quickly add, the slide that Sarah had up showed just the key results, and then really naming those actions and strategies because we want to be really clear on the things we're going to be doing to ensure those indicators do come true. And I think it's also going to give us an opportunity to ensure that we refine our practices. Erin showed the slide of the three arrows, which we have used continually, that we still have the opportunity to get better and tighter with the work we're trying to do, and that's what we're going to be doing over the next five years.

Thank you so much, Dr. Duran. Any other follow-up questions or comments?

Yes, I have a question, President Van.

Yes. Go right ahead.

OK, thanks. So my question is, how does this updated version or refinement of the strat plan, and how do the indicators, how do they reflect the areas where we're growing and also the areas where we need more growth?

So one of the things that I would name in answering that particular question was around the Advisory Group's focus. So we really talked about what would it look like, and think about cultural belonging, for example. What would it look like, feel like in a school, sound like in a school, if we had a culture of belonging? We looked at the definition of cultural belonging as described in the descriptive outcomes that are listed in the board action report, and were on that slide around where everyone feels welcome, valued, and safe. And so I think one of the things-- and I'm losing my train of thought a little bit here, but I think the piece that I would flag is that the advisory group really dove into starting from a place of those type of questions, rather than starting from a place of, here are the current indicators. Which ones stay? Which one go?

And so we started there. They brainstormed a list, and it was a long list of possible indicators. There was lots of conversation around narrowing that list down. We counted today, and I think there are about nine of the current strategic plan indicators that would carry over into this new version. So it's kind of 9 and 1/2 because one of them carries over in a different way, and then obviously the list of goals do as well. Those will continue to be reported. What would you add?

I just want to highlight that measuring what matters and the framing that we did with the advisory groups around, what does it mean to feel valued? What would be true if that, you know, that's the case? What data do we look at or other information, and not just what data do we have available right now, but what data do we need to collect in order to answer that question? So I feel like there was a lot more intentionality about this.

Yeah. And I think the other part, too, Dr. Espinoza, I think it's a great question, and I think it actually connects to the policy that you all just passed around student learning improvement and accountability, because that's what this is really going to be about. But I think if you look through each of the goals, you'll see some of those indicators that we had in the previous strategic plan, because, again, we did a revision here because we know we're doing the right work. We're on the right track. We're seeing some positive growth, and we want to keep going in that same direction. So you will still see measurements for culture, belonging, attendance, which we know is so critical, proficiency and growth both in math and reading. So those will continue. We'll get more specific and clear with what we're trying to do.

And then I think the one part I just really have to emphasize is that many of the people who participate in our advisory groups really wanted the continuity. They wanted to continue the work. They're like, we are just getting started. We're seeing the results. So they didn't want to see us do a complete flip or change with the work that we're trying to accomplish. So this continuity is going to ensure that we're going to continue to move forward to support our students and our educators with the work we're trying to do.

OK. Thank you.

Directors, any other follow-up questions? These are great questions. Thank you so much. 10.4, this is a really big one, so I'm actually going to read the entire motion on this. Jackie-- oh, wow. Everybody's coming on up. OK.

This is motion to approve resolution 11-26 bond to replace and rebuild deteriorating schools and improve safety. So this approval of this motion would adopt resolution number 11-26, which places on the November 3, 2026 ballot the school board action report for voter approval on proposition authorizing Highline to issue general obligation bonds in the principal amount of no more than \$595,400,000. Proceeds from the sale of these bonds would pay the cost of capital projects, including rebuilding Sylvester, Cascade, and Chinook Middle Schools, and making other capital improvements and addressing critical needs.

Good evening. Jackie and I are the staff leads of CFAC, and Jackie has a lot of introduction items tonight, so she asked me to take the lead introducing this one. We're a team. So as you just shared, President Van--

Who are you, for the record?

Oh, thank you. I'm Chief Communications Officer Tova Tupper, and to my left is Jackie Bryant, our Chief Financial Officer. So as you just shared, President Van, we are introducing resolution 11-26, which would place a bond measure before voters on the November 2026 ballots to replace and rebuild deteriorating schools and improve safety. This proposal comes from the recommendation of the Capital Facilities Advisory Committee, also called CFAC, a community-led committee made up of Highline parents, residents, students, staff, and taxpayers. The committee presented its recommendation to the school board at its June 3 meeting, following nearly two years of study, discussion, and community engagement.

