

All right, all right, all right. Welcome to the Wednesday, February, 2nd 2022 board meeting. Welcome everyone. We're going to start off with the Pledge of Allegiance. So please rise.

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

Thank you. Roll call please.

Director Van.

Here.

Director Howell.

Here.

Director Garcia.

Here.

Director

Bradford.

Here.

Director Alvarez.

Here.

Thank you very much. And, now we're going to recess to a special board meeting: an executive session for approximately 90 minutes to evaluate the qualifications of an applicant for public employment. Is there a motion?

So moved.

Is there a second?

I second.

All right. All those in favor?

I.

Perfect. We will now be gone for 90 minutes. Yeah. Thank you.

Thank you.

All right, all right, all right, we should start getting the ball rolling. Thank you, everyone. We are now returning back from executive session. I'm going to move to agenda item 1.4. Is there a call for any changes or additions to the regular board meeting agenda?

Dr. Van?

President Garcia, thank you.

I would like to make a motion to move agenda item I believe 8.3 up to 8.1.

8.5?

8.5, yes. Trying to open up my computer here to the web page.

To 8.1. Is there a? Do we have to second? OK, can I get a second for this, please?

I'll second that.

Thank you. All those in favor, please say, aye. All those opposed, extensions, motion passes. Thank you.

All right, well, thank you everybody for welcoming us back. We are going to move on to agenda item 2.1, proclamation. You are up.

OK, good evening, everybody. Thank you, President Garcia and board members. We have two proclamations this evening, the first four national school counseling week. And then for career and technical education month. Before I read them, do we have any of our wonderful school counselors here tonight? I don't think we do.

So is [? Jennifer ?] here? You're going to accept? OK. And for career and technical education is it? There's [? Chance and ?] [? Juan. ?] OK, excellent. Thank you so we'll start with a national school counseling week proclamation.

So whereas school counselors are employed in our schools to help students reach their full potential and whereas school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents, as these traits relate to career awareness and development, and whereas school counselors help parents or guardians focus on ways to further the educational, personal, and social growth of their children, and whereas school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves, and whereas school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society, and whereas comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school.

Now therefore, I, Susan Enfield, superintendent of Highline Public Schools do hereby proclaim that February 7th through 11th, 2022 to his national school counseling week in Highline. And I urge citizens to join me in honoring and recognizing the dedication and hard work of all school counselors.

So a big shout out to our amazing counselors across the district, who are needed, have always been needed, but are needed more than ever in these current times, we are grateful for what you do to support our students. And next, our proclamation for career and technical education month.

Whereas the month of February has been designated career and technical education month by the association for career and technical education, and whereas profound economic and technological advances necessitate a capable educated workforce with career ready skills, thereby placing new and additional responsibilities on our educational system, and whereas career and technical education connects Americans with potential careers and is the backbone of a strong well-educated workforce, which fosters productivity in business and industry and contributes to American leadership in the international marketplace and fill the growing skills gap, and whereas career and technical education offers individuals lifelong opportunities to learn new skills, which provide them with career choices and potential satisfaction, and whereas the ever increasing cooperative efforts of career and technical educators business and industry stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecasts to experience the largest demand in the next decade.

Now therefore, I, Susan Enfield superintendent of Highline Public Schools do hereby proclaim February as career and technical education month at Highline. and I call upon all high citizens to become familiar with the services and benefits offered by the career and technical education programs in our district.

And so if I could have [? Jennifer, ?] and [? Juan, ?] and [? Chance ?] come up and take these. And we'll do a photo with the board.

Thank you.

[LAUGHTER]

And next up, we are really, really fortunate to have Pacific Middle School doing a school presentation, right?

Welcome, welcome.

Good evening, President Garcia, members of the board and Superintendent Enfield Thank you for having us here tonight. My name is Vanessa Banner. This is my eighth year in Highline School District. This is my fifth year at Pacific Middle School, where I'm honored to lead such an amazing community of students and a wonderful staff.

Pacific is an avid school. For those of you who aren't aware of AVID, AVID stands for advancement via individual determination. Our AVID elective classes support students who are in the academic middle, who may identify in a group that has been historically disenfranchised or may be low income, or a student who is first generation college going. AVID is one of our Pacific strategies, embedded in our culture, through our AVID elective classes, our AVID excel classes, and in building wide strategies to help support equity and eradicate systemic racism. I'd like to introduce Miss House. She is one of our awesome teachers at Pacific. She teaches seventh grade PE and is our eighth grade AVID elective teacher. She will be highlighting and introducing our superstar student, who I am so excited to have with us here this evening. Thank you.

Good evening, everybody. My name is Claudia House. And I'm super proud to announce our superstar student, who when Ms. Banner asked me to come up with somebody who could represent not only Pacific, but specifically, the AVID program, I immediately thought of Ana And she's here with her mom, Martha. So welcome, both of you. And we have a slide about Ana, I think.

Yeah, Ana is a very outgoing student. She is very supportive of all her friends, her classmates. She's an awesome team player. And since AVID stands for advancement via individual determination, I had to put up there that Ana's determined. She wasn't that determined when she started in middle school. But she has come a long, long way. I'm super proud of her. This is the second year. I teach her in the AVID program. She's also a member of the soccer team at Pacific. She's going to be a member of the volleyball team. She's very involved in school. And her career goal as a veterinarian. And I'm super proud of you, superstar student Ana. Come on up.

Hi, I'm Ana. My experience at Pacific was like really good But in the beginning, it was rocky. But I think a Pacific, if you really want to have a good like time there, you have to build a bond with your teachers, like you have to try for yourself, like advocate for yourself. For me, it took me a while to build bonds with my teacher. But it was like really worth it because then it was like much easier for me to ask for help and get things that I needed to get help with.

And I think what really helped me the most was joining AVID, too, because then I was able to like talk, like speak up for myself even more and know way like I have to do and get myself organized, all the way. I think AVID really helps you like persevere through ways and helps you get more organized and more prepared for high school and then college and opens up your pathways for college, too.

