

Highline Public Schools | School Board Regular Meeting - September 16, 2026

I want to thank everyone for coming tonight to our regularly scheduled board meeting. I'm going to ask everyone to stand for our Pledge of Allegiance. Welcome, everyone.

[INAUDIBLE], if you could do roll call, please.

Director Espinoza.

Here.

Director Tidholm.

Present.

Director Holien.

Present.

Director Alvarez.

Here.

President Van.

Here.

And the gentleman to my far left is our superintendent. So call for any changes or additions to our board meeting agenda this evening? Hearing and seeing none, we're moving to acknowledgments and appreciations.

We don't have any for this evening. All right, so then we move to our superintendent reports. Back to you, Dr. Duran.

All right. Thank you, Director Alvarez. I just want to thank everyone for coming here this evening. I want to start by welcoming our kindergarteners and our preschool learners to the '26-27 school year. Both groups of students had their first day of school since our last board meeting. It was great to go out and see them.

Doctor Ryan and I visited Beverly Park, White Center Heights, Hazel Valley, and Shorewood on the first day of kindergarten. Across each school, we saw a consistent commitment to welcoming students and families with open arms. Staff are ready to support students as they learn new routines, including lining up, recess, using the restroom, navigating meals, and preparing for dismissal. I deeply appreciated the care and attention our educators provided to students and families, many of whom are new to Highline. Thank you to all of our educators, our staff, our school leaders for the work you do to support our students every day.

On the agenda this evening, there are two agenda items to approve negotiated collective bargaining agreements. I want to thank the bargaining teams for all their work to bring these proposed agreements forward tonight. I would now like to welcome Jeb Binns, President of the Highline Education Association, to the podium, to share a few remarks. Welcome, Jeb. Always good to see you.

There we go. Try it again.

Hi.

Good evening. Dr. Duran, President Van, board, nice to meet you and nice to see you again today. Didn't bring my book, so everything's off the cuff tonight. Director Tidholm, it's great to see you as well. And so, just so you know, I want to thank the teams who worked in the bargaining process. Bargaining is an iterative process. And if you've ever been involved in it, it's something we improve over time.

Nothing is perfect. Nothing is the panacea. If difficult things had easy solutions, we'd all be millionaires, because we'd have all written the book. And difficult things do not have easy solutions, and we continue to work hard to try to refine them and also try to refine them within the constraints of a budget that allows us to continue to be operational and not be in binding conditions or something worse because we threw money at something that we didn't have.

So we work with our amazing staff and we work with our amazing educators, with our building leaders, to do the best to serve our community and our students. We will continue to do that, continue to make changes and adjustments as we go through. But just to thank the bargaining teams of both the association and the district for the time and the thousands, probably close to 10,000 hours of joint time working on bargaining amongst the teams. So appreciate that.

So thank you. Hope you have a good meeting, and welcome back to the year. Thanks.

Thank you, Jeb. Appreciate that. I would now like to welcome Jackie Bryan, our Chief Financial Officer, to the podium for our first budget update of the school year. Welcome, Jackie.

As Jackie's coming up here, just a reminder to our community, this is something we put in place last year in order to provide regular updates to our community and transparency around our budget and finances in the district.

Thank you. Good evening. As mentioned, this is the first budget update for the '26-27 fiscal year. The district's fiscal year begins September 1 and runs through August 31 of each year. The beginning of the fiscal year and school year is particularly busy for us in business services, as it is for everyone else in the district. We are simultaneously evaluating, and analyzing, and working in three different fiscal years right now. So tonight, I'm going to provide an update on each of those fiscal years and what you can expect to see throughout the next few months.

So the '25-26 fiscal year-end close process is well underway, and the annual financial statement, which is the F196 report, is due to OSPF in November. Final year-end financial results will be reviewed with all of you during our first budget work session in November. It's November 12 this year. And although our year-end process is in its really early stages right now-- as I mentioned, the year ends August 31, so we're a couple of weeks into like really in-depth year-end work-- we do do projections throughout the year, and our current projections for year end are very much in alignment with what we had budgeted and what you saw and approved back in June. So our our fund balance projections are very much in alignment with what was projected. So year end close and the beginning fund balance should match what was budgeted, which is great news.