The proposed \$595.4 million bond would fund the rebuild of Sylvester Middle School at its current site, rebuild Cascade Middle school at the nearby Salmon Creek site, partial rebuild and full modernization of the Chinook Middle School site, and the Southern Heights site for CHOICE Academy, as well as other capital improvements at schools across Highline and every single one of our neighborhoods. Many of our schools are now more than 60 years, and they were not designed for how students learn and engage in school today, and aging, building systems, accessibility needs and safety standards and rising maintenance costs are requiring thoughtful long-term planning and investments.

Tonight, we have members of CFAC with us who presented this recommendation on the June 3 meeting. They're available to answer any questions that you might have. So thank you for being here tonight and being available in case there are questions. We also have our financial advisor, Mark Prussing, our bond counsel Lee Marchisio, and underwriter Trevor Carlson tonight, and they're available to answer any questions, should you have questions about bond financing.

And in addition, we have Susan Conway, Managing Principal of Bassetti Architects, is here this evening. As part of CFAC's two-year process, Bassetti evaluated some of Heinlein's oldest school sites and presented its findings to the committee. We know there have been questions about the proposed Cascade Middle School project, and Bassetti has a brief presentation that they'll provide with additional information that they had shared with CFAC members as part of their two-year process. So, Susan, if you could come up here and do that presentation, and then we're all available for questions.

Yeah. Hi, I'm Susan Conway. And as it was said, I am from Bassetti Architects. I am the Managing Principal at Bassetti Architects. And tonight, I'm just going to review the city's role within the bond planning process. I'm going to review our experience, our process, and then we're going to start with just an evaluation of the Cascade site and Salmon Creek site.

So a little bit about our team. Like I said, I'm Bassetti Architects, but we are supported by a bunch of engineers, civil engineers, mechanical and plumbing engineers, electrical, structural, as well as project management and cost management with Vanir. This team has performed this kind of bond planning process with several local schools, and we've got them listed there, Seattle Public Schools, North Kitsap, Central Kitsap, Federal Way Public Schools, and Issaquah School District. And in addition to our bond planning experience, we have extensive experience in the pre-K through 12 market, building schools all throughout the Pacific Northwest.

So let's go through a little bit about how we approach the bond planning process. We break this up into three phases, due diligence, develop, and deliver. And the goal of this process is not necessarily a design process. We're not coming out with designing school buildings, but rather we're going to be doing feasibility studies, and what we want to understand our cost drivers on, on specific sites as well as risks.

And so going through, our first step in this process, due diligence, this is what we do to confirm the Highline School District vision and goals, specifically around the educational specifications, as well as teaching and learning vision. And then along with our mechanical and plumbing, electrical, and structural engineers, we're going to be looking at the technical standards that Highline provides to make sure we understand that as we're evaluating existing buildings.

We also analyze the site with our civil engineers, and this is a study comprised of reviewing the existing site, reviewing the municipal code, kind of getting an understanding of the zoning, the setbacks, the height restrictions, impervious area restrictions, limitations on parking, and then lastly, how the various jurisdictions go through a land use process. Then we go into our next phase. We take this information, and we start to look at the site and a specific school on the site, just to ensure that site can actually meet the technical and educational standards. This then allows the team to create some cost models based on the site budget and what it would cost to build a school on that site.

And then the last step we do is deliver. And from those options that we have presented with the cost studies, we pick a proposed or a preferred option. And then we dive into this a little further to get an even more dialed-in cost and risk model. And all of this is an iterative process. We've been meeting with CFAC and Highline School District and kind of getting feedback and recreating options. And so just it's a very back and forth with the school district process.

So let's see how can we apply this process to existing sites, and so we'll look at the Cascade and Salmon Creek sites. So if we look at the left slide, we're showing Cascade Middle School. There's a couple of things that really restrict our site from a usable, buildable area. So the big, dashed line that's bifurcating the site in two different directions, this is a sewer main. And there is an easement on this main that is about 10 feet, and that means we can't build on it. And then also, if you look to the north, we have a wetland buffer and you can see some of the existing buildings are already in this wetland buffer. We can't build in that buffer if we were to build new.