And with Miss House, like she'll really help you get more determined and things like that. And without her, like I probably wouldn't be where I am now because she really motivated me to be where I am now. And I think that's what it really is all about like to help you out and prepare yourself even more.

[APPLAUSE]

So Ana, congratulations. We have a certificate for you. But before we do that, the board members may have questions for you. So hold on. Stay right up there. See if anyone has a question.

Well, congratulations, Ana. So in regards to AVID, what would you say to a student that is coming in to Pacific? How would you have them join you to be part of AVID?

I would tell them like what benefits there is of AVID and like what things though like be able to do, such as the trips, which like help you open up your mind more about colleges and how like it'll help you through life, give you life lessons and stuff like that. So I mean, if most students really care about the future, they'll like really want to join AVID. And I have a good experience there. So like I could really like try to convince them to join.

That is awesome. Great job. Congratulations.

I have a question. So I see that your career goal is to be a veterinarian. What kind of experiences would you want Highline Schools to give you over the next four years, five years? Here at Highline, so that we can make sure you get that experience, so you end up becoming a veterinarian when you graduate.

I don't know, really. Like I know I have to take a lot of like science classes, biology classes, to become a veterinarian. So something around giving me like science classes to learn about the anatomy of animals and things like that.

Awesome. And just one more because I love asking this one, it's kind of pie in the sky. But we gave you a magic wand to do anything to make your experience here at Highline better, what would you use the magic wand for?

I guess like make the teachers more [? approachable. ?] Like some of them look kind of scary, but like they're really nice.  
[LAUGHTER]

Awesome. Thank you, thank you, thank you. We are so Highline proud of you. So thank you so much.

I just want to say, Ana, congratulations. And seeing that you're so determined, you're going to get to where you want to be. So congratulations. Keep up the good work.

Thank you.

I think I just had one, congratulations to you, Ana, and to your mom, I think, who's here, as well. And thank you. Thank you for being part of Pacific community, as well as Highline community. I am thinking about as you prepare to transition to high school, what are some of the AVID that you are going to take with you, as you enter into high school, even if the teachers look scary, which they don't.

Well, of course, the note-taking because that like really helps me for my test and stuff like that. And my determination and my motivation, of course, because without that, I wouldn't really be able to make it throughout high school.

Absolutely. Thank you so much.

I just wanted to add congratulations. And I'm so proud of you. I feel like you really embody everything that AVID proclaims and that Highline aspires to be. So congratulations. And I'm just a little bummed that I'm not teaching at Mount Rainier.

And I don't get to have you in class. I had your sister, I think.

Anyway, thank you so much and congratulations.

Thank you.

So Ana, I'm going to read your certificate. And then we'd like to have you come up and take a photo with the board. And your mom is welcome to join, as well, or take photos herself, totally up to her but this is what your certificate reads, "In recognition for going above and beyond in your studies and serving as a role model within your school and our community, we honor you as a high line public school student superstar." And you should know that there is we have over 17000 students in Highline Public Schools. And we have one student superstar this month. And it's you. So you should be very, very proud. And I also want to acknowledge the incredible female role models that you have in Ms. House, and Ms. Banner, and Ms. [? Dunbar, ?] and Ms. Martin, Who are supporting you in this journey. So my thanks to you all, as well, for helping her.

Let's give her a big round of applause.

[APPLAUSE]

OK, top that, Principal Banner.

All right. I don't know if I can follow Ana. Ana is a perfect example of what the growth mindset is at Pacific and what we strive to be. So it was amazing to have her here today. The heart of our work at Pacific is to know every student by name, strength, and need and ensure they graduate prepared for the future they choose. Ana as a perfect example of how we work at Pacific.

Over the past five years, our student demographics have significantly shifted, and we're becoming more diverse each year. Our English language learners have nearly doubled over the time and students with disabilities have also increased. Also shifting significantly is the increase in our free and reduced student population.

Our current staffing demographics are predominantly white. However, our past five years, we've been intentional with our hiring practices. And we're becoming more diverse, as a representation of our student body. 66% of our teachers have been at Pacific for six years or longer. And 22% of those teachers are nationally board certified. So that is a highlight. So we provided supplemental material for you to view. It's the Viking way and our shared belief that Pacific. And we put them in front of at your tables. So in 2018 and '19, Pacific students and staff created the Viking way, I think that's really important to know that it was really, truly student driven. The Viking way represents our mission, our vision, and ultimately, what we strive for what we strive for every day at Pacific Middle School. So I'd just like to read it and share with you what it is.

The Viking way, we respect diversity, show compassion, and support and encourage each other. We have an adventurous spirit. So we try new things. And we have a growth mindset. We demonstrate our character with integrity. We strive, every day, to do our best work and to be our best selves. We are Vikings. We make a difference. This is the Viking way. The Viking way guides us in all aspects of our work with students and staff.

I'd like to transition to my amazing team, Ms. Dunbar, our instructional coach at Pacific, and Ms. Martin, our assistant principal, will follow.

Good evening. In 2019, our student ELA scores were above the district average in seventh and eighth grades and above the district and state averages in eighth grade. And this was the trend in scores in the years prior to the pandemic. These results align to the international standards based instruction and standards based grading the Pacific teachers have been refining for the last several years.

At Pacific, language arts and history teams collaborate to teach and assess reading and writing skills in both classes, using the same rubrics and common format for argument writing, along with weekly reflection and goal setting and reassessment, all of which offer students layered opportunities for learning and feedback on these critical literacy skills in both classes.

Pacific math scores, while above the district level in spring of 2019, have been stagnant. For math, in the fall of 2019, along with the district adopted curriculum, we also started with a robust schedule of coaching cycles through district math coaches, in both general ed classes and our [? kotak ?] classes. And then in the spring of 2020, the pandemic forced schools into remote learning. And that work was interrupted.