The '26-27 fiscal year, as I said, just started, and it's well underway now. And our team, along with many others, are actively monitoring enrollment trends throughout the district. Each year, a cross-functional team, made up of many different partners-- so it's business services, human resources, student learning, our wonderful HEA President that you just saw up here, Jeb is part of that team, as well as our WEA representative-- we sit for many, many hours and go through each school and each individual classroom to evaluate staffing levels at each individual classroom level.

Those changes, any staffing changes, will be communicated to schools next week. And this is a really important process that we go through every year, because personnel costs make up almost 86% of our budget. And so, as we go through and we do this process, it's essential to ensure that we are using our very limited resources in the best way possible to support our students. So that's why we spend all of this time each year doing this.

Along with that, you heard me mention limited resources. We will, as usual, continue to advocate for the legislature to fully fund basic education. This year is a long legislative session, so we are well at work crafting that priorities. Budget development, as I mentioned, is a continuous year-long process. So we talked about '25-26 year-end close, '26-27 enrollment trends, and we'll start doing projections, and I'll bring those to you each month beginning in October. You'll start seeing the presentation again that I usually do.

But we also are starting to budget development for '27-28. Which seems really far off, but this is when we start talking about that. So our financial information for '27-28 will also come-- projections will come to you in that first work session in November, and then we'll refine them throughout the year until the final work session in June. The second work session is in March, and that's when we usually really present our refined projections. And the final presentation in June is the budget.

Happy to answer any questions you might have at this time?

Any questions from our directors? Dr. Van, any questions?

No, just a thank you, Jackie. I know, like you say, it's a continuum. It never ends. It You're closing one, working on one, and projecting the other, and it just continues that every year. So thank you to you and your team.

Thank you.

Thank you. And that concludes my remarks. Thank you.

Thank you, superintendent Duran. And with that, we move into our director's report. So we'll start at the other end, Director Holien.

Thank you, Vice President Alvarez. Pacific Middle School construction update-- I don't know if anyone has driven by there recently, but in a year from now, we'll be celebrating the new Pacific Middle School building. Exterior work is almost nearing completion, including roofing, brickwork, panels, and windows. Interior finishes are also underway, including painting, flooring, and a lot of the other finishes that go into building a school.

Construction remains on schedule and within budget. Lastly, happy Inclusion Week! We at Highline really like to highlight inclusion and also the start of Hispanic Heritage month. Thanks, that's all.

Thank you, Director Holien. Director Tidholm.

Good afternoon, folks. So Saturday, October 3 is going to be the Highline Schools Foundation's annual Braut Tot in Burien, the community fun run for all ages, if running five miles feels fun to you. The tradition raises money for Highline students and schools, which I greatly appreciate-- everybody that's running, as well as the foundation for doing so. It starts at 10:00 AM, followed by the kids 1K at about 11:00 AM. Wear them babies out for ya? The registration is open through October 2 on the Highline Schools Foundation's website. Please enjoy the festivities.

And I also just want to note that I'm very grateful for our relationship with the HEA. I know that we are incredibly grateful to have the relationship that we do with our union, and I don't take it for granted. And that's all that I have this evening.

Thank you, Director Tidholm. And I think, just to clarify, I think you could also walk and run.

Walking, running, 5K is a lot of K's. But please, by all means, enjoy.

Yeah. Well, thank you for that. Dr. Espinoza.

I don't have any updates today.

Thank you. President Van.

Thank you so much. Earlier today, we participated in the exit conference with the state auditor's office, and really happy to share, for the second consecutive year, we had no findings. Just a really huge thank you to our business services team-- Jackie, Andrew, and your entire team-- for your hard work, dedication, and commitment. This is a great accomplishment and a reflection on the work that you do every day. And just like I shared during the exit conference, thanks for being great stewards of our resources and for your continued commitment to our students and our district. That's huge. So thank you for that.