We have a really challenging grade across the entire site. But really specifically, as we're looking at the entrance along 10th, if you know the site, the school is kind of sunken lower than the street, and so this creates a challenge for parking, pick-up, drop-off, as well as from a design perspective, the school has a tough street presence. It's a little bit-- it's not visible. There is challenges when we're thinking about security because, again, this is what we call a California-style school. It's all exterior circulation, so you have a lot of doors that need to be secured. Additionally, fire access, particularly to building 600 and 700 is really challenging. How do you get a fire truck back there in the event of an emergency?

And then we look-- oh, and lastly, this site is also approaching its impervious area restrictions. So it would be really challenging to build any further out. And then as we look at Salmon Creek, a lot of those challenges we don't encounter on this site. So there are no environmental risks, such as a steep slope or a wetland. We don't have any utilities anywhere on our site, and we also have really gradual grade, so it'll make super visibility within the site a little bit easier. We do have the garden on the east side, and we do have an abandoned septic field to the north, which we would have to review as we get into documentation for the building.

So with all of this information, we begin to start to do some test fits. And what we're showing here is a diagram of a middle school that meets all the programmatic specifications that Highline provides for a middle school, and that's capacity as well as things like, do you need gyms, libraries, et cetera. So as we're showing this site-- or excuse me, this school on this site currently, a couple of things that I just want to call to your attention.

So again, we were talking a little bit about the slopes on the west side of the site at 10th Avenue, and this is creating a real challenge around the student drop-off, bus and parent drop-off, as well as the entrance of the school is really close to the parking lot, so we're not going to have an opportunity for any kind of gracious entry. The biggest thing on the site, though, is the fact that we've had to split building into two, and we'd also have to go up four stories, because we are so restricted on the site because of where the wetland buffer is as well as the sewer easement.

Again, we will have to create an entire loop around the whole building for fire access and fire trucks again, so then they're going to have to also come off 10th. And as we start to think a little bit more about students on the site, we'd be restricted to a U10 field, and again, a limited entrance plaza. And then we can look at the Salmon Creek site. I said before, the site is less restrictive. We don't have any of those things like the utilities, below ground utilities that would restrict where we're able to build. Nor do we have any environmental restrictions. So we're able to get a more efficient two-story building that's just one single structure. We'd also get on site a U12 soccer field.

And then as far as site pick-up and drop-off, for traffic, because we're spanning between 118th and 120th, and we also have several points of entry onto the site as well as distributed parking, we feel that it's better for alleviating traffic within the site as we are circulating into the site. And then we'd also get our great fire access. And since it's a level site, it's much more easy to supervise and easy to keep secure. And with that, questions?

Thank you so much for that. directors, any follow-up questions that you'd like to ask?

Thank you for that presentation. It's helpful to see it in a graphic like that. For the Salmon Creek site, what does OSPI sort of say regarding the size of the site?

So I believe I can answer this definitively. If I can look into the OSPI. What I believe is they provide a recommendation, and I believe that we would still be meeting the recommendations with this site. But again, we can confirm that.

Thank you.

I'll also just share a little bit more information. The current Cascade site that's buildable or that the building is on right now is 6.7 acres, and that's before that water wetland buffer. And so if you remove that, it's 6.15 acres. And then the salmon Creek site is at 6.65 acres, so the Salmon Creek site is slightly bigger. Of course, that's before any sort of buffers or anything like that. But the Salmon Creek site is the larger site of the two.

Thank you.

Thank you so much for that, Tova. Quick question around traffic and impact and all of that. How how were we going to work with the-- or not how. When we work with our cities, how does that all work out in regards to traffic? As the community, that's one of their biggest concerns with all of the increased.

Yes. So if we place this on the bond and the bond is passed, there's extensive work done after for things like traffic impact studies, environmental studies. And we have done that in all of our previous construction, so with Evergreen and Tyee most recently, and Pacific. We have met twice now with the city of Burien to discuss the potential move from the current Cascade site over to Salmon Creek, and in the last meeting we had, they did not have any concerns with what you just saw on the screen.

Thank you so much for that.

No questions, but a comment. Thank you for the visuals and the clarification. I know there's been a lot of conversations about the different sites and what's bigger and what's not in the requirements, so it's really helpful to see the visuals and just to have a real breakdown of the buildable area versus the actual area that's there. I really appreciate that clarification. It was helpful.

Thank you very much. Dr. Espinoza, any questions?

No. I asked my questions a week or two ago.

Thank you very much.