This year, there have been some staffing changes. And the PLC work around backward planning and complex instruction continues to be a critical factor in supporting students to grow these critical math skills. In the science assessment, the WCAS, our students usually score above the district average. And our science team is highly collaborative and focuses their lessons on engagement and daily formative assessment that is standards aligned.

For our i-Ready scores, last school year, the i-Ready benchmark data shows that the percentage of our students performing three or more grade levels below in reading went from 44% to 34%. And in math, 44% of our multilingual learners met or exceeded their typical growth.

Like all schools, we are always working toward 100% daily attendance rate. But we are currently in line with the district average of 89% daily attendance. The item I want to highlight about our attendance data that is behind the scenes work is that we do have an attendance team that meets weekly to support the work. And we discuss students who are experiencing multiple barriers to attending school. These meetings are always data driven. And they are solutions oriented.

So our success dean runs data on a weekly basis. And we develop plans to support these students these plans of support will look like something, for example, it could just be meeting with the student. It could be calling the family and simply making those kinds of connections. It could be setting up a check in, check out system for a student or even just providing them a bus pass.

We have a point person that we assigned for each and every student, who's experiencing attendance barriers. And the data-- that student is going to show up on our data report on a weekly basis if they have had three full day absences. And then new students are added each week. And some students do get removed from our agenda, if we've seen significant improvement. So we're always monitoring that on a weekly basis. We also spend time each week discussing each student

as an individual, talking about their strengths and needs and then making sure that we're diligent about reaching out to families and documenting any interventions and supports that we're trying and monitoring those, as well.

I have the pleasure of leading this team, made up of our counselors and success team. And then the highlights around that are going to be that we have no tardy parties, on a monthly basis, to honor students who have had 0 tardies for designated time period. And then we also have monthly attendance challenges to celebrate students who have improved attendance over the course of the last month.

For behavior data. So over the past five years, we. Have seen a shift in some of our discipline data at Pacific over time, I think that I want to honor and respect something that we've done is over time, we have been able to build up and improve our re-engagement, also known as our ISS program, to support and keep students engaged with their academics, as well as provide the behavior supports necessary, when students are re-engaging. For example, one of the highlights of the program is that mediations and restorative meetings are embedded into the program, when there has been a conflict, either between a student to student or yes, between the student--if there's a student to student conflict that had happened prior to them arriving in the re-engagement program.

We acknowledge that there is still some disproportionate behavioral referral rates at Pacific. But we also know that we are working toward improvements in these areas. So for example, in comparing the '19, '20 school year to the current school year, we have seen the disproportionate rates begin to close for students who receive special education services. And we have nearly completely closed the disproportionality rate for referrals for our Latino students.

Lastly, we have also reduced the rate at which students have repeat incidences. And so that has been reduced by 5%. I know that's not a big number. But we want to celebrate small wins. And so that has reduced 5% over the last--the '19, '20 and the current school year.

So everything we do is rooted in our foundation-- equity, instruction, relationships, and support. Our school-wide strategies are essential to equity and student growth work at Pacific. So I just like to highlight some of our school-wide strategies that we use. Standards based instruction ensures that all students are being taught the grade level standards because we believe that every student can be successful with the right supports in place. Standards based grading ensures that students are being assessed on the grade level standards and rubrics are provided. So students understand what they need to know and be able to do, in order to meet standard.

Standard-based grading fosters the growth mindset and supports goal setting and reassessment opportunities for students to be successful. Professional learning communities provide the space for teachers to do the backwards planning from the standards, where they collaborate on common assessments and rubrics, develop intentionally daily lesson plans with learning targets that provide a trajectory for students to be able to meet the standard. AVID provides best practices for all students, like organizational skills, using a planner, note taking, and higher level questioning. Inclusion is aligned to our belief that all students can succeed. All students are in general education classes, where we provide intentional supports, like co-teaching, peer support, and intentional differentiation and scaffolding, depending on the individual student needs.

Ignite is a strategy that I think it is important for two reasons. First, our seventh and eighth graders mentor our incoming sixth graders and teach advisory lessons to them that focus on how to transition to middle school successfully, academically, and socially, as well, as learning about the Viking way. It is also important because it provides a platform for so many other students to be in a leadership role. We're talking about 60 to 70 students that have an opportunity to be leaders and mentors.

There's six aspects here that I want to highlight about our school culture. So as was mentioned, the Viking way is the heart of all that we do. It's support students and staff with the growth mindset and the perspective that aligns the SBI and SBG practices. And it really supports our work with equity, as do our shared beliefs, which are on the back side of that supplemental material that was provided to you. In line with the district mission and vision, Pacific is committed to becoming to becoming an anti-racist school. Staff have engaged in professional development around this work over the last two years. And we have members on the IRI advisory committee, working to learn and support that work, as well. The first belief statement for Pacific is listed on that supplemental material. And it discusses relationships being the heart of the work, which actually Ana spoke to earlier. And so we have restorative practices that are natural outcome of that

belief and the restorative practices are utilized in student to student conflict. We have involved families in these meetings, when appropriate. And so we'll have family to family mediation. And we also use these practices when there is a need to mediate between staff and students. And so that's something that we're really proud of at Pacific.

We do have an MTSS model that we follow. And the highlights of this model are the STS protocol, which is students to support protocol, formally known as students of concern. The teaching practices that create predictability for all of our students with both behavior, for example, or consequence ladder. And then also academics which would be our standards and our rubrics that are transparent for all students and families. And then we also have our collaborative Tier II and Tier III teams, like our attendance team and our care team, which is our Tier III, which supports students who have exited the STS protocol.

Celebrating students is something that fits into our daily practices, both inside and outside of the classroom. So some examples of this would be when teachers utilize student exemplars in their classroom to guide their teaching. Students also earn live school points, as part of our school economy. And as a staff, we select students, monthly, who are exemplifying the Viking way. And those students are nominated for student of the month.

Lastly, and I think the most impactful, is that we have been implementing the house model at Pacific for four years now. Groups of students share the same four core teachers. And this allows teachers to collaborate around content, across curriculum items, and most importantly, meeting around student needs and strengths to guide our work, both academically and behaviorally.

