

Highline Public Schools | School Board Regular Meeting - October 7, 2026

Well, good evening, everybody. Well, it's a little bit loud. Thank you, everybody, for being here, our regular school board meeting. And directors, thank you so much for the conversation at the special board meeting earlier that just ended. With that, let's stand up for the Pledge of Allegiance.

Thank you. Roll call, please.

Director Tidholm.

Present.

Director Alvarez.

Here.

Director Holien.

Present.

President Van.

Here. Dr. Espinoza is going to be running a little bit late this evening. And to my left is our superintendent, Dr. Duran. With that, calls or changes or additions to tonight's board meeting agenda?

I have none.

OK. Thank you for that. We're going to move right into our acknowledgment and appreciations this evening. We have four great ones tonight. So when I call you guys all up, this is how it's going to roll. I'm going to call up the staff. The board director's going to read the proclamation. If there's something you'd like to say, please say it. And then we'll invite you up for a picture. So with that, we're going to start off with a Disability History month. And can I please have Alex Haas come on up? Director Holien. Going to be reading the proclamation. Director Holien.

Welcome. Whereas the Washington State legislature has designated October as Disability History month, and whereas people with disabilities in our district, state, nation and the world have made significant contributions to our society. And whereas recognizing disability history will increase respect and promote acceptance and inclusion of people with disabilities. And whereas recognizing disability history will inspire students with disabilities to feel a greater sense of pride, reduce harassment and bullying, and help keep students with disabilities in school. And whereas, studying disability history in the context of the larger civil rights movement will provide important civic learning. And whereas Highline Public schools reaffirm that learning about disability history and people with disabilities is an essential part of a complete and basic education for all students.

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

Thank you, Director Holien. Hi, Alex.

Hello. Thank you. It's an honor to be here to receive that proclamation. I have a few words, if that's OK. So acknowledging, of course, that October is Disability History month, it is a time to celebrate the contributions and leadership and achievements of people with disabilities. And it's also a time to honor the advocates who have helped create greater access and opportunity for all.

At Highline, we are committed to viewing disability through an asset-based lens. We recognize strengths, perspectives, and contributions that people with disabilities bring to our schools and community. We believe that every learner belongs, and that our diversity makes us stronger. We also recognize that many innovations designed to increase access for people with disabilities have made life better for everyone. As a district, we continue to build inclusive learning environments where students can learn, grow, and thrive together.

This work calls on us all to learn and adapt and grow together, and we are so grateful for the educators, families, students, and community partners that help to bring this vision to life each day. As we recognize Disability History month, we extend our gratitude to those who helped shape a district where belonging is not just a goal, but an experience shared by all. We are thankful for the progress we have made and for everyone who continues to work. Move this work forward. Thank you.

Thank you so much. Time for a picture.

I would really invite our community and students and educators who would like to be part of the picture around our Disability History month proclamation.

Our next appreciation is Family Involvement in Education month. Can I please have Rosie Santiago come on up? And the rest [AUDIO OUT]. And then we're going to have Director Tidholm read the proclamation.

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

And whereas Highline educational leaders and staff are developing programs and resources to support stronger partnerships between families, schools and communities. And whereas, the vision of Highline Public Schools is to graduate all students prepared for the future they choose. Now, therefore, the board and superintendent of Highline Public Schools do hereby recognize October 2026 as Family Involvement and Education month in Highline, and urge all citizens to join in this observance.

Thank you so much, Director Tidholm. Can I please also have Melissa Epton and Sonia, please come on up there as well. That'd be appreciated.

Yes.

So good evening, President Van, Board Directors, Superintendent Duran, and community members. On behalf of Highline Public Schools Family and Community Engagement Team, Thank you for recognizing Family Involvement in Education month. This recognition honors the families, caregivers, community partners, PTA leaders, and school staff who work every day to support student learning and well-being. Family engagement is more than participation in school events. It is a meaningful partnership that helps students feel connected, supported and successful.

We are grateful for the partnerships of our families and for the many voices that help strengthen our school community. Together, we ensure that every student has the support they need to thrive. Thank you for honoring this important work. And first, I have Sonia Brambila, and she is a member of our FAC.

When my child started falling behind, I went looking for answers. Found out our elementary school has only a 43.7% pass rate for at-grade level knowledge in English language arts, according to the OSPI Report Card. Highline School district overall only passes 55.1% for the same metric. Isn't 59% considered a failing grade? Had once written an article that your zip code is more predictive of your social mobility and economic fate than any other metric.

But I couldn't afford to move. It didn't seem fair, except that in searching for more answers, I learned that a study from the University of Kansas found that by age four, a child from a professional family will have heard 45 million words. The same age child from a welfare family, only 13 million. They will both show up to kindergarten on the same day, but one of them will have access to vocabulary three times as large. That is why I joined the Family Action Committee with the focus on literacy.

For our children. Have a chance out there, they should walk through the wardrobe, borrow courage from a hobbit, discover the true meaning of a red fern, and find out what a frog and a toad can teach them about friendship. For our child and children to have a chance out there, parents and schools need to collaborate in here. Thank you. And I'll pass it on to Melissa.

I don't have anything to top that with, so I'm just with Highland council PTA, and we do support all of the local PTAs in our families. And Yeah, thank you so much for helping us stay connected with our families and community.

All right, thank you so much. I appreciate you. Come on up for a picture.

And our next acknowledgment is Anti-Bullying month. Can I please have our district ombudsman, Isuzu, come on up. And Maggie Heater, our Marvista principal, Kristianna Person, and Patience Mills. Cheerleader. Here we go. Whereas bullying, intimidation and harassment in schools are persistent detractors to a healthy educational environment for children who learn constructively. And whereas bullying consists of a variety of actions and behaviors intentionally designed to infringe upon the harmed party's physical and mental being, targeting characteristics of the harassed party, whether real or imaginary.

And whereas the actions have deleteriously affected the well-being of students to a point where they lose the desire to engage and connect with their schools, classes, classmates and adults. And whereas bullying continues in schools with those students connected to schools in the Highland Public Schools. And whereas the face of bullying has changed to include cyberbullying, where the act of such bullying, intimidation and harassment has changed to be conducted over such media, including but not limited to the internet, chat rooms, electronic mail, blogs, or social networking sites, cellular phone calls and transmissions, and more.

And whereas it is recognized that the acts of bullying, intimidation and harassment can result in damage of property, physical harm, mental distress, and the death of a child. And now, therefore, the board and superintendent of Highline Public Schools do hereby recognize October 26th, 2026, as Bullying Prevention month in Highland, and urge all citizens to join in this observance.

Good evening, President Van, board directors and superintendent. My name is Isuzu Niizuma. I'm the district ombudsman and the harassment, intimidation and bullying compliance officer. Today, I have the privilege of introducing Principal Maggie Heater and the Marvista team. Every day they work to create schools where students feel safe, welcome and valued. Their commitment to preventing and addressing harassment, intimidation and bullying reflects their care they bring to fostering a culture of respect, inclusion and belonging. We are grateful for their dedication and pleased to recognize them this evening.

Thank you. Thank you, Isuzu. And thank you, everyone on the board for this recognition this evening. As you all know, it takes many of us to do this work. And so I brought a few members of my team, Kristianna and Patience, who and who are our school counselors. So Kristianna has a few words to share with you.