Director Holien, did you have--

I have one more, and this might be directed towards Superintendent Ivan. Did the director of the Shark Garden ever get back to us regarding relocation or anything of that sort?

Yeah, not to my understanding. We haven't heard any follow-up conversation from the executive director of the Shark Garden. Is that right?

Yeah. We're followed up a few times and don't have any definitive answers currently.

Do we not have any definitive answers, or have we not gotten a response?

I have not been the one communicating, so I can't I can't necessarily answer that question.

Thank you.

We can follow up again.

Thank you.

If there's not any other questions, we'll move on. All right. Thank you very much. It looks like it's the Jackie show.

I'm just going to stay here.

10.5, this is motion to approve resolution 12-26, the educational technology and capital improvements levy.

Thank you. So tonight, we're introducing resolution 12-26, which would place an educational technology and capital improvement levy before voters in November of 2026. This proposal is about maintaining safe, functional schools and ensuring students continue to have equitable access to technology they need to learn and succeed in a 21st century world. The levy is needed because technology and facilities maintenance are not optional extras. They are core operational needs that support instruction, student safety, communication, and the day-to-day functioning of our schools. State funding does not fully cover these costs, which creates an ongoing gap. This levy would help bridge that gap and allow us to sustain critical systems without pulling resources away from our classrooms.

If approved by voters, this levy would provide \$12 million annually for four years, for a total of \$48 million. These funds would support cybersecurity measures, network infrastructure, reliable district internet and systems, staff training, staff and student devices, classroom technology, and needed facility improvements, such as preventative maintenance, modernization, and capital needs not covered by bonds. This work is directly aligned with our strategic priorities. It supports innovative learning, helps prepare future-ready graduates, and ensures our schools remain safe and operationally reliable. It also reflects the feedback that we have heard from our community, including through the Capital Facilities Advisory Committee and other engagement efforts, where the need for modern technology and safe, updated facilities has been continuously emphasized.

This approach is also consistent with what other districts throughout King County and Washington State are doing to maintain competitiveness and long-term sustainability. Without this levy, our technology infrastructure will continue to age. Operational reliability could be impacted, and the district may have to shift limited general fund resources away from staffing, programs, and student services to cover these needs. Ultimately, this resolution gives our community the opportunity to make targeted investments in the systems and facilities that support student learning every day. [INAUDIBLE] to answer questions.

Thank you so much for that, Jackie. Directors, any follow-up questions?

Yes, I have a question.

Go right ahead, Dr. Espinoza.

OK, thank you. Thanks, Jackie. My question is, when will these dollars be distributed across the district?

So these dollars will be distributed mainly-- so the way that the levy will work is the first collection, if this is placed on the ballot and passes would be in the spring. So we would collect half of that \$12 million going into '26-27 budget. Those dollars would all be used for technology, cybersecurity updates, and the other things that were just listed for technology. And then moving forward, we would continue that. The majority of the dollars would be allocated towards technology and system improvements, and then a smaller portion would be allocated for those urgent needs at schools and facilities.

OK. So does that mean that each school would have an opportunity to get those dollars, the equitable share of those dollars?

It's not necessarily allocations directly towards schools. It's to support technology throughout the district. For example, some of our systems that we use district-wide, that we have contracts for would be paid for using this levy dollars.

OK. Thank you.

You're welcome.

Thank you so much for that, Jackie. So you answered some of my-- the question that Dr. Espinoza asked. So when will we be able to see specific amounts of the \$48 millions, and how will they be spent? How will they be allocated?

We have that for next year, for '26-27. And we have projections for the other three years. So I can share that with you between now and the next board meeting.

Thank you very much.

You're welcome.

Directors, any other follow-up questions? Hearing, seeing none. Thank you.

So 10.6, this is motion to approve resolution 13-26, bond refunding delegation. Looks like we have guys in suits in here.

Yes. I'll do a brief overview, and then I'll allow our friends to answer any questions you might have. So this resolution authorizes the district to take the next step in a potential bond refunding. So in simple terms, this allows us to refinance our outstanding bond debt if market conditions make that financially beneficial to the district and to our taxpayers. The purpose of bringing this resolution forward now is to position the district to act if interest rates improve and the refunding produces meaningful savings.