OK, so here, I want to highlight Pacific's work on standards based grading and standards based instruction, which both Ms. Banner and Ms. Martin have touched on, as well. A few years back, Pacific teachers worked collaboratively to develop building wide standards based instruction and standards based grading agreements for all teachers, in all subject areas, to guide instruction. The result was transparent and equitable grading practices that put students in control of their learning.

At the beginning of new learning, standards based rubrics or unpacked by students at the start. So they know what they need to know and be able to do to reach mastery in that standard. Portfolio reflections guide students to use those rubrics to analyze their own formative and summative assessments and feedback from their teacher, so that they can set goals for their next assignment in the standard. If they don't reach standard the first time, students reflect and reassess until they meet mastery. Their teachers meet in grade level professional learning communities to analyze student data and make adjustments to their instruction to meet the needs of their students.

And Pacific recently became a one to one school. And our students and teachers have responded by taking advantage of digital tools that allow for simple and reliable formative assessment and student engagement and choice. Pacific teachers use backward planning and standards based instruction to design experiences that adapt to the needs of students on their progression toward mastery.

Digital tools, like Pear Deck collect formative assessment that is used to determine individualized instruction in the classroom and during remote learning, as needed. i-Ready provides additional individualized instruction to meet students where they are, when they aren't able to access in-person instruction. The portfolio reflection practices at Pacific empower students to set goals and choose learning opportunities and materials that align to the needs they identify for themselves. And teachers provide individualized feedback in an interactive cycle, using digital tools, like Google classroom rubrics, Desmos, Pear Deck, Screencastify Submit, Quizizz and so many more.

Prior to the 2019, 2020 school year, Pacific only offered one section of eighth grade Spanish. That was year long. Since the '19, '20 school year when we implemented world language for all sixth graders as a year long course, our world language program has grown. In response to student interest, we currently have one full seventh grade year long Spanish class and one full eighth grade year long Spanish class. Those seventh graders will leave Pacific with two full years of Spanish and the opportunity to earn high school credit through a proficiency based exam.

Prior to the '19, '20 school year, Pacific also did not have a heritage program. Now heritage students at all levels can grow their Spanish skills and earn high school credit, getting them closer to earning the state seal of by literacy.

As for high school graduation, standards based instruction and standards based grading provide the platforms that ensures that we are preparing our students with a grade level skills they need to know and be able to do to help them be

prepared for high school. We provide opportunity for our students to earn high school Spanish language credit through place and stamp tests.

In December and January, we host school of choice information sessions in order to provide our eighth graders with options for high school and to ensure they are clear about the application process and deadlines. In spring, we work with Mount Rainier, we partner with them. And their high school counselors visit our eighth grade students to complete their course requests to ensure that they are ready for day one in high school. And also, in spring, Mount Rainier High School hosts our eighth graders so that they can learn all about Mount Rainier and what they can expect as high school students. That concludes our presentation.

[APPLAUSE]

Thank you. Thank you. Thank you. I'm going to open it up for some questions. Director Hal?

Sure. Thank you so much. What a comprehensive presentation. I really appreciate the way you address the whole student. I love all the talk about standards based grading and starting with rubrics and backwards planning. I heard a lot about MTSS B, and a little bit about MTSS A in terms of like tier one supports.

And it sounds like AVID is one of your major tier II. What are some of your tier II, tier III interventions or supports for students who maybe aren't being served with an IEP or EL support class. How are you targeting those students who, especially now, having returned from remote, might have some larger gaps in their learning?

Yeah, so good question. Thank you. I think that a major part of our work and our culture Pacific is the work that we do in our professional learning communities, where teams and departments and grade level teams are working in collaboration and looking at student work analysis and analyzing that formative and summative assessments and then working together to develop those interventions for individual students, based on their needs. That's a big critical piece of our work.

Another one is our teams, where teachers who have, who are seeing, having concerns, whether it's academic or behavior, could recommend a student for this team. But we have protocols in place that require them to collect data and provide that data and information, so that we know that they have been trying multiple different things, in order to support the student, as well as parent, communication and so on. I think those are two of our major systems that we have in place to support students.

Thank you.

Thank you. Director Van? Director Alvarez?

Just thank you so much. And I love your shared beliefs. I think centering around compassion and relationships, but delivering intentional effective instruction being the foundation. So I just love having this. So thank you again for all that you do.

Thank you, Director Alvarez.

And I would say thank you, as well. I am so glad to see the last slide. I'm really interested in that transition, as we know that that's where so many of our students really need a lot of support. And so I think I would just continue to encourage you all to continue to improve upon that transition, what that looks like. I'm thinking about the student of the month, Ana, and you know to say that their goal is to be a veterinarian and how do we really make certain that we're doing all that we can to help them get there.

And so yeah, just I would just say continue to really keep that a main focus. I am reminded of so much of so many emails and public testimonies that we heard earlier this year about the design and engineering program. And then I know that we received something from an educator, Sandy Gaddy-- I think that's-- Gady. Thank you. And so I think there was some really big highlight that happened with a recent competition. And so just wanting to hear kind of what's evolved, since the that class had to look different, and what are we thinking going forward.

Yeah, thanks for the question, Director Bradford. So one thing that has happened is that Sandy Gady has implemented a after dark club. And so that's where her students that have performed in that competition, they meet with her after school. She has another competition coming up in spring for students. So that's where that work is going.

As for where we're going in the future, regarding our CTE programs and other elective classes, we're currently right now in the master schedule process and looking at our student numbers and our FTE, as well as gathering choice from our students and then doing their class choices. And therefore, that will guide us, but also the FTE and master schedule



processes. So we have everything planned out and set up for dates, in order to get that feedback from students because that really does drive a lot of the decisions that we make besides FTE and monetary stuff.

Thank you so much, Principal [? Danner ?] and team.