Good evening, Dr. Duran, President Van, board members, staff, families and students. On behalf of Marvista, thank you for this meaningful recognition. As proud counselors and principals at Marvista Elementary, we are honored to be invited as we continue our commitment to creating a school community where every student feels safe, respected, included, and heard. Marvista, preventing bullying is not limited to responding when a problem occurs. It is part of who we are and how we build relationships every day.

Through our purposeful people social emotional learning curriculum, students learn that kindness is an intentional choice, and that their words and actions can make a meaningful difference in the lives of others. Purposeful people teaches students the importance of stopping when we see something, supporting a friend, and then reporting to a trusted adult. Our goal is to know each student by name, strength, and need so we can create an environment where students can name a trusted adult that they feel comfortable reporting to. We want our students to know that they are not alone and we are here to support them.

An important part of this work is helping students understand what it means to be an upstander. An upstander is someone who stands up against bullying. We teach students that they have the power to notice when someone is being excluded, treated unfairly, or hurt. And to respond in a safe, respectful and caring way. Being an upstander might mean including someone in a game, speaking up when someone is unkind, getting help from a trusted adult, or simply letting someone know they are not alone.

Our staff works to create consistent expectations and shared language so that students know kindness is being part of a Marvista Orca. This is reflected in the way we welcome one another, solve conflicts, listen with empathy, and take responsibility for our choices. We also recognize that addressing bullying requires partnership among students, staff, and families. When concerns arise, we listen carefully, respond promptly, support those who have been harmed, and help students learn better ways to treat one another.

Most importantly, we believe every student can contribute to a culture of belonging. Each kind action, restorative conversation, and upstander choice helps make Marvista a stronger community. Thank you for recognizing our work at Marvista and for supporting our schools as we continue teaching our students about kindness, and to act with courage and make a positive difference. Together, we all can stop bullying. Thank you.

Thank you so much. We'll welcome you up for a picture.

And our last acknowledgment is National Principal's month. Can I please have Clint Sallee, Highline High School principal, and Taylor Blue from Chinook, come on up here. Maggie, can I please--

Come on down.

You know what? Let's have all the principals, if you're here, come on up and stand behind Clint. Yeah.

Yes.

With that, Director Alvarez, would you like to read the proclamation?

Absolutely. Whereas principals and assistant principals are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special program administrators, and guardians of various legal, contractual, and policy mandates and initiatives, as well as being entrusted with young people the most valuable resource. And whereas principals set the academic tone for their schools and work collaboratively with teachers and teacher leaders to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives.

Whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school improvement effort. And whereas the celebration of National Principals month honors elementary, middle and high school principals and vice principals. We recognize the importance of school leadership, ensuring that every child has access to a high quality education. Now, therefore, the board and superintendent of Highline Public Schools do hereby recognize October as National Principals month in Highline, and call upon all Highline citizens to honor and recognize the contribution of school principals and assistant principals to the success of students in Highline. So some words.

Good evening, Superintendent Duran, school board directors, President Van. It's my great honor here as vice president of HAWSP, on behalf of Kimberly Jones, to accept this proclamation and be here as we celebrate Principal Appreciation month. This is just speaking for myself, but I think also speaking for all leaders, this can be an incredibly taxing and difficult job, but it's also so soul affirming to feel like you're a shepherd to a community of students and teachers and community members.

And sometimes we feel that stress because we feel such great responsibility, but also such joy to see so many students come across our door over the years. In my ninth year at Highline High School, I've had the great pleasure of seeing graduates now be teachers in the system and come back and work at Highline High School and other roles as well. Also to build relationships across generations of communities and Highline High school specifically for me, but also Highline Public Schools in general.

So it's a great honor to be here and be to accept this honor on Principal's Appreciation month. And I will also say, in my capacity as Vice President of HAWSP, and as a private citizen, I'm looking forward to hosting, along with many of my other Association members, some door knocking on October 17th for Yes on Highline. Because ensuring that all of us support our public schools is something I am honored to do as a public citizen and as a member of the Association, because I'm just so happy and so honored to be a member of our district. Thank you.

Thank you. I'm going to have you come on up for a picture.

You forgot to read that at the beginning.

Thank you for that. We're going to move on to our superintendents reports, Dr. Duran.

Yes, Thank you, President Van. And thank you, everyone, for coming this evening. Had the opportunity to visit the construction site of the new Pacific Middle School today, a beautiful new facility made possible through our community support of the 2022 bond. At more than 140,000 square feet, the school is truly impressive. From the spacious common areas to the many thoughtful design features throughout the building, every detail reflects the commitment to create an outstanding learning environment for our students.

Even more exciting, the project is on track and to be completed ahead of schedule and under budget. I'm proud to continue Highline's track record of on time and on budget school construction projects for more than 20 years. I look forward to celebrating Pacific's opening and welcoming our students and educators in a safe, modern space designed to inspire learning, connection and success.

The last couple of weeks, I've had the opportunity to visit Valley View, McMicken, Pacific, and Highline, as well as Seahurst and Maritime with Dr. Espinoza. I also enjoy spending time in our schools and seeing the intentional work on our way to ensure that every student receives the support they need to succeed. I want to thank all of our educators, staff, and school leaders for the work you do to support our students every day.

Last week, I had the honor of presenting at the 38th Annual State of the Region, hosted by the Seattle Southside Chamber of Commerce. The State of the Region brings together business leaders, elected officials, community partners, and regional stakeholders to hear directly from local and regional leaders about the accomplishments, priorities, and opportunities shaping the future of Seattle's South Side. It was a great opportunity to share about the work that is happening here in Highline, and ask our businesses to partner with us to support our students more in on a regular basis.

I would now like to welcome Jeb Binns, the president of Highland Education Association, to the podium to share a few remarks. Welcome, Jeb. Good to see you tonight.

Thank you. Appreciate that. I showed up last week with an amazing speech all lined up and irrelevant about orange shirt day, and I walked in, and I was all by myself. I turned around and realized I probably should have looked at Outlook. Yep, because somebody usually keeps me on track. But that was totally my bad. Speaking of technology, I've been hearing about some needed technology upgrades for several of our CTE programs, who have found that their computers and machinery can't quite handle the new loads of software. So something for us to think about, something that we may need.

According to facilities wise, we're off to a pretty good start this year. So far, no plumbing backups at Cascade, no mold reported yet at Sylvester. And allegedly a lock issue that we've had at Valley View since last February was resolved today. So these are some good things. So, so far, so good. Not like it's rained yet. So we'll see how things play out.

Next week, we've moved our joint building rep administrator training to the 19th of October. It's the first week. We're just facilitating everybody's crazy schedule these days. This is kind of a cool event and I'd be happy, very happy for members of the board to attend. It's a time when our elected building reps and all of our buildings and their administrative partners get together, and we train on the new CBA-- And I should break acronyms, be a good kid, a collective bargaining agreement-- where we look at the new changes and the impacts of those things.

And we're going to shake up the delivery this year a little bit. We're going to have some more members who are on the bargaining team be part of the people who present some of the changes that are there to talk about. Including highlighting some pretty amazing things, such as we are the only district, as far as I know, in the state of Washington that solidified having counselors-- or not counselors-- sorry, librarians in every middle and high school. No other district has done that.