You know, as a board director, when you appear in the news, it's also one of those times when your [? angst. ?] But I would love to share this next bit. Raisbeck Aviation, US News and World Report ranked Raisbeck number three among high schools in Washington State. Raisbeck also earned the number three spot amongst high schools in the Seattle metro area. So these rankings recognize schools based on measures include including college readiness, state assessment, performance, and graduation rates. So congratulations, Raisbeck. And that concludes it for me.

Thank you, President Van. And for me, I did actually get to see-- I was watching the Mariners and got to see-- so teachers of the week, the Washington State Employees' Credit Union is recognizing two of our amazing educators as teachers of the week. Special shout out to Gregory Heights Elementary teacher Elise Dupre-- I hope I'm pronouncing her name Right-- Of Gregory Heights Elementary and Sylvester Middle School teacher Reshard Radford. Both were recognized at a recent Seattle Mariners game alongside educators from across Washington. The recognition program recognizes and honors the teachers who have had a profound impact on students, families, and communities. So thank you to our educators. They are amazing.

And also, joining Director Holien, and Dr. Espinoza, and President Van at the Accountability Audit Exit Conference, also, just to highlight that it takes a lot of work, these audits. And to have two years in a row with no findings, it's just good news for all the way around. And with that, that concludes our director reports.

We're going to be moving to scheduled communications-- so the public testimony. And before we move into that, I know that our President Van has always just reminded, so I'm going to make another reminder, to make you all aware of an update to our public testimony process. Highline Public Schools received council that under Washington State public disclosure, the PDC rules regarding the use of public facilities for campaign purposes, public testimony may not be used to advocate for or against a measure once it's on a ballot.

This means that through the November election, speakers may not use public testimony to advocate for or against Highline's bond or levy or any other measures on the ballot. If testimony moves into advocacy for or against any ballot measure, I will need to interrupt and ask the speaker to move to another topic. So thank you. And I also just forgot to mention, at the beginning, that we do have interpretation happening simultaneously. So always like to speak really fast, so we need to just remind ourselves that, as interpretation is happening, for us to take the time to make sure that our interpreters have the time that they need. And with that, our first public speaker is Sarah Brown.

Hi, I'm Sarah Brown. I'm a special education teacher and case manager at Hazel Valley. Before I speak, I want to bring attention to board policy 0010. Part of it says we will disrupt institutional biases and end inequitable practices so all students have an equal chance at success, and will reduce achievement and opportunity gaps by using culturally responsive inclusive standards-based instruction.

I want to be clear, before I start talking, that I fully support inclusion with adequate staffing. I've been allocated 10.5 para hours per day. One of them is sitting behind me. That's 1 and 1/2 staff members. I also have a student whose IEP requires one-to-one dedicated para of support throughout the entire school day. In order for approval for those hours, we are meant to take many months of data, present the data, run a behavior program, take more data, present the data, then the one-to-one para is approved by the district.

With that said, my one-to-one para hours have not been added to my allocation, despite repeated advocacy. I've been told at the same time that one para can support that student and the rest of my caseload simultaneously. The result? One person is being asked to do the work of multiple staff. In July, this board unanimously approved \$5 million for contracted paraeducator staffing after the district identified significant shortages and anticipated more than \$7 million in state reimbursement for special education services.

Educators are being told to wait until October 1 count. Special education services do not start on October 1. They start on the first day of school, period. I want to ask the board, are you aware of what looks like in practice, and are each of you willing to shadow my team just for one day? I can tell you that one para cannot fill the duties of what three should be doing.

Our family is aware that when the only para available pulled to provide dedicated support, other students do not receive the IEP services they are legally entitled to. Do families know elopements have increased because of this? How would they feel knowing critical life skills like toileting, and handwashing, and safely navigating the building can't be taught or sometimes at all.

Thank you. With that, our next public speaker is Margaret Sackett.