Thank you, thank you guys so much. I had a couple of questions. I'm going to try to lump them up. But it really I just have some curiosities around the implementation around standards based grading. And I'm really curious what were some like highs? What were some things that you wish you would have had some better support resources to have implemented it better?

Anyway, that, but also I'm curious around how has the implementation around the new curriculum that we've been sharing, how has that been incorporated with standard speaker's grading, as well?

So good question, President Garcia. As for standards based grading, when I transitioned into Pacific five years ago, I had a couple of teams that I had met with prior to me actually coming in and taking over, that had shared with me that they were ready to do this work. And I have as a teacher, as a principal, as an assistant principal, and then as a principal at tech high school, have had a lot of experience implementing it. And I think that me, as a teacher, was kind of really what helped me really understand the needs, as you roll out something as big and as important as standards based grading. But I think that it's the philosophy and the belief that all students can succeed. That's the hardest standards based grading. And providing them opportunity that you are taking away other things that have traditionally been assessed, like attendance and behavior and things like that, and you're really focusing on the skills of the student and how to improve those skills for those students.

So teachers were ready. And after year one, I had a couple of departments that were really strong. And then year two, my staff saw the results in the data of the language arts team. And they are all on board. So I really had a smooth transition and easy way over there, as implementing standards based grading. And it has to do a lot with our shared beliefs. What was your next question? Sorry.

It was specific around the curriculum that we've had in math, and social studies, LA. How is that kind of translated to the SB, standards based grading?

So nothing changes when it comes to the curriculum is a tool. And the standards are the standards. And so we teaching the skills of the standards, of the grade level standards for students to be successful. And the curriculum is simply a tool of how we get them to demonstrate their mastery.

And one last question, sorry. It was really around one of the data points that you shared was that specific to our Latino population, we saw less referrals for behavior. Can you just share what were some of the strategies or what worked?

Sorry, I just--

You go ahead. I'll pipe in it, if I need to.

So I think it's been over the course of the last five years, where we've been able to really see that transition. And I think there's a couple of things that go into that. I actually think that our work around our beliefs is what drove a lot of that work because we were able to get on the same page about what do we really believe as a staff. What is our philosophy, as a whole group of adults in this building? And what do we really believe and how do we want to serve our students?

And so it's going from kind of working on the inside, out, right? So we've got to work on ourselves before we can really work on our actions. We've got to work internally. And how does that show up? And so I think that that's been the natural outcome of that. But also, we have been really transparent about looking at data, as a staff. And so when you start looking at your data five years ago, and you show what's happening and what's happening in our school and to our students with referrals, et cetera, and you start having to have those tough conversations, we didn't shy away from those. We had open conversations about what is this data look like and how is it impacting our school. So I would say those two things are definitely-- they were the crux in helping us move forward.

And creating a culture of the growth mindset, allowing staff and adults to trust and know that we do make mistakes, as adults. And we're there to hold them accountable. But we're also there to learn from each other and to just improve. So if we know better, we have to do better.

Thank you.

Well, I just want to thank all of you for the great work that you're doing. And it is true, President Garcia, that Pacific has really been at the forefront of the standards based grading work. And so we're grateful for your leadership there. So thank you for everything that you do to deliver on our promise to know every student by name, strength, and need. Keep up the great work and let us know how we can continue to support you. Thanks, everybody. Thank you.

[APPLAUSE]

Yes, so now we have we have a treat. We are going to hear from our record breaking, award winning, nationally recognized Raisbeck Aviation Solar Green Energy Team, followed by our students from Highline High School to talk about the solar project that they've taken the lead on. So I'm going I see that we've got some of the adults from Raisbeck, as well. Principal Tipton's here, Mr. McComb's here. But is there somebody who's going to take the lead with the students, going to come up to the mic?

OK, you're on. And by the way, if you don't follow them and the competition on Twitter, you should. I'm a definite groupie and have been following them all along. So welcome. And we're really glad you're here. Thank you.

Thanks again. My name is Alexis Lee. I'm team captain of the Raisbeck Aviation High School Green Energy Solar Car Team. Thank you for having us here tonight. We're so excited to give you a little update about what we do some of our achievements and what we're looking forward to here in the coming years.

Before we get started, I'm going to turn it over to some of my team leaders to introduce themselves. And then we'll get started.

Hi, my name is Lily Andrews. I'm a freshman on the team this year. And I track the team's expenses.

How's it going, everybody? I'm [? Lynn ?] I'm a junior on the team this year. I've been on the team for three years. And I work on mostly mechanical and design.

I'm Lucien Freemesser. I've been on the team for three years. And I'm also a junior. And I work on all aspects of the car.

Hi, my name is Maya Pena, I'm a senior. I've been on the team for three years. And I am the team's fundraising and outreach lead.

All righty, just before we jump into the actual specifics about what we've been up to and the competition, I just wanted to make sure everyone in the room knew what exactly the Raisbeck Aviation High School Green Energy Team is. We're a team that's dedicated towards teaching students how to work in industry, design, build, and drive a racing solar car. Our end goal, of course, is to race at the national high school solar car challenge. And we spend the entire year designing and building a car, just for that purpose.

This year, we're back in the school building the car for the 2022 solar car challenge.

Being a member on the Raisbeck Aviation High School Solar Car Team teaches students a wide range of skills that they wouldn't otherwise be able to learn within the traditional walls of a classroom. Students gain workshop experience.

They're able to learn how to safely and properly use a wide variety of sharp tools and machines. A few of the skills that students learn while on the team include welding, soldering, and how to use digital software to design unique parts for the solar car team. The team also teaches students how to work together with a team and provides a safe space for students to step outside their comfort zone and take on leadership positions.

These are skills which many students take and apply on their post high school endeavors. Shown on this slide are three of our team members from the class of 2021. Nigel Barnett was a former mechanical lead. He is now at MIT. [? Erin ?] [? Clovier ?] was our former telemetry lead. And she's now at the US Air Force Academy. And [? Joseph ?] [? Husayba ?] was our former systems lead. And he's now at the university of southern California.