We're focusing on literacy. How can you focus on literacy without librarians? It's pretty exciting stuff. So that's one of the things we're going to be we're going to be talking about. So far this year, the Highline Education Association has contributed to our local food banks, who are reeling because of lack of SNAP funds. We've contributed significantly to the Northwest Immigrant Rights Project, who are currently reporting a dramatic uptick in ICE raids in our community.

We've contributed to the Highland Schools Foundation, both in the Brat Trot that was last weekend. I was thoroughly bummed that I didn't get to participate in the Brat Trot because I was in Pasco at a Leadership Conference all weekend. For the record, I have not had a day off since Labor Day. I'm hoping for next Saturday, but I think I was asked to give a speech in the morning. So Sunday will be my first day off in a month and a half, so I'm looking forward to that. And as Clint said, I definitely will be busy on the 17th.

Speaking of the Highline Schools Foundation, I want to thank the foundation for their wonderful support of our students and our community. And I guess, hello, spooky season. Let's see what else jumps out at us. Thanks.

Thank you, Jeb. That concludes my comments this evening. Thank you.

Thank you so much Dr. Duran. Here. And we're going to move on to our directors reports. We're going to start from our left here. Director Holien.

Thank you, President Van. Thank you everyone in attendance this evening. A couple of things that I want to bring up. State Senator Tina Orwall visited Mount Rainier High School last week and spent part of the day shadowing Principal Kyle Linman. I think it went well. I haven't heard any bad things about Kyle or anything like that.

During the visit, Senator Orwall helped supervise lunch, met with a group of students, and joined the transition to fourth period. She also visited several classrooms and spent time talking with teachers and staff about their work and experiences at Mount Rainier. Last week, I had the privilege to attend the Marvista Miler, which is a very large, PTA-sponsored event where they raise money. They hit their goal and then some. They raised \$45,063. And they're still some matching. And there is a handful of Marvista people here today.

And I did not run it. I didn't want to. My 1 and 1/2 year old did in a stroller, but I did not. I was a little afraid of showing up the other kids. One thing I want to bring up that Kristianna mentioned was being an upstander and not being a bystander. I think within everything that we encounter in life, everyone should be an upstander. And that is what I want to do. If you see something, say something. And I think at Highline, I really am proud of everyone coming together and being an upstander and not a bystander. So thank you.

Thank you, Director Holien. Director Tidholm.

Yes, speaking of not running far places, last weekend, the Highline Schools Foundation hosted their annual Brat Trot. They raised about \$36,000 for our students and our schools. They do so much to support our babies. I'm super grateful for them and what they do. More than 1,100 people participated and ran, or walked, or lollygagged. I love that for them. Some in strollers, I imagine.

Hazel Valley and Gregory Heights Elementary school will receive \$150 for bringing out the most runners. And a special thank you to the student volunteers from Highline track and dual teams in Mount Rainier volleyball team for coming out to volunteer their time. I appreciate that and everybody that showed up to do all the running in honor of our babies. And that's all that I have.

Thank you so much, Director Tidholm. Dr. Espinoza.

Thank you. Hi, everyone, and apologies for being late. I was on parent duty. My son had a track meet for Sylvester. Let's see. It's been a busy week. Since the last board meeting, I was at Seahurst visiting classrooms. I have a first grader and a third grader at Seahurst, so it's especially sweet to go there and to see how they're doing and how they're learning and learn more about the work that they're doing there for all students.

I was really touched and impressed by the intentionality of Seahurst staff to have really focused strategies on how to build skills for their students in terms of writing and reading. And we saw those in action. It was really good. I feel like every time I go to Seahurst, there's just a really warm or a really sincere warmth and intentionality. All staff were aware that Dr. Duran and I were there, and so they all had a sort of opportunity to meet with us to some extent and to share. So that was really great to hear.

This week, I was at Maritime High with Dr. Duran as well, [? learning ?] more about the incoming freshman class and what we'll be learning in their trajectory in high school there. So tomorrow I will be at the Hispanic Heritage month-- or Hispanic Heritage block party at Seahurst. It's a great event and students have planned a lot and practiced a lot. They're very proud of their work. So we'll be there to support them.

Let's see. What else? Future Ready Fest is coming up on October 22nd from 5:00 to 8:00 PM at Tyee High School. And it's a great way to put our Highline promise in action, our promise about making sure that our students graduate prepared for the future that they choose. And one way that we do this is to provide high-quality events, just like Future Ready Fest, where students and families can connect with colleges and universities, community partners and employers from our region. And can learn more about the academic programs and career opportunities, financial aid, other resources to help them plan for life after graduation. Thank you.

Thank you so much, Dr. Espinoza. Vice President Alvarez.

Well, again, congratulations to and acknowledging all our appreciation staff and families tonight. But I wanted to start off by mentioning the Hispanic Heritage month. I live real close by Seahurst and just I love to attend because they bring, besides just entertainment and then just people are just host community. It's always full the parking lot and it's just filled with people and it's amazing. It's like huge block party, as it was said.

So September 15th through October 15th is Hispanic Heritage month, a time to celebrate cultures, traditions and experiences of our Hispanic Latino communities. This month, students across Highline share what their heritage means to them. And their stories are reaching a lot of people. So far, the campaign has received more than 700,000 views on social media. Read their stories on our website at highlineschools.org and watch their videos on our Instagram @highlineschools.

And I also wanted to just give a quick update. I attended the Highline forum in September. And amongst that, the port co-chair, Commissioner Mohamed was there and was able to not just have conversations and hear a lot of updates, because there was like the Part 150 Noise study update. There was a lot of updates. But really stuck with me was a port jobs update. They have a lot of opportunity also for community to apply for jobs, but they've made it to where it's now like a university.

So it's kind of cool where got to hear the person who's running it and saying that there's many Highline graduates that show up to apply for jobs for at the airport. So there are sometimes while they're going to school or to help support their families. And it just was so cool to see a lot of the opportunities that they offer that really align with Highline. There's a bunch of round table updates. So on there, there's a lot of the city, that's at Des Moines, Normandy Park, SeaTac and Burien City Council are there as well.

And one of the things is that our next meeting is, let's see, on the 17th of November. There's a conference in Nashville, and so they're going to be sending us to see if we can reschedule the date to a different date. But they wanted us to check to see, well, if we were going to go. And I'm like, no, I at least I'm not going. So but I just want to say that it's an opportunity for us to be in a community with other elected officials and to see what's happening at the airport. And that's my update.

Thank you so much for that. I just want to share the Capital Facilities Advisory Committee, or CFAC, meets next week on October 12th. Members will get updates on the current Capitol projects and the 2026 bond measure that is on the November 3rd ballot. The committee will also begin talking about the next steps after the November election. Also, if you're interested, membership lottery is expected in December. So interested community members can look for updates in our Keeping Our Promise newsletter, and also on our website.

Also would like to thank Dr. Duran, as we were at the state of the region address where we had mayors and representatives from Des Moines, Normandy Park, SeaTac, Burien, the Port. We had Councilmember Steffanie Fain there and our legislators to be able to share what's going on in every city. And as well as Dr. Duran sharing what was happening here in the district. Was really great to have everybody there.