Thank you. My name is Margaret Sackett. I have been a resident since 1972. Constitution Day is observed during the week of September 17 to the 23 each year, to commemorate the signing of the Constitution on September 17, 1787. It is a federal observance that encourages schools to promote education about the Constitution. All federally funded schools are required to hold programs about the Constitution.

Here are some things you could do personally to promote it. One, read the whole Constitution. Two, take the Hillsdale Constitution 101 course. Three, sign up to be a Constitution coach with Patriot Academy. Four, attend or support a student to attend the American Legion National Oratorical Contest for High School Students in Moses Lake, Washington, April 2 to 3 next year.

Five, share the *Schoolhouse Rock* preamble to the Constitution video at youtube.com on your social media. Six, record a Constitution minute for your social media to talk about a part of the Constitution. Seven, secure a supply of constitutions and pass them out at a local school or your church. Please ask for permission first. Write a letter to local schools or the school board asking what they are doing for Constitution Day, and nine, ask students to memorize at least the preamble to the Constitution.

In teaching about citizenship, you could also teach how immigrants can become US citizens and encourage students to attend a naturalization ceremony to welcome new citizens. One such ceremony is held each July 4 at the Seattle Center. Constitution Day is not just another date on the calendar. It's a day to reflect on the values that make America exceptional, a day to remember the sacrifices made to establish a government of the people, by the people, for the people, and a day to emphasize citizens' responsibilities for protecting and defending the Constitution. I ask you now to make plans in your classroom schedules for the required observance of Constitution Week, September 7.

Thank you. Our next public speaker is Joanna Arroyo.

[SPEAKING SPANISH]

Hello. Good afternoon. Thank you for giving us the opportunity to speak. My name is Joanna. I am the mother of two students with autism in the district. Today, we are here for the second time, together with other parents, to talk about special education and to support our students' need to have a truly inclusive education.

First, I want to recognize the teachers and paraeducators in our schools. I have seen how hard they work to make sure our children feel included and safe. Many of them go the extra mile, even using their own financial resources to adapt their classrooms to the sensory needs of the students with disabilities. For our students to have a true and effective inclusion, it is essential that teachers have the appropriate resources, tools, and staff. Inclusion is not simply being inside a classroom. It means having the support necessary to learn, participate, and feel safe.

I want to give you a personal example. Last year, there were five students with disabilities in my son's classroom and three paraeducators supporting the teacher. None of them had one-on-one support, although some had significant needs. With that level of staffing, they were able to work throughout the school year. This year, my son moved to the second grade. Again, there are five students with disabilities, but now there are only two paraeducators. Some of these students may require a higher level of support.

And this concern does not only come from my personal experience. According to the district's public policy that I reviewed, Hazel Valley has 45, students, 86 received special education services, and the school only has 14 paraeducators. The table does not specify that those 14 paraeducators are assigned exclusively to the special education, because there also other programs that require support. This is why we ask that when making decisions about the budget and staffing, you consider the needs of our students with disabilities.

We ask that you review whether our schools have sufficient staff and resources to provide them with safe and effective inclusion. As parents, we also want to be a part of the solution, as students with disabilities are one of the most vulnerable populations in our school community. That is why we are here to advocate for them, be their voice, and work together with you. Because in the end, we're all here for the same reason our students and their future. Thank you very much for listening to us.

And Miss Brown, I forgot to mention that if you want us to have the rest of your speech, you can hand it to Adriana, and she can send it to us. So thank you. And with that, our next public speaker's Maria Rodriguez.

[SPEAKING SPANISH]

Hello. Good afternoon. My name is Maria. I am the grandmother and legal guardian of my grandson Alex, who is in the second grade at Hazel Valley Elementary. Alex is autistic. He is the reason I am here today, because One of my greatest concerns is my grandson's safety.

Again, here is why I'm here today. School is very important to him. I do everything I can to help him at home, but there are many things that I cannot teach him. That is when he needs his school and the great support they provide for him. Hazel Valley is like a second home for my grandson.