These are some of our initial alumni from the class of 2019, Mateo Pena, who was a co-captain and is currently attending the university of California Berkeley and interning at Tesla. George Sidles was the other co-captain. And he's now working at a as a technician at Mercedes-Benz. And Anna Horner is now studying biology at the University of Washington. And she flies planes in her free time.

So our team is divided into five sub teams that all students participate in to gain a breadth of knowledge and experience. First of these teams is the structural and mechanical team. This team is in charge of designing, building, and assembling all of the mechanical components of our car. And in this team, they get shop experience. And they also have to learn skills, like welding. There's also the outreach and fundraising sub team, who reach out to personal and corporate connections for potential sponsorships and also, reach out to outreach events in the community. Right now, this year, we've raised around \$76,000 because we've had a very successful fundraising run and are expecting around \$11,000 plus in incoming expenses.

Our electrical team designs, solders, and assembles all the electrical components of the car. And right now a project that we are working on is soldering our solar array, so we can have more efficient panels. There's also the programming and strategy sub team, who create a data acquisition system and design a racing strategy for the 2022 solar car challenge, as well as do the telemetry for our car. And lastly, we have the logistics sub team, who track and monitor team m as well as plan the logistics for our trip to Texas.

So our car. So far we've been able to build two fantastic solar cars. And we hope to build more in the future. But our first car was kind of our pioneer car. We didn't really know what to expect going into the challenge. So we kind of just got our hands dirty and started building. This car was had one mean body and then an outrigger and was a three wheel design. And then we put the solar array on top of the car.

For the next year, the 2021 solar car challenge, we decided to focus on aerodynamics and design the car before we actually started building. This time, we went for a catamaran style car with four wheels and two pods and then brought the solar panels down to the driver's level. In the future, we're looking towards the world teams for inspiration, who have transitioned back to a single body design with three wheels. And so we're looking to build that in the coming year.

Awesome. So I'm going to move into progress that we've had in the last couple of years. Since the last time that we were here in 2019, we've made a lot of progress. In 2020, as you all know, and around March, most of school was shut down, including our solar car program. And so we brought our entire shop and moved it to our lead mentor, Dr. [? Lane ?] [? Somet's ?] garage. And we all started working remotely. We all took home projects, where we worked on things such as programs, electrical systems, where we could work independently and be COVID safe.

After about five or six months when, COVID regulations became a little more lenient, we started actually working in person a little bit. Of course, taking in mind with COVID measures, washing our hands every hour, making sure to wear masks, staying distant, we got some physical progress done on the car. So as you can see up there, this was around summer 2020, where we were able to-- actually, summer 2021 on the right there with the car almost finished.

Just before the race, we all prepared, packed up the car, and shipped it off to Texas.

So if you're not familiar with the Solar Car Challenge, the Solar Car Challenge is a high school competition comprised of teams from around the nation and around the globe. So you may know that we were the 2019 national champions our rookie year. So we had high expectations coming into the season to perform and defend our title.

The race is separated into two different parts. So first, we have to go through scrutineer, which is the qualifying stage. So we have to prove to these judges that our car is safe to drive and can accommodate all of our drivers. We finished in less than a day. And so that allowed us to extra days to fully prepare our car to race.

Then the race day comes. So there's four days of racing. And those days are intense. We're up at 5:00 AM at the track, no later than 5:30. And we're literally running around, trying to make sure everything is absolutely perfect before we launch. Then we're out on pit lane for nine hours in the Texas heat. And any time our car has any problems, we're there to fix it. So right after the race is done for that day, we have our panels up. And we're charging to make sure that we get all the energy that we can get for that day. We stay after and make our repairs, change our [INAUDIBLE].

Our car was performing very well, much better than we were expecting. So we made it through race day one, two, and three. But we were still in second place. We came together as a team to strategize. And we were just like, hey, we're just going to follow the strategy that we put together, originally. We're going to run our own race. And if that result is a win, then that's great. If not, we're going to do this safely and the best way we know possible.

So we continued on. We found out our biggest competitors this entire time actually ran their battery way too low, making it unsafe to continue. So we actually moved into first place by race day four. And it was a little more relaxing, at that point. But it was great to have everyone drive, everyone get the experience.

We came out on day four. And we had completed 673 laps, 984 miles over the course of four days. We broke a new record for the most laps completed in one day. And that made us the 2021 National Solar Car champions.

[APPLAUSE]

[INAUDIBLE] next slide.

So the moment that a car came off the track, we were jumping up and down, screaming, yelling. We were-- it's the best feeling to have all this hard work years of work months of work pay off. So the pride that we had in the team, I think we all grew individually just from this entire experience. It's so amazing.

Awesome. So now moving into the 2021, 2022 season, we had to focus on building the new car. And so if you guys don't know, the high school solar car challenge offset. So last year, we raised it a track at the Texas Motor Speedway. This year we're going to be racing from Texas to Colorado. Now this race is going to be a road race, which means that we're driving with other cars on the road. We're taking into account traffic. We're taking into account elevation, temperature, wind, anything out there that normal car takes on. So that means that our car has to be changed.

The 2020 car that we designed was for a track race, which means that most of it was built to continue at a constant speed, stay on a track smooth surface, and just be as efficient as possible. This new car that we have to develop has to build a take on all those challenges that I listed earlier. So as you can see on the screen, we have to make a bunch of system improvements, such as designing custom solar panels, revamping the telemetry system, reorganizing the electrical wiring, designing cross country strategies, and reworking mechanical parts.

On top of all that, we decided, this year, that we're also going to start the 2020, 2023 vehicle. The problem that we've run into in previous years is that it is really hard to pack a car's build, an entire year, into just about 12 months. Between when we come back from Texas and when we have to race the next year, we've built two cars in the last two years. And so we found it very difficult. And so we're hoping this year, that we'll start now. And that'll give us a head start, going into the 2023 season.