But also an opportunity just to sit down and chat, and just have that informal conversation of how can we help each other, not only for our community but for our students. So thank you, Dr. Duran, for calling out our community leaders, but also our business leaders to help support our students with mentorships and opportunities out there that they may not have. So that was really great to be in that space and to share with them. So thank you for that.

And directors, also looking forward to seeing most of you. I know Director Alvarez can't make WSSDA in November, but that's going to be in Spokane. Looking for opportunities to sit down with our other directors across the state to see what's working and sharing ideas with them. So I'm looking forward to that trip over there. With that, that ends our director's reports. And we have a lot of building leaders in the building and teachers.

So you guys are excused, if you want to go. If not, you can hang out with us, and we go through our school business. So you guys can leave if you want. If not, you can most definitely hang out with us. We're going to move on to our scheduled communications here. This on behalf of the board, we sincerely appreciate you taking the time to join us this evening and sharing your thoughts with us. You'll notice that our norms and guidelines are displayed on the screens for your reference.

Please remember that you are addressing the board and there may be students present or watching who are listening carefully to what you are saying. Please note while the board is unable to respond directly to your testimony during the meeting, we value your input. In addition to that, I just want to make sure that you're aware of an update to our public testimony process. Highland Public Schools received counseled that under Washington State public disclosure commission, 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 the ballot. This means that through the November election, speakers may not use public testimony to advocate for or against Highland 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. With that, our first speaker is Kristen Price.

[INAUDIBLE] and end up on that oversight. I'm asking this governing body to honor those principles. As an example, agenda item 10.4 demonstrates a major gap of board oversight regarding fiscal stewardship. Years ago, Resolution 1524 waived competitive bidding under a fire emergency. By stretching that emergency status for two full years, fiduciary oversight was surrendered. Governance has been reduced to retroactively rubber stamping a 75% cost overrun. \$651,000 authorized entirely behind closed doors.

The failure of transparent governance is systemic. The public records office admitted in writing last week that it operates with zero-standard operating procedures. Meanwhile, facility plans for relocating Choice Academy to this site strip students of basic, equitable necessities. A real fresh food kitchen, a library and a full-size gym. While basic educational facilities are labeled unaffordable, public resources are eagerly consumed by punitive HR practices. Removing established leadership from schools and funding administrative isolation is not professional governance. It is a toxic retaliatory waste of taxpayer funds.

District priorities are inverted. Public funds support hidden cost overruns and retaliatory management practices, while the district data shows nearly 77% of students failing math and 67% failing English state standards. Yet, tonight's agenda devotes zero space for academic achievement. It is no wonder this board experienced simultaneous member resignations last year. I urge this board to fulfill its structural duty, move past rubber stamping administrative waste, restore genuine policy oversight, and hold this institution accountable for student outcomes.

Thank you. And finally, I asked the district to hold its own employees to the exact same PDC standards it enforces on public commenters.

Thank you very much. Corey Corbett.

Good evening, President Van, board directors, and Dr. Duran. My name is Corey Corbett, and I'm a parent of a Highline student navigating specialized services. I want to thank the school board for recognizing Disability History month tonight under agenda item 2.1. And express my deep gratitude to our dedicated school and district staff, teachers, and paraeducators who support our students with disabilities every day.

While I don't know the full history of past district initiatives, I ask the board to continue building upon appropriate ways to incorporate direct student, family, and community feedback, whether through community listening sessions, targeted surveys, or other appropriate forum to truly understand the lived experiences of those navigating disabilities and specialized services across the island. That authentic input and understanding are essential to fulfilling the Highline promise, students with disabilities and complex needs.

And ensuring our building staff receive the guidance, training and resources needed to champion inclusive practices. Thank you for your time and consideration of my comments this evening.

Thank you for that. Ilona Brose.

Hi. I'm Ilona Brose, a third grade case manager at Parkside Elementary. I'm also a Highline Public schools alum. I went to Cedarhurst, Sylvester and Highline High School. I taught special education in a different district for a year and a half. I came to Highline in hopes of something better and was excited by the move to inclusion. Last year was my first year in the district. I've heard great things about it, like people who switch this district never leave. I'm not thinking about leaving the district, but I'm wondering about this career choice. As much as I love teaching, I'm thinking about leaving the profession if I'm unable to be well while doing it.

So unsure about coming to speak tonight, I thought that my experience was not worthy of sharing, but my experience is unfortunately not unique. Many staff in this district are unwell. I don't expect perfection. I just want things to be better. I'm currently on medical leave because of the stress and overwhelm from work. My doctor referred me to a psychiatrist to get on medications in order to survive my job. That's not what I want for myself or for anyone. I'm not here to blame anyone just to say that we are turning into shells of who we are.

Many of us cry at work, on the way to work, and on the way home from work, and then at home when we think about work. I've been in therapy since before I began teaching. I have strong boundaries, practice self-care, and have coping skills. I don't want to discuss grit and resiliency. I want a system that can function without educators needing to work so hard to combat being broken by it. I love public education, Highline's promise and inclusion. Yet, that is not enough.

There are so many reasons why we are so unwell, but some brief examples are that we need more support. I began last school year and this school year as a one-on-one, leading me to not know the other students on my caseload by name, strength or need. I cannot solve the impossible puzzle of scheduling and providing services without enough support. I know the education system is a behemoth and is sadly defunded.

We keep advocating every level building local, state, and federal. I wish I had solutions. I know my building really cares for me. We need change so that the cracks in the system are not held together by us. Thank you.

Thank you very much. Asher Mangold.

Good evening. My name is Asher Mangold. I am a special education case manager at Parkside Elementary. I want to address safety, burnout, and well-being among educators, staff, and students. Issues that are directly impacted by inadequate staffing. In the 2022-23 school year, Highline published a report on turnover and retention. The report emphasized the importance of investing in sustaining a culture of belonging to support employee engagement, retention, and, most importantly, student success.

It also identified burnout as the most frequently cited reason certificated staff leave. As our district has moved to an inclusion model, the challenges outlined in this report have become even more significant. Due to the para allocation formula in the CBA, schools across your district are understaffed, causing concerns around safety, wellness and compliance. Lack of staffing and support makes this an impossible job. I am physically unable to support the various needs of over eight students across four classroom spaces by myself, while ensuring I am keeping my students safe, I am safe, and I am meeting the students legally mandated SDI minutes.

This also doesn't begin to address the mental load of trying to manage paperwork and the other required aspects of the job, like lesson planning, meeting with your grade level teams, and training your paraeducators. What if one or two or all three of my paraeducators on my team, who are all one-to-ones for students, including medically fragile students, are absent? I then become a 3-to-1 support person for these students, because there are no additional adults available to pull for extra support or coverage. And I am left with the students who are physically unsafe towards me, and I am unable to support the other students on my caseload.

The burnout and unsustainability of the job across teachers in all settings means you are going to lose qualified teachers and educators who care deeply about the students and families in your schools. This also means that students with disabilities the students furthest [AUDIO OUT].

Thank you very much. Taylor Miller.

Hi. My name is Taylor Miller, and I am a case manager at Parkside Elementary. This is my eighth year working in special education and my second year in Highline. A big reason I came to work in Highland Public Schools is the Highline promise, that we know every student by name, strength, and need. What is currently missing is the action step. When we know a student's students need and we are able to support their need with adequate staffing. We know that a student needs a very specific type of support, and they do not provide that support, it negates the promise we make to students and their families.