Our approach is to monitor market conditions closely and move forward only if the transaction clearly benefits the district. If the conditions are right, the savings could be substantial, potentially in the millions of dollars over time, which would reduce debt service costs, support long-term tax rate stability, and demonstrate good stewardship of taxpayer resources. We have worked closely with our financial advisor, bond counsel, and underwriting team, who are all here tonight to answer questions, to evaluate this opportunity and to ensure financing structures align with the district's long-term financial priorities. So we are at this stage requesting approval so that we can preserve this option to move forward and be prepared when market conditions are right. And I am happy to answer questions or have our experts answer.

Thank you very much. Directors, any questions?

Do we have any projections regarding what the conditions could potentially look like?

Yes.

Yes, Mark Prussing with ESD 112. I'm proud to serve as your financial advisor. In today's market, I should say that the first time we can refinance these bonds is December 1st. IRS lets us do it 90 days before that, so this is the first time we've had an opportunity to do this. In today's market, the savings would be almost \$12 million to taxpayers. So that's money that I would like to say stays within the community rather than going to pay interest on bonds. The interest rate on the bonds currently average about 4%, and we could get that down to approximately 3% in today's market. But there is volatility, and interest rates are moving, but we think it's a good time still to refinance these bonds.

Thank you.

Thank you so much for that. Directors, any other questions? Dr. Espinoza?

No, thank you.

I don't have any questions. Thanks, guys. With that, we're going to move on to 10.7, motion to approve resolution 14-26, issuance of bonds. Stay up here. It's the same as what we just reviewed. So actually, that presentation was for both.

Thank you very much. 10.8, this is motion to resolution 16-26, the 2026 to 2031 capital facilities plan. Authorization to submit the capital facilities plan to local jurisdictions and continuation of exemption of impact fees for King County Housing Authority. No presentation on this one. Any questions or comments? Hearing, seeing none.

All right. We have a joint presentation for items 10.9 to 10.15, Katie Virga, our Executive Director of Student Learning. So before we get to that, I'm going to read all of those motions so she can come up here and speak to them all.

10.9, this is motion to approve the contract between Highline Public Schools and Academy school in the 2026-27 school year.

10.10, this is motion to approve a contract between Highline Public Schools and Children's Institute for Learning Difference in the '26-27 school year. 10.11, motion to approve a contract between Highline Public Schools and Emerald Learning Center in the '26-27 school year. 10.12, this is motion to approve a contract between Highline Public Schools and Heartspring in the '26-27 school year.

10.13, motion to approve a contract between Highline Public Schools and Overlake Specialty Schools in the '26-27 school year. Motion 10.14 is to approve a contract between Highline Public Schools and Renton School District in the '26-27 school year. And last one is 10.15. This is motion to approve a contract between Highline Public Schools and Sunburst Workforce in the '26-27 school year. There's a lot there, Katie, so I know a few directors will have some follow up questions, but I'm going to leave the floor to you.

Thank you so much. Each of the items in 10.9 through 10.14 recommends board approval of contracts with OSPI-approved Non-Public Agencies, referred to as NPAs, and neighboring districts, that provide district services to students with severe needs as outlined in their individual education plans. Across these five agencies and one neighboring district, a total of 12 Highline schools are currently slated to receive direct services. This represents approximately 0.004% of all Highline students currently receiving special education. For some students receiving educational services through NPAs, it's after services delivered through their schools are found to not have the intended outcomes. Other students may transfer into Highline with existing IEPs that require these services, which we are then obligated to provide. Any additional questions about the NPAs?

Directors? Director Espinoza?

No, I don't have [INAUDIBLE].

Thank you.

OK. And then item 10.15, Sunburst, that is our contract that we use for agency staffing when we cannot staff through our own Highline Public Schools. And some of the reasons for that might be that it's a very specific need that's being addressed through this agency staffing, or when it's hard to fill position, like if there's a shortage of school language pathologists available. And then we've also been using them to supplement for para 2s when we haven't been able to fill all of the vacancies for our paraeducator positions.

For the '25-26 school year contract, we submitted for approval of a budget of \$5 million, which matched the amount that was spent in 2024-25 and that we requested for this current year. We anticipate our end-of-year cost this year to be \$3,377,000, so a significant reduction from the previous year. We are asking for \$5 million again, just to make sure that as we continue to build infrastructure and to work towards a both predictable and sustainable special education budget, that we have the flexibility to make sure that school needs are met and that student needs are met as we build that infrastructure and as we put new practices into place.

s you so much for that. Directors--

Can I just quickly add, I just-- thank you, Katie, for the presentation. This really emphasized the savings that we had this year, and it was really due to cross-departmental work to really look at allocation processes and what was happening in our schools. I know this is one that's come to the board a couple different times. And the board previously had asked for us to really make sure we got a good handle on this, and we can definitely say we have. And these savings really reflect the work that our team has done to support our students and our educators, but still being very fiscally responsible with the dollars that have been allocated.