There are 2023 [INAUDIBLE] [? Highline ?] briefly mentioned what we're planning. But we got a lot of things that we're hoping to achieve, including moving onto a new solar car challenge. Instead of doing the high school solar car challenge in 2023, we're hoping to do American Solar Car Challenge, which is a collegiate level race, where teams like MIT, University of Michigan, and Stanford, compete.

We're also trying to redesign our car, focusing even more on aerodynamics, where we think a single body design will reduce our aerodynamic drag by about 50%. Here, we're also building a carbon fiber shell to make that aerodynamic shell. And we're also trying to reduce weight. Weight is a huge factor when you're going up hills and just driving along, as normal. And one of the things that worked really well in the past was the suspension. But we recognized that it was extremely heavy, accounting for over 100 pounds of our weight.

So this year, we're trying to redo our suspension, redesign it completely, make it a lot lighter, but keep the same strength and functionality. We also want to continue with team sustainability. As seniors graduate and move on, they keep that knowledge. And we need to make sure that they pass that down to new team members. We also want to keep our outreach relations. We have lots of sponsors. And we need to make sure those relations stay moving.

Also, we're continuing relations. We're going to start with relations with Cedarhurst, [INAUDIBLE] new kids are inspired to work with green energy, so they can be future scientists and engineers, working with green energy, which is what's going to come in the future.

We hope to stay in touch with all of you, all. If you're interested in donating to our team, as I've mentioned, we fund raise all of the own money for our projects. So you can donate at the link on the slide. Also, if you're interested in keeping up with our progress, we have a team blog at <https://rhsgreenenergy.com/>. We also have our Instagram Twitter and YouTube account full of videos, photos, and progress updates, which you should follow at RHS Green Energy.

Thank you guys for listening to our presentation. Do we have any questions?

One quick question to start. I'm sure the board members have questions. Remind me what month the competition is?

It's in July.

It's in July, OK? So it really is worth following on the solar car challenge because they update the results every day. And when I say I'm a groupie, like I was like checking in every day to see your progress. And I was super excited when you got to first place, too. So I just want to say how inspiring.

I feel like I'm standing still rather than doing anything when I hear how hard you all are working. So thank you for sharing this. But most importantly, we're incredibly proud of what you're doing. We're even prouder that you're mentoring the next generation of the solar energy team. So just incredibly proud. And with that, I'll [INAUDIBLE].

Just were so impressed. But we'll open it up for questions.

I just want to say, just standing still is not even-- I think what really. I kept just looking. Like I couldn't even contain myself, just how incredibly proud. Like I close my eyes, and I'm hearing all these scientists, these just amazing-- not even high school students. It's high school and beyond. So I think what I love, also, is sharing that knowledge that's going to keep going. What an amazing thing to really systemize where you're not just taking your knowledge.

But you're sharing it. And that you're sharing it even with their younger scholars. So thank you for that because that's, like it's not even paying it forward. It's like it's just growing, growing, growing, their passion. So I can't even say enough. Thank you. Thank you so much for all that you're doing. You're amazing.

All I can say is, wow. That is so, so amazing. One of the best things that I love to see is our kids, our students, being able to speak eloquently and being very passionate about what they like. I know that, with Raisbeck we have tons of mentors and supporters from the community, as well as internally. Do you have mentors here tonight that you would like to do a shoutout? Or there any other mentors or businesses that have been supporting this dream?

Yeah, so today we actually have Dr. [? Somet ?] here with us, as well as Mr. McComb. Dr. [? Somet ?] is our main mentor. I really don't think we could even have a car without him. We worked almost all throughout COVID in his garage. And then we came back to school. He probably spends more hours at the school than most teachers do. He gets here at 7:00 in the morning, leaves at 7:00 at night and really, without him, we wouldn't be much.

But you also asked about outside funding. We fundraise all of our own money. Students we have outreach programs. We send out emails. And we also go out to find corporate sponsors, as well. Building a solar car is definitely not cheap. So we emphasize that quite heavily. And earlier, I think we talked about fundraising, as well. I can probably pass it over, if you want to hear more about it. But yeah.

I also want to add that we work with sponsors, like SunPower, who has donated a lot of our materials for building our solar panels. So we get mentorship from them on how to-- we're building our solar panels completely from scratch this year rather than ordering them from abroad. So we get knowledge and experience from them, as well as companies like, [? Solvay, ?] who sponsor us both financially and with mentorship.

We also have our mentor, [INAUDIBLE] who's not here today. But he was on Stanford's Solar Car Challenge. And he's helped us a couple of times this year with just giving us information from his personal experience to help us continue furthering what we know.

All right, thank you so much. And thank you to the mentors and the support staff for our kids. Appreciate that.

My question is do you have a documentarian following you around because your story is so compelling. I can totally envision this on Netflix. Like for real, document what you're doing, find a director, and sell this story because I'm not kidding like, everything you said-- and the way you present your story. It's just-- it's incredibly compelling. So if you haven't sold your pitch yet, please do.

[? Catherine ?] is nodding, Director Howell, so I think she might be able to help connect you with someone.

Also, if we're driving from Texas to Colorado, everyone has to be a licensed driver, correct? OK, just checking. Just the mom in me, checking. All right, I am incredibly impressed by this, your presentation, your story. Everything is wonderful. I even looked up telemetry, so that I can learn a little bit. And I hope that some of you think about continuing not only with science and engineering, but also with sustainability and vehicles and all this. I mean Tesla's, recalled a bunch of things because some issues. So they could certainly use your brainpower.

So anyway, just congratulations. And you have a new groupie.

I just wanted to say thank you all so much. I don't quite know how to get on the Twitter. So I can't be a groupie that way. But there's just so much every time. I am so fortunate to be able to hear from students because it's such a learning opportunity for me. And there were so many things that you all said, not only just the energy that I could feel from the passion of what you're doing, but the systems and continuous improvement skills that you all are leaning into, the way that you talked about getting back together and collaborating, once you saw what position you were in and deciding, let's run. Let's keep with the strategy that we came in with.