Students will not graduate prepared for the future they choose if they have not received the support they are legally entitled to through their individualized education plan. Change in Para II allocations for the school year, which now means that non-medical one-to-ones must be staffed out of Factor 1 hours instead of Factor 2 hours as additional staffing has resulted in our inclusion team being spread impossibly thin. This has also resulted in situations that are unsafe for both staff and students. We are unable to meet our legally binding IEP minutes due to our limited staffing.

I am an advocate of inclusion and want to collaborate with the district to ensure that our students and staff are safe and are able to teach and to learn. I would like to formally extend the invitation to the board members and to Dr. Duran to come spend a full school day shadowing either a case manager or a pair, too, so that you can experience firsthand the reality of what inclusion is with our current staffing model.

Thank you for that. And that concludes our communications for this evening. As we move on to our consent agenda, any questions or comments? Hearing, seeing none. Can I please have a motion to approve?

I make a motion we approve our consent agenda.

Can I please have a second?

I'll second.

All those in favor?

Aye.

Aye.

Any opposed? Hearing, seeing none. Thank you very much. There's no items removed or no actions. Actually, we're going to move to 8.1 here. This is motion to approve the 2026 to 2027 executive assistant salary schedule. Any questions or comments on this? Hearing, seeing none. Can I please have a motion?

Sorry about that. I move that the Highline School Board approve the 2026-27 salary schedule for executive assistants. May I have a second?

I'll second that.

Roll call, please.

Director Tidholm.

Yea.

Director Espinoza.

Yes.

Director Alvarez.

Yea.

Director Holien.

Yea.

President Van.

Yea.

This motion passes 5 to none.

Thank you very much. Action item 8.2, motion to CP-250048. This is the closeout of transportation building site replacement project known as the L Building. So any questions or comments on this? Hearing, seeing none. Can I please have a motion?

I move that the Highline School Board approve the closeout of project number CP-250048, transportation building site replacement project completed by Comer GC, Inc. I need a second.

I will second that.

Roll call please.

Director Alvarez.

Yea.

Director Holien.

Yea.

Director Tidholm.

Yea.

Director Espinoza.

Yes.

President Van.

Yea.

This motion passes 5 to none.

Thank you very much. And that concludes our action. We have no intro and actions tonight. We do have, it looks like, five intro items tonight. The first three will have presentations. First one's 10.1. This is motion to approve acceptance of state transitional bilingual program. That's our STBP funds. So Bernard Koontz.

Good evening, board. I'm here with Adina Thea, who co-leads our work in language learning. So what you have in front of you tonight is our annual application to the state that explains how we use our funds that support all of our multilingual learners. And the primary goal of these funds is to support English language development for about a third of our kids who are actively learning English as an additional language in their life. We have 6,500 kids who are actively in the program. The number you see there overall is a little bit higher because it includes kids that are recently exited as well.

It funds about \$12 million of resources that we use across our schools in very intentional ways to make sure our students are developing English language skills in really strong ways through our ML programs. And of course, through our two-way dual language programs. Over the last few years, our intentionality and focus in these programs has really zeroed in on looking at English language development that's specific to each child. And being able to use data in increasingly sophisticated ways to make sure that in addition to making sure there's broad access to high quality instruction and grade level instruction, there's also very specific instruction for students to develop their English language skills. Especially at the more advanced stages of English language development before they're fully proficient.

A few years ago, you supported a contract that we brought before you to for a product called Elevation, which has given us a lot of insight into the data on our students. And that's helped our ML specialists across the system some really be able to work within their schools to lead their bilingual paras, to engage ML teachers, to engage general ed teachers, and to really partner on what those services look like. And we're pleased with some of the numbers that we're seeing to see some growth in not only the number of students that are exiting the program, but also the number of kids that are making progress.

And the number of kids that, once they exit, are passing the SBAC and demonstrating high levels of competency in math and English once they exit. So we are doing that across the system. We work regularly with our ML specialists, bring them together in a variety of formats to support them learning from each other. And Adina Thea is going to share a little bit about one specific effort that we're doing at our elementary schools.

Good evening. Just wanted to share a shift in funding. Well, historically, have only had one measure to measure multilingual progress throughout the year. And that's the WIDA State Assessment that's taken once a year. And that is the only data point that we have really been able to use. We've shifted some funding from some materials that we weren't really seeing high use and high effectiveness of to a program called Flashlight.

For every multilingual student, grades two through five are going to take a multilingual benchmark assessment along with like when they're taking i-Ready three times a year. And this will allow teachers to look at their multilingual data, specifically with speaking and writing, three times a year to plan in their interventions and their supports for students, instead of just that one score.

We piloted it last year with a targeted group of students that hadn't made any acceptable growth, any growth in like three years. And we saw tremendous growth, which has led to increases in our scores for progress seen in exiting. And so now we're expanding that. We saw its effectiveness to the rest of our students. Tomorrow is actually the last day the deadline for taking that. That will be our baseline. And we're excited about using that data this year to improve the supports of our students.

And so if you have any questions, please feel free to ask.

Thank you very much. Directors, any follow up questions?

I just have one. And I'm just wondering how much-- I don't know if we've lost any funding. I know that we keep getting cuts and cuts from last year to this year.

Yeah, we are just crunching those numbers. So we do an allocation based on our February numbers. So we, we give an allocation and we fund it at 90%. And then October 1st, we get the count. And then we are currently in the process of looking at those numbers and readjusting. I will say that many schools do have less multilingual students. Overall, we are OK because we overfunded some schools and underfunded a few others. And so it's kind of a wash this year and so it'll be fine.

But unfortunately, we are decreasing the numbers of multilingual students for reasons we'd rather not have to deal with.

Thank you.

[INAUDIBLE]

Thank you.

Hi. Thank you for sharing. I think I have two questions. So the first one is, you all mentioned that exiting out of the program is a measure of success to some extent. I'm wondering what's the connection with dual language learning belonging? Because the parent of children who are learning English in the school system and have been part of dual language learning, I don't measure success with them sort of exiting out. But feeling part of their learning community, feeling grounded in their identity as Spanish speakers specifically.

So students stay in dual language whether they exit the program or not. If you're in a dual language program, that is actually a general education program in our district. And so that wouldn't affect their eligibility or to be in a dual language at all. We even accept like non multilingual students in dual language. And we do have a period of time-- is it a year or two-- when students are exited that we still monitor them and support.

The other thing to note here is when we think about our strategic plan and some of the OKRs that you've seen is that encompasses that broader whole child in that sense of belonging that I think you're getting at. And some of the measures there that we will be coming back to with some reports on a little bit later this year, talk about attainment of the seal of biliteracy and readiness for the seal of biliteracy. As well as student's response on some survey questions about how they feel about being bilingual, biliterate.

And that absolutely is part of the big picture. And at the same time, we know that for kids to be fully bilingual and biliterate, we need them to continue improving their English language skills to be bilingual. And that's what this program is really focused on, is looking at that number. And at the same time, paying attention to the development of biliteracy.

So the nature of this grant and the way it's reported does report more heavily on English. But the good news is you, as a board, have really supported that more robust whole child approach of looking at how we're supporting them being a full multilingual student.