Thank you so much, Dr. Duran, for taking my speech there. Appreciate that, jumping on that. Directors, any other follow-up questions or comments?

I have a question. Apologies if I missed this. This is a lot of information. I was multitasking, reading and listening. What is the reason that we can't provide these services in the district? What's the reason these students-- and there's three students for a million and a half almost, two students, one student for half a million. What's the reason that we can't provide it, that they're going outside of district?

There could be a couple reasons, but it's the severity of the need that can't be met through what we can offer in the current public school setting. And it might be health related, or it could be for a student emotional support. But some students start with us, and we provide everything that we can and find that we can't meet their goals that are outlined in their IEP. Or other times, students come to us from other districts with severe needs and accommodations written to their IEP that we are then obligated to meet.

Then my question would be, would it be feasible to long-term look at having the resources, the supports to provide those services? Or is it more fiscally responsible to outsource it to these other districts, like Renton School District, over the specialty schools? Were the numbers crunched to see? I mean, is it even possible, I guess?

It would depend on the level of program and how much it costs. I mean, it is challenging to fill certain positions. Additionally, with safety net, we can get reimbursed for anything that goes above the \$40,000 threshold. And so fiscally, if we were to staff it ourselves and do it ourselves, I'm not sure how that would impact what we get in terms of that safety net funding. And for programs for other districts, we have students who come to our district for our deaf and hard of hearing program from other districts because their districts don't have enough students who qualify to provide it to make it fiscally sound for them. And we do that as well. If we have a student who has a need where we only have one student with that need, but another district has a program, then that's one of the reasons that we have those agreements as well.

Thank you.

Yes.

Katie, just a follow-up here. I just want to reiterate what you just said at the very last piece about safety net. Anything over \$40,000 we get reimbursed for, right?

Yes.

OK.

And we're anticipating-- it's in the board memo that I sent you, but 7 point something million in-- that's what we submitted for this year. We haven't gotten the approval yet. But that's what we submitted.

7.7? All right. Thank you. Any other follow-up questions or comments?

Yes, I do have a question, President Van.

Yes.

Thanks for the presentation and all the [INAUDIBLE]. The reduction in expense for Sunburst was great to hear. And is it expected that additional reductions will be made in the years to come?

Yes, that is the hope. Sometimes there are outliers that we can't control, one being hard-to-fill positions like ASL interpreters. And I'm looking at the cost for this year, and we're greatly reducing the cost for para 2s through the work of the cross-departmental work group and the strong partnership with business services and HR. We additionally, through the cross-departmental work group, have identified some areas for some infrastructure change throughout the system that will result in reduced reliance over time. But additionally, we need the flexibility to enact those, and we don't want students or schools suffering during the transition as we build things up. And then we have positions, like OTs and PTs, and if those become hard to fill, then we do rely on agency to make sure that we are meeting students IEPs.

OK. Thank you.

Yes.

Great questions, directors, as this is just intro still. So any other follow-up questions? Hearing, seeing none. Thank you so much, Katie.

OK, [INAUDIBLE].

And our last intro items, 10.16, motion to approve Southern Heights rebuild project, award of General Contractor Construction Manager, GCCM, contract for pre-construction services. Any questions or comments?

This is coming from insurance funds, correct?

Jackie show.

Reading to the bar, it looks as such.

Yes, this is primarily coming from insurance funds that we've received due to the fire. And in addition, if this is placed on the bond and the bond passes, then we would increase the amount at that time.

Thank you.

You're welcome.

Very much, Jackie. Just kidding. Just-- no, we're good. Thank you very much. Well, that concludes our intro items. So with that, any calls for additions to our upcoming consent agenda? OK, hearing, seeing none. With that, can I please have a motion to adjourn?

I motion to adjourn this meeting. May I have a second?

I'll second.

All those in favor?

Aye.

Aye.

Yes.

None opposed? Thank you, everybody. Have a great evening.

Thank you. Bye.