To my grandson, it is a place where he learns, spends time with others, and receives support that is very important for his development and his life. That is why, when I leave him at school, I need to feel confident that he will be safe and that there will be enough staff to support him. This is especially important and something that worries me, when children leave the classroom or are transitioning to go home. Some children, like my grandson, may not always recognize the danger and need more supervision and care. So today, I ask you, from my heart, as a concerned grandmother, please help us, because I'm worried about the well-being and safety of my grandson. So again, please help us.

Thank you. Muchas gracias. Our next public speaker is Alma Escobar.

Good evening. My name is Alma Escobar. I am the mother of two nonverbal autistic children, ages 7 and 5, who attend Hazel Valley Elementary. I came tonight to speak about the urgent need of staffing and support in our special education classrooms. But today, this became personal.

My five-year-old daughter was bitten by another student, the same student who bit her twice last year. Last year, after I advocated for additional support, a one-on-one paraeducator was provided for the student. This year they are together again, but this support is no longer in place.

Yesterday, I told my principal and vice principal I feel like I'm sitting at home waiting to be notified that my daughter got bitten, and that's not fair. I received that notification. It broke my heart. My daughter is nonverbal. I cannot ask what happened, whether she was scared or hurt, or how she felt.

How much more evidence is needed? How many more incidents must happen before we recognize that more support is necessary? I'm not here to blame a child. That child deserves support too. My daughter deserves to be safe, that student deserves the support needed to succeed, and other teachers and paraeducators deserve enough staffing to support everyone safely.

Inclusion is more than placing children together. True inclusion means providing the support students and educators need to succeed safely. Today, I demand action, that you listen to families and educators providing the staffing our classrooms need and do not wait for something worse to happen. Thank you.

Thank you. Our next public speaker is Giovanna Castro.

[SPEAKING SPANISH]

Good afternoon. My name is Giovanna Castro, and I am the mother of a girl with autism who is in the third grade at Hazel Valley. This is my second time coming here in front of you all, and today I want to speak about something that is crucial to us as parents, the safety of our children with special needs.

When a school lacks sufficient staff to support and supervise our children, there is a real risk in which a child could leave their classroom or even the school's campus without anyone noticing. Many of our children with autism do not perceive danger the same way other children do. They might run off without understanding the risks posed by streets, cars, water, or simply getting lost.

As a mother, it hurts and is frightening to constantly see news reports about children with autism wandering away from safe environments and ending up missing, or, in the most tragic cases, losing their lives. Let us not wait until a tragedy occurs before we take action. Our children deserve to be safe at school. Teachers need support, and our schools need adequate staffing to properly care for every student.

Please listen to my own experience and the other families here asking for help. Our children's safety should not depend on a tragedy happening first. We need more support, we need sufficient staff, and we need it now. Thank you very much.

Thank you. Our our next public speaker is Chuck Rangel. Rangel?

Excuse Me? [SPEAKING SPANISH] Carlos Rangel. But my name here in America is Chuck Rangel. I'm here to represent the Burien American Legion to offer you folks an opportunity for your students. We have the National American Legion Oratorical Contest, which has, every year, a \$25,000 scholarship for the first-place winner. In addition to that, the state of Washington American Legion also has an oratorical contest. And now, this year, the Burien American Legion, that's us, me and my buddy here, Vietnam, we will be having an oratorical contest for all high school students within the Highline School District boundaries. Private and public school, high school students.

This contest is going to be held in January. What we need is just the permission and the assistance of the principals or whoever it is that's in charge of the academics, to get in touch with them so that we could show them what it is that we expect of the student. They have to write an essay, and then present that essay orally in front of judges, and it's going to be between 8 and 10 minutes long. And it has to be about the Constitution of the United States-- any one aspect of the Constitution is eligible.

So with that, I will be contacting probably the doctor's office to get the right people to go to. I've already contacted a few of the private schools to let them know. And our contest will be at \$2,000, \$1,000 and \$500 scholarship here in Burien. Thank you.

Thank you, Chuck. And with that, it concludes our public testimony. So now we move to our consent agenda. So we need a vote to approve our consent agenda. Are there any comments or questions?

I'll move to approve this consent agenda. Need a

Second.