Thank you. So the other question I have is, the bar mentioned and you also made note of that here, that Elevation has been in place.

Yep.

And in the bar it says that it's meant to support data, informed planning, and tracking and implementation. And you mentioned a little bit here about how educators use that. But I guess it's still very sort of theoretical for me. So if you could just make it a little bit more practical for me, how is it changing the way that teachers and staff are working with students?

Sure. I'll start if you want to add in. So prior to Elevation, if you were a ML specialist working at a school and, say, you had 200 kids that qualified, pulling in the data sources to understand how kids were doing on their WIDA scores, how long they'd been in the US, what their home language is, maybe how they're doing on the iReady. There's a lot of data sources to pull together. And pretty complicated to figure out how to bring that together.

So one thing that Elevation does is it makes all of that incredibly user friendly to look at. And then more importantly than putting the data sources together, it allows them to, with a lot of ease, look at students and place them in groups. And then be able to assign them to maybe a bilingual or an ML specialist, or a group that's going to help get that work done and help them track that and have a system in which they can track that.

So prior to Elevation, there was a lot of spreadsheets going on. And in some cases, that was really taking time away from the time that staff would be spending working with kids. So now, because that's easier, there's more time for that. And the greater ease of having access to that data really makes it easier for them to engage in. I think the other thing is it's helped us centrally also be able to identify where can we see which kids are getting in support, where it's actively identified. And we're able to go work with those schools and say, hey, we noticed that you have some kids that haven't been assigned to a service. Can we help you figure that out?

So it's given us a lot more entry point into having that conversation. And it really is part of this shift of saying, yes, we need to provide broad support within all classrooms for access to core content. And we need to pay attention to English for that. But you also have to pay attention to individual students and what those individual students need for their English language development. And that's really what this tool has helped us get the message across.

And so when we go in now to work with the school, we pull up that data and we take a look at it. And we talk about who's serving students, how is that going, what's going on with those groups. There's some other features in Elevation as well that I could spend more time talking about and show you perhaps at some point, but that's a little bit about how we're using it.

OK. Thank you.

Oh, just that Elevation is a big program management system. And then Flashlight is more like just an assessment. And when they take that assessment, it measures specifically their writing and their speaking skills. And it'll give the teacher a report of like these are the specific areas for next steps to support that student. And I think it also helps make them accountable and help them thinking about students' language learning, which we have very strong data that once students have a strong grasp of the English language, they do perform better on spec and other assessments once they're better able to access the content.

And so it really helps provide that access in a way that's just more targeted and intentional.

Thank you.

Thank you so much for that. Directors, any other follow up questions? Thank you so much for the presentation. Appreciate it. Thank you. Our next intro item with the presentation is 10.2, motion to approve the Highly Capable Annual Plan 2026, 2027. Can I please have Katie Virga, our executive director of Student Learning? Come on up?

Hello. Thank you for reviewing the Highly Capable Annual Plan. This plan was established based on the Washington State requirements for the highly capable programs, our district policy, a review of student data, and engagement with students, families and staff. Plan was developed by the Highly Capable team in response to the State's annual funding requirements and addresses the required program areas of identification, services and evaluation.

In developing the plan, the team also aligned the work with Highline strategic plan and equity policy. Those considerations, together with stakeholder engagement, led to continued priorities around equitable and proportionate identification, supporting teachers in responding to learner variability, addressing the social emotional needs of Highly Capable learners, and implementing Washington State Highly Capable requirements. There's also a multidisciplinary placement committee that reviews multiple sources of student evidence and continually refines the identification process.

Last year, the committee used a new tool to obtain a more complete picture of students' academic histories. And the committee continues to review and refine its practices each year. Family input is one of the sources used to inform the ongoing development and evaluation of the Highly Capable program, and specifically identifies engagement with students, families and staff as one of the inputs used in establishing areas for continued prioritization and development.

The district also uses the annual surveys because-- our team uses those annual surveys, because they provide information about learning experiences and growth areas that can be difficult to capture through traditional assessment data. So for this current year, the plan that you have before you is specifically administering things we learned from last year's family survey and that we've made adjustments based on. We will use it again this year to inform the effectiveness of the current program.

The family survey functions as an additional source of evidence alongside student data and other stakeholder input. Any questions?

Thank you for that. Directors, any follow up questions?

Yes. Hi. Thank you for sharing. So how were the priorities identified?

So we look at the Washington State requirements for Highly Capable students. And then we also look at what we're doing in Highline. One example is inclusion. And so when we look at how we're serving students across the spectrum of needs, and every child's needs being a priority, it's that intentionality. And so some of the work that we've been doing with educators around the cognitive demand and looking at how the standard levels in classrooms, we're teaching everybody how to be more intentional about differentiating tier one instruction to meet all students' needs.

And really helping with focus students, both students with IEPs, students who are multilingual, and students who are identified as highly capable. What are their specific needs in order to be deeply engaged with this content and make sure that they're accessing the same grade level rigor as everybody else? And so I think by not having it be something separate, but actually just an intentional way of instructional design has been a lot of our work. And our plan is developed to support that alongside the feedback and input that we're getting.

So are the priorities reviewed or vetted through students or informed by student voice?

Yes. We do get student input through focus groups and through the work that our team does out in schools, working alongside students. Also as part of conferences, teachers review the annual plan for the student-- their Highly Capable Annual Plan-- with the family and the student and get input. And then we collect some of that towards it as well. We also have a focus on increasing the number of students identified for Highly Capable, who are multilingual, students with IEPs, students of color, as they have been underrepresented in that identification.

And that's part of why we're looking at histories and really asking deeper questions about if the student has this score, but not this one. Why are we saying they can't be qualified?

OK. Thank you.

Thank you so much for that. Other directors? Hearing, seeing none. Thank you very much for that. 10.3, this is motion to approve acceptance of the '26, '27 OSPI beginning educator support team, which is considered best grant funds. Deena Russo, our director of professional learning. Sarah.

Yes. Good evening. Sarah Baker, executive director of human resources, joined by our director of professional learning, Deena Russo. I just want to share a few things before I turn it over to Deena. This is similar to the first item that was shared by Executive Director Koontz and Director Thea, insomuch as this is acceptance of funds from the State. OSPI, as we all believe that teachers need support to do their best work. And as we've heard tonight, this is one of those types of funds that they offer to school districts to offer very specific services.

So you might have heard of best before in other districts in our district, we specifically call this program our peer mentor program. And I'll give and leave some airtime for Deena to talk a little bit about what the program does to support our early career teachers. But really just wanted to say that, A, this is state-level funds that, that they kind of carve out for school districts to have mentor programs for early career teachers. That's because across the industry, mid-career is considered, ironically, like year 5 to 7. That's already that and concerning.

And so funds like this are intended to really invest in those first years, not only to help support the orientation and induction onboarding of teachers, but hopefully to get them to that point that they're seen as experienced educators, which the state denotes at year 5 through year 7. The other thing that's important about these funds is that they are not representative of the whole of this program. The State offers, as you see, a relatively small amount of dollars to support a district wide effort to support early career teachers.