I'll second.

Vote, please?

Oh, it's a voice vote. OK. All in favor?

Aye.

Aye.

Aye.

Yes.

Any opposed? So it's been approved. We didn't remove any items from our consent agenda, so now we move into action items. So our first action item is motion to approve our Synergy Student Information System renewal amendment. Any questions or comments? Seeing and hearing none, I need a motion.

I move the Highline School Board approve the amended renewal of Synergy Student Information System for a five-year contract in the amount of \$1,000,923 233.33 with minor additions, deletions, or modifications as deemed necessary by the superintendent. Applicable Washington sales tax rates will be added at the time of invoicing.

And I'll need a second.

I do need to make a clarification. It should be 1,923,230.33 \$230.33.

Thank you. So now, I'll need a second.

I'll second.

Roll call, please.

Director Tidholm.

Yea.

Director Espinoza.

Yes.

Director Alvarez.

Yea

Director Holien

Yea.

President Van.

Yea.

This motion passes 5 to 0.

So our next action item is the motion to approve the Pacific Middle School Replacement Project. That's the approval of the contractor, Skanska USA, change order number seven, purchase order number CP-240033. Any comments or questions?

I do have a question for Jackie. Thank you for coming up.

Thank you, Jackie.

Thank you for the budgetary update as well earlier. Just want to make sure that I read the bar correctly, that the money that is being spent on this is bond dollars that have already been earmarked, but we've added on to it. Is that accurate?

That is correct. So this is using the 2022 bond dollars. And the tennis courts were originally part of the critical needs within the bond and have now been incorporated into the Pacific Project. Because when we went through with the project review committee for the state of Washington, we included any sports fields within the site. So that included Mount Rainier, Midway, and Pacific.

Perfect. Thank you.

You're welcome.

Thank you, Jackie.

Oh, I just had a clarification. [INAUDIBLE] So the \$92 [INAUDIBLE] the \$92 million. Am I reading that correctly? Sorry-- that's the final number?

So that is the change order that we're proposing today is included in that \$92 million. So that's the total of the current Skanska contract.

OK, thank you.

Any other questions? And hearing or seeing none, thank you, Jackie, for coming up. I'll need a motion [INAUDIBLE]

I move that the Highline School Board authorizes the superintendent or delegated staff to approve change order number seven in the not to exceed amount of 1.25000 plus Washington State sales tax to Skanska USA on purchase order number cp240033 for the Pacific Middle School Replacement Project. May I have a second?

I'll need a second.

Second.

Roll call, please.

Director Alvarez.

Yea.

Director Holien.

Yea.

Director Tidholm.

Yea.

Director. Espinoza.

Yes.

President Van.

Yea.

This motion passes 5 to 0.

And so, now, we're moving to introduction and action items. And with that, anytime we have an intro and action, we always have a presentation. So for 9.1, 9.2 we'll have a presentation from Sarah. Welcome, Dr. Baker.

Thank you. Good evening, board, Dr. Duran. Thank you for a few minutes for a lowercase p presentation that's largely like the fluffy-- Am I good? OK, thank you. Sara Baker, Executive Director of Human Resources. First, I just want to say we're so fortunate, in Highline, to have the depth of folks that are around our negotiation process that are committed to our promise to make sure that every student has the learning experience that we expect in every learning space.

And so, first, that starts as a thank you, and Dr. Duran has said this already, to our President of our teachers union, Highline Education Association, Jeb Binns, for his leadership in the HEA process. Also to Melissa Mafua, who is our Teamsters Local 763 business agent in our Teamsters 3 negotiations. I also want to say thank you to the two sets of bargaining team members that represent staff across the district, and the experiences that they have in our schools, and the voices that they bring to the table are so critical and necessary. So thank you.