Our district has really worked to prioritize new educator mentoring specifically, but support services in general. So we also have this work aligned to our lab funding that supplements this grant, and general funds that supplement this grant to ensure that we have adequate, which we've defined as five, peer mentors to support our early career teachers. So I just want you to have the context kind of district wide that this is about-- I'm bad at math is not my purview, but a little less than a third of the funding that goes into the program that Deena will share a little bit more about.

Thank you, Sarah. Deena Russo, director of professional learning. Good evening. I need to put that down. So the peer mentor program provides one-to-one coaching and mentorship to-- last year, we served over 150 new first and second-year teachers. But we also serve ESAs, education support associates. Those are our nurses, our counselors, our social workers, OTPT, and so on and so forth. In addition, the team leads a several educator growth and retention initiatives, like the new staff liaison program, NAKIA mentorship, National Board certification cohorts, and provides evaluation and support for educators new to the profession.

I forgot to mention that in the summer we have a three-day August induction. Each year we invite Dr. Duran to help open up the space. It has been one of our most well received events for onboarding for new staff, where they build community with one another while getting to know student learning specialists and leaders from across the district. All of the mentorship and induction that we do is based on the OSPI mentor standards and the OSPI induction standards, all of which have been built out on this idea and best practices around what keeps teachers in the field.

So I wanted you to know that's where we get our standards from is from the induction and mentorship standards. So yeah, that's pretty much what I'd like to share with you. Do you have any questions?

Thank you for that. I do have a quick question. In the private industry, when you bring in new teammates employees, one of the biggest thing is training and retention, right? And you shared that last year. 150 first and second year. And you just shared with us what the standards are. What does success look like? Is success look like a teacher that we keep for five years, seven years? What does that look like for us?

Oh, that's a really good question. You want to help? I'll tell you what we look for when we are providing support for new teachers. We are doing ongoing learning opportunities and cycles of learning with them. So we get a lot of feedback from them. We are keeping weekly and monthly check-ins on how they're doing across the board. Everything that's kind of related to our panorama survey data. So we're checking in on things like burnout. What kind of supports do they need just in time support?

So we do provide a monthly new educator workshop that I forgot to mention that is super responsive to their needs. So we're constantly getting feedback from them in order to design a program for them. So a lot of it has to do with what does a special education teacher need at the beginning of the year versus the middle of the year, for example? A lot of that has to do with how to write IEPs, how to work with parent educators.

Those are two examples. Would you like to add on?

I always want to add on. I will say this, Director Van, I appreciate the question, mostly because most of the time we feel different as schools. I think in this respect we're actually very similar to private industry. You have to balance, in your case, both your employees and, ultimately, whoever your customer base is. We have the same issue. So success, I would say, is what's behind you. That every student is known by name, strength, and need.

From a workforce planning perspective, for that to be true, for us to deliver truly on our promise, we also need our staff to be able to grow, learn and thrive. And being known by name, strength, and need is also true for them. If we truly believe that they need to deliver on that promise, they can't be automated bots somewhere doing something. So we certainly look at retention data as a part of that. A big piece of our metrics as a department are our panorama staff survey data points.

We obviously want our staff to be healthy and happy and believe that if that's true, that will transcend to our students. We're looking as a department at some more concrete metrics. Particularly, your question right now looks like, how do we even determine our workforce health? What number of factors need to play in to see if our staff have the support that they need? And if that's materializing in the student outcomes that we believe our students deserve.

So it's a complicated question that I'd love to talk more about. Give us some time to coalesce the thoughts, but certainly want our staff to stay-- we also want them to stay quality over quantity. We want them to feel capable and able to do their best work. And for that to materialize into the data that we see for students.

Thank you for that. That question was loaded, but also selfish, as my daughter is her first year. So as a dad, I got to make sure that she's also taken care of and just learning from what we're doing here to make sure that she's supported from her parent. So thank you for sharing that. Directors, any other follow up questions?

Hi. I have a lot of questions today. So is this like a volunteer program, or is everybody invited?

Yeah, it's a good question. It's a both and. It can't be mandated. So it is opt in. So in that sense, you could see it as voluntary. They have to say yes. But the offer is extended to all to the extent that we have the capacity. So one of the nuances that you'll see in the bar is that under our mutually agreed collective bargaining agreement, we've said that new educator support, we want to have a minimum of five peer mentors.

If we don't accept state funding or if the state ends the funding, then we've agreed to a minimum that we will continue to subsidize as a district. That just plays into caseloads. So we haven't yet had to turn anyone away that has said yes. But it's offered to all. It's not accepted by all. But they jump in to the different sessions that Deena's team offers in various ways and methods.

OK. One more question. So the employee engagement survey, names burnout as an experience that staff at Highline experience. And we've also heard from staff. So how would this program here mitigate that support staff and change the material conditions that create that?

Yeah. Important question. I'll invite Deena to add. We heard earlier about our most recent turnover report and a citation around burnout. And it's real. It's cited nationally as an industry issue that teachers across the country experience burnout. And some of the work that this program has done is-- I was going to say this earlier, so I appreciate the question to be able to contextualize it here. Most times you're doing an intervention with the hope that eventually the system can adjust and that intervention can be pulled back.

I would say this is a program that that's not the measure of success. This provides kind of not just a one-to-one person, but a tier one support system that really sits more in the land of triage. How could we know earlier when folks are starting to feel certain things about their workload, or when certain supports aren't meeting the needs? Peer mentors really get to hear firsthand from a number of staff. And then can elevate that experience so that we can intervene earlier. So I think it is critical in that respect.

The other part that's unique about the peer mentor program is that the standards have some pretty specific expectations around confidentiality. So things that a mentee might be sharing with their peer mentor are the types of things they might not feel like they can share with their direct supervisor, or maybe even with a colleague. So that makes some of the data side hard for Deena and her team who've had years of conversation about, how do we capture data that's intended to be confidential in a way that then means the system can respond and not just sit on that information?

Or have five humans hold the weight of that and not feel like they can elevate it. So I think this program provides a really critical ear to what's happening early. And then the rest of her work and all of the supplementary programs that they put together are in response to what teachers are saying.

Thank you. Really good question. I think this goes to knowing each one of our teachers. You heard that we have five peer mentors. One thing I forgot to mention is that we specifically hire peer mentors who are going to be supporting the most needs in the schools. So we have two peer mentors who have most recently come from special education. We have two who most recently came from dual language schools in our district. And then we have one who's a generalist in secondary.

So we are always moving to the needs of what we see. And we use data and we use those-- they also have PLCs. So the mentors are constantly training up as well. Because they know burnout really well because they most recently came from a classroom. So they know how to identify it. They talk amongst their own PLC to-- professional learning committee, I think, is the C. Community. Thank you. It's like these multiple layers of triage. I like how Sarah put that.

But it is really knowing them. Doing something about it immediately. Elevating a concern up to myself and Sarah and HR. Group grouping our support. So it's not just about the peer mentors. It is about all the pillars of support for teachers across the district. Not just student learning, their principals, all of us in

cabinet, And so on and so forth. I don't know why I said us, I'm not part of cabinet. But leaders. Anyways, thank you for that question.

Thank you so much. Any other follow up questions?

I do have one. Thank you for being here. This program is specifically for new teachers, correct? So it doesn't really impact the ones that are actually going through burnout and at the 7-year mark, the 10-year mark. Is that correct?