For many of them, I think Jeb said 10,000 hours, I wouldn't take that bet. Because I'm not a betting woman, and also that's a lot of math. But it was a lot of time, and I know that for sure. The third group I want to say thank you to is to you all who originally started this process by giving us really clear parameters and expectations of the experience that you wanted for our students, and specifically how our values translate into these guiding documents that are mutual agreements that both sides are saying, we're all in, and this is our next best version. We

Don't, and would never say, that we think that our collective bargaining agreements are perfect. There are processes and versions, and we learn and every year is different and changes. So I want to say thank you for all of us. That includes you that sit around the table to support that process. There's a lot of documents in these bars reflecting a lot of thoughts, and tears, and laughs, and goofiness where necessary, so I really just wanted to highlight a couple of key themes.

First, I'll start with some tactical information. Our Highline Education Association tentative agreement is a two-year duration. That employee group has affirmatively ratified the contract before it's here before you. Our Teamsters 3 group is a three-year duration and similarly affirmed ratification this past weekend. So we're really happy about that.

The themes, really the most significant conversations around both tables, were about inclusion. And, you know, this work started as a mandate, but it's also kind of a moral commitment and imperative to our students that qualify for special education services to have the support that they need in every learning environment and to our staff to make sure that they have the support that they need to deliver on that promise in every learning environment. So most of our most critical conversations, where it was hard, where we really focus on root cause analysis and finding long-term and innovative solutions is around inclusion, so you'll see those themes in the documents.

The second is around the staff capability. We heard a lot about the support that staff need to be able to stay adaptive. So you'll see themes around professional learning, professional development, collaboration across both of those sets of documents. So those are really the themes that I would say are highlights and successes that we're really proud of. Any questions or comments?

Any questions from our directors? I know that there's a couple.

I do have. Thank you for sharing and for the great work across so many teams. I have a few questions. I think this might be the first time I'm voting on a bargaining agreement. I think.

That's right.

I want to be very intentional and meaningful as I understand the process. I guess I'll start with the question-- so we heard testimony today that's very compelling from parents and families across Highline. And my question is, how is this new agreement addressing what we're hearing them bring to us?

Good question. I'm happy to follow up, but I'll give you kind off-of-the-sleeve-- I don't know what the phrase is. So one of the things that happens in the process is, on the teachers side, with HEA we have a joint committee that's called the Joint Inclusive Services Team. So that's representatives from across Highline, teachers, case managers, administrators that started meeting last year. And this is just last year's time, but it was in the last contract as well. They started meeting in October to really tease out what worked and didn't work about what we tried the previous year and as we were going through this last year.

By April, they had a recommendation of a bunch of small pivots and sometimes big pivots that we needed to make around supporting student safety and supporting student service delivery-- some of the things that we heard tonight from parents at Hazel Valley. Specifically, that's things like staffing ratios. How do we decide? One of the big changes that I'm really proud of this team is moving to a three-factor model. I'm happy to have a friend if my friend needs to correct anything I'm saying, but I'm pretty sure that I'm accurate. A three-factor model around allocations that really look at how we're building out our general education spaces, specific and unique student-level needs, and then an equity factor that recognizes where schools are at in the inclusion process, might recognize unique context for that school that year, this whole team is brand new. Maybe they need some additional staffing, because they're really in the learning phase, and they're behind the rest of their colleagues in this process-- things like that.

So building out better and different ways to look at how are we staffing in our schools specific to inclusion. The other area that I heard, and thank you for the opportunity, is behavioral support. So recommitment on both sides of the table about how we're supporting behavior in schools, recognizing that behavior happens because something didn't happen. The problem is not the behavior. The problem is the support that was needed before that.

So there's different layers of commitments around that, both with our teamsters partners and with our HEA partners and some joint committees connected to that. And then, a big piece that I was thinking about when I was listening today is professional learning and training for our staff, who are going through a big change around understanding all of our students in every space. And we need to make sure that they're supported so that they can better support students. So those are the big three ones that I think address some of what we heard today. But happy to follow up if you'd more specific highlights--

[INTERPOSING VOICES]

Thank you. I really appreciate you sharing that. I would like to ask for more information and maybe a work session on inclusion and hearing more from families, and educators, and staff in the district. This is a theme that's come up many times in meetings, and a theme that comes up when I visit schools and I meet with community and families. So creating that space intentionally here is important for me, and I would like to ask the support of my fellow board members to do that.