Brass tacks, yes, inasmuch as these funds from the state are specifically intended for first to third-year teachers. The nuance of that is the context I gave at the beginning, that these funds represent just under a third of the funds that we put into this program. So Deena has really been wonderful about fiscal creativity to ensure that group of people that we're also subsidizing with our lap funds and with our general funds can provide maybe more tier one support for folks that are outside of that first to third-year band.

So we do have programs within the larger model for our mid-career teachers, including NAKIA, which she mentioned at the beginning. The peer mentors in that respect are serving more in coordinator roles to provide other spaces for teachers that wouldn't be impacted by these specific funds.

Great. Thank you. My other question, you might not have the information. But I was just thinking about this and I would have sent it beforehand because it is sort of a specific number. For the one to three-year teachers, what is the proportion of teachers that have stuck with us that have received peer-to-peer help versus teachers that have left after three years, utilizing this specific program?

Yeah, that's a great question. And you're right, I don't know it offhand. And I'm not going to put Deena in a position to know it offhand. But happy to follow up via email before our action date.

Great. I will send you an email just to--

Please. Thank you.

You got it. Thank you very much.

Any other questions, directors? Thank you so much for that. Appreciate it. On 10.4, I'm going to actually ask Dr. Duran, is it OK if Jackie comes on? I'm going to have a question on this one. 10.4, this is motion to approve CP-250015. This is the closeout of FORMA contract for Southern Heights demolition. The approval of this motion will approve the closeout of project number CP-250015, the Southern Heights demo completed by FORMA Construction Company, and authorizes the district to proceed with the remaining contract closeout requirements. Hi, Jackie. Thanks for coming on up here.

I recalled the phone call when we were advised that the building had burnt down. And I was also a part of the capitol oversight committee when a lot of these talks were happening. You know, looking at this intro item, for \$652,000 over budget. Can you share with the community, with the board, on what the cost overrun is? I recall during our, oversight committee, a lot of this is covered by insurance. Can you just really clarify that for us?

Yes, I'm happy to. Thank you. I will begin by stating that all \$1,669,710.92 on this contract has been fully reimbursed by insurance. So when we talk about fiscal responsibility, Highline has \$0 invested into this contract. So really good news. A lot of work went into that over the past few years to ensure that all of the insurance was going to be reimbursing every dollar on this contract.

So this contract did begin as an emergency contract right after the fire. It was a very, very unique situation, not one that I hoped ever experience again. The initial dollars that were on the emergency contract were not necessarily a budget. It was an initial amount to go in and secure the site. Make sure that we were ensuring the safety of the community, our property and securing everything within the site as well. And so that initial contract was with FORMA. And again, it was something that was very unique.

And as we went through, we knew that with that initial amount, we didn't know the extent of the damage at that point. We had no idea if we were going to have to demo just the 100 Building. We didn't know the extent of the damage to the 200 or 300 Building. We knew we had to work very, very closely with our insurance carriers. There were multiple carriers, obviously, on this very large claim that we had to work through. And so we knew we were going to have additional dollars as we worked with our insurance carriers.

So when I looked through the change orders and reminded myself of the past two years, 75% of the change orders that are associated with this are to do with security and safety of property and community within the area of Southern Heights. And so our insurance carriers-- we had to have these 24/7 security on site in order for our insurance carriers to reimburse us. And so this was a demand of the insurance carriers in order to receive the funds and be reimbursed fully with the claim.

So 75%, so the majority of those change orders that you're seeing are that is that security. It's the 24/7 security. We had obviously, no electricity to the site. We had no power to the site. We had no way of ensuring there wasn't another fire because none of the smoke alarms, the detectors, everything was offline. So we had to have someone there 24/7. That was a requirement of the insurance carriers.

Some other change orders that were on here were also required of insurance carriers. It was things like eventually temporary electricity to the building so that we could put in fire and smoke detectors, temporary lighting on the site. Temporary fencing around the site so no one could get in there. It was an active construction zone. And a fire had just occurred, so it was a very dangerous site to be around. Again, all of the change orders were reviewed by the insurance carriers. And we worked very closely with them on a weekly basis throughout the project.

And as I said, all costs have been reimbursed. So very important to note that this is a very unique situation. No fiscal impact to Highline for this piece of this at all. And happy to answer questions.

Thank you very much. Directors, any follow up questions?

I have a couple. Thank you for coming up here, Jackie. As a district, we've worked with this construction company in the past. Is that correct? So it was probably a good sort of contractor that we could reach out to that sort of trustworthy and things of that nature. I believe they were the builders of Midway, if my memory-- well, if their portfolio is correct.

Yes. Yes, when the fire occurred, we did the emergency contract with them. They also helped us with-- because the fire occurred five weeks before school was starting, and we had two programs on that site at the time. So they also were involved in the remodel of original Beverly Park, so we could get Highline Virtual Academy and Innovation Heights Academy in there in time for school to start.

Great. Thank you. The other thing I wanted to bring up, the board was actually brought-- there was a vote on this--

Correct.

--looks like August 21st of '24 that actually did approve this change. Well, the contract. Is that correct?

Yeah, per policy, the way emergency contracts work is that because we didn't have-- it was the middle of summer, we weren't going to have a board meeting, but per policy, are allowed to enter into emergency contracts so that we don't have to wait until the next board meeting. But we're required to bring that emergency contract to the next board meeting, which is what we did.

Great. Lastly, I just want to say, we're very grateful and good use of our taxpayer dollars to get reimbursed for the full amount of this. So thank you very much, Jackie. That's all.

Thank you for that. Directors?

OK. Hi, Jackie. So just to clarify. The initial contract amount was \$863,000.

Correct.

Approximately. There were new charges of \$651. All of that has been reimbursed to us.

Every penny has been reimbursed.

OK. Thank you.

I just want to say thank you, Jackie. I think just putting everything on the table, I think there are a lot of times because what happens, what you see is not all that-- people don't get. So thank you for letting our community know that we are good fiduciaries of our money and that we have an amazing also team that's always-- and like you were saying, you were having weekly meetings. And so I appreciate that. I think it's good for everybody to know. So appreciate Board President Van for bringing it up and more explanation. Thank you.

Yeah. I just want to really call out Jackie and team, when we had talked about this on the capitol oversight committee, there was numerous questions from our community members as well as other subject matter experts that are out there ensuring that these cost overruns were being mindful. Regardless of who was paying for it, that we weren't just, hey, insurance is going to cover it. Let's just do whatever. So I also want to thank the committee when we were discussing this, just asking those questions to you and to Ellie and the team on that. So thank you.

I think that's it. That's the all the questions. Appreciate that. And our last intro item is 10.5. This is motion to approve CP-250063. This is the closeout of Beverly Park at Glendale, low slope roof replacement. This approval would approve the closeout of this project, 50063, Beverly Park, its low-slope roof replacement, completed by Garland/DBS and authorized the district to proceed with the remaining contract closeout requirements. Any questions or comments?

OK. Hearing, seeing none. And that concludes our intro items. Any directors to make any motion to move an agenda item to consent at the next meeting? I hear and see none. Well then, everybody, that concludes our meeting for this afternoon, this evening. May I please have a motion to adjourn?

I make a motion, we adjourn.

Second, please.

I will second that.

All in favor?

Aye.

Aye. Any opposed? Hearing none. Thank you, everybody. Have a great evening.