So I read through the bars, and I appreciate all the sort of information and the themes that were surfaced. I would also like to request, in future iterations, that we hear from educators and staff members about what was learned through the process, not just the lessons learned or the wins, but also what is still to be done, what are the challenges that remain, and how can the board support the efforts of our staff. And I say that, because I don't see these bargaining agreements as perfect or complete documents but sort of a snapshot of what is needed at the time for three years, as you mentioned. So I would like to hear more from staff about the process.

And I think I'll just add, as you're mentioning it, I think, for me, it just also brings up-- you talked about professional development, and I think about our building leaders. Because things are allocated. There's formulas for buildings. There's formulas for what is needed based on the needs of each school. And as you were speaking, Dr. Espinoza, it made me really think about, those are things that, I think, as a board, or maybe having more conversations around even that, it's like, we know, I think, the high overview of how things are allocated, and we talk about the equity piece. And I think it's us understanding how that is.

I know I've been here for a little bit, and I've seen it play out in different ways. So I think it's also not a professional learning for us, but I think for us to understand how those things work as well. So I don't think it's a request for you, Dr. Baker, but I think it's more of us-- how do we learn together to understand as these things are happening? So I think more to come. Any other questions or comments? [INAUDIBLE].

Just, thank you, Dr. Espinoza, for that. I appreciate that perspective, and I'd appreciate some of that information as well.

All right. If nothing else, any other questions, then thank you for the presentation, Dr. Baker. And with that, I'll seek a motion for 9.1.

I move that the Highline School Board approve the negotiated collective bargaining agreement between the Highline Education Association and Highline School District through August 31, 2028, including associated salary schedules and calendars. Do I have a second?

I'll second that. Roll call, please.

Director Espinoza.

Yes.

Director Tidholm.

Yes.

Director Holien.

Abstain. I have a-- my wife is within the HEA.

Director Alvarez.

Yea.

President Van.

Yea. Motion passes 4-0-1.

So now, need a motion for 9.2, motion to approve the collective bargaining agreement between Teamsters Local 763, instructional and administrative support staff tier 3 in Highline Public schools for 2026- 2029.

I move that the Highline School Board approve the negotiated collective bargaining agreement between Teamsters Local 763, instructional and administrative support staff T3 and Highline School through August 31, 2029, including the associated position list and salary schedule. Do I have a second?

I will second that.

Roll call, please.

Director Holien.

Yea.

Director Alvarez.

I need to check if I need to abstain. I am not sure if [INAUDIBLE]-- No, I don't need to abstain. No, I don't need to abstain, because I think I'm good. So yea.

Director Espinoza.

Yes.

Director Tidholm.

Yea.

President Van.

Yea. This motion passes. 5 to 0.

Thank you. And I was just wondering-- I know people are like, what is going on? But my daughter also works for the district, but she's not part of the administrative. That's why I was thinking about that. So with that, we move on to introduction items. So we have 10.1, motion to approve 2026-2027 executive assistant salary schedule. So the approval of this motion would approve the 2026-27 salary schedule for executive assistants. So we'll have the opportunity to ask questions or get any more information. Are there any questions at this moment?

And we have a couple of weeks. So if you do, always, please email them to Dr. Duran and your President Van. And motion 10.2, motion to approve CP-250048, the closeout of transportation building site replacement project, the approval of this motion would approve the closeout of project number CP-250048, the transportation building site replacement project completed by Comer GC Inc. Any questions or comments around this?

So here, in seeing that, again, if anything comes up or any questions, please, please ask. And moving to call for additions to the upcoming consent agenda. Would any director like to make a motion to move any agenda item to the consent at the next meeting? No? So there are no items being moved. So then I'd ask for a motion to be adjourned.

I will motion to adjourn. May I have a second?

I will second.

All in favor?

Aye. Aye.

Any opposed? No opposed. Yea. The meeting is adjourned. Thank you, everyone, for coming.