But to stop and really to ask those questions and to make that decision together and then realize that you all made, a right decision, is just really is just incredible. And so I just want to say, thank you. Thank you for the gift of this book. And again, just like so many others said, thank you for really mentoring, using the mentoring skills that you all are receiving, and then mentoring those that are coming behind you.

Yes, I'll echo everything everybody said. You've blown us away. So thank you, thank you, thank you. Quickly, if you guys might be able to or willing to share, could you share, what's your long term like goal? If it's school, career, maybe just go around and share a little bit, so we get to know you a little bit better.

[LAUGHTER]

Yeah, I don't know. I think aerospace engineering is definitely like what I'm looking to do, long term. But school, yeah, definitely college. But I have no idea where or anything, like I don't think any of us do. But aerospace engineering, for sure. And then, also, green energy.

So I came from like more of the arts world. I used to do competitive dance. So I want to go into film directing. And I want to use the technical skills that I'm learning at this school to try to implement that in the future. And I want to go to college into LA. I would say that this school already, being a freshman, has helped me a lot with my academics.

Over the weekend, I got accepted into Brown University's pre-college summer program. So I'm going to be going to Rhode Island this summer for two weeks. And yeah, thank you. But it's exciting. And I feel like this club's really helped me with that.

I know for me, personally, as a senior, I just finished all my college applications. And so I'm starting to hear back from colleges. I'll hear back from most of them this spring. But for pretty much all the colleges where I applied directly to a program, I'm really interested in environmental engineering and environmental studies. And so I think the knowledge that I gained from being on the solar car team is going to help me a lot in that field.

And what are your top two choices for college, if you have a choice.

I was really excited about Cal Poly when I visited Cal Poly, which is also my hometown. And then I applied to a couple schools in Boston, which I'm excited about. And my like really out there school was for Yale. So we'll see.

So I came to Raisbeck as a total flight nerd. I really I want to go into space when I grow up. I want to be an astronaut. I'm working towards my private pilot's license. So I'm really excited about that. I came to Raisbeck, and I found this club. And it was super inspiring, the story, and what they've accomplished. And I'm like, I want to be a part of that. So I joined the team.

And I knew absolutely nothing. I didn't know the difference between a flathead screwdriver, a Phillips screwdriver. I've learned it all. So this is really opened the doors to engineering and really seeing that it is a possibility, even as a girl, who didn't have a background in STEM. So I am really excited to see where this goes.

Oh, man, well, I'm halfway through junior year now. So the reality of college applications are starting to dawn on me. It's scary, yet exciting, seeing all the seniors just finish up with college apps. So I don't know exactly if I'm looking forward to it or terrified of it. So we'll see how that goes. Long term goals, I personally want to be aerospace engineer, even if I had the chance to go to space someday. But yeah, aerospace engineering is definitely my goal.

Just thank you. Thank you so much. Know that you have clearly won us all over. And you have a group of people who are there to support you 100% in reaching those goals. Thank you.

Yeah, to say we're impressed is an understatement. And I will be making a donation to support the work. And I also I think the board may have noticed in the books that they sent to us that they dedicated this to the late James Raisbeck. And I

know that he would be beaming with pride at the work that you are doing. So thank you for continuing his legacy and love for this work in what you are doing. We are very proud of you. Thank you.

[APPLAUSE]

And now you may go home, if you like. You don't have to stay. But you are welcome to stay for the rest of the meeting. So thank you. And thank you so much to our mentors, to our teachers, to our principal, appreciate you all being here. And as they say, but wait, there's more. I would like to invite-- I think, Rosie, are you going to introduce our students? Or are they just going to come up and introduce--

We have our wonderful, brilliant high line high school environmental club students who are going to talk about the solar panel project that they have taken the lead on and that I know the board is supportive of and will be acting on later this evening.

Hi, everyone. I'm Jordan Powers. I'm a current junior at Highline High School and the current environmental president. Firstly, I'd like to say a huge thank you to everyone who supported us through this exciting process. I joined the environmental club at Highline High School in 2020, when the club was completely remote. This first off, was a completely different experience because prior, I was not as involved in the school as I am now.

I think just the community of my fellow past officers has been amazing. When I first was introduced to the club, they were just so openly inviting to everyone. These upperclassmen, now college students, who stand in this room before us really helped me discover a passion of mine, even through a screen. Their optimistic and ambitious personalities help drive our club to truly engage and dive in environmental issues, while building a strong community within each other.

When The Solar Panel Project was introduced to me by Nha, Kim, Ruth, and Selena, I was so excited to be a part of this. Along the way, I've learned about the importance of community, seen exceptional teamwork, and understood to always persevere. As the current president, I see the same spark in everyone currently in our club and know our solar panel project will spark that in countless more students at Highline and in our district. I hope this project inspires other students to realize your dreams can become a reality and that your voice matters. Thank you.

Hi, everyone. My name is Nha Khuc, and I'm a part of the student leaders team of the HHS Solar Panel Installation Project. And we're here on behalf of the team to thank you all the school board members for considering the funding of HHS Solar Panels Installation Project. As you all may have known, we started the project during the pandemic last year, when it was full of uncertainties. And when we want to say thank you to all the school board members for considering this project and supporting the students' voices while planning the school year, during a pandemic. It must have been really hard.

And we would also like to thank all the community members, community organizations, and teachers who have always been there to support us through this project. And every amount of donations and words of encouragement have motivated each of the team members tremendously. Thank you.

Hi, I'm Kim Nguyen. I'm also part of the Highline High School Solar Panel Installation. And I believe that the solar panel installation at Highline High School is not only an achievement for Highline High School, but also an achievement for-- sorry. Not only energy for Highline High School, but also for our district, our community, and the South Puget Sound area, as a whole.

We are hopeful to see more improvements and more student voices in our school district regarding sustainability, climate change, and other environmental issues. We also have a special thanks to Scott Logan, Ellie Daneshnia, and Rosie Eades from the Highline School District for always being there and enthusiastically helping us achieve our goals in the project.

Also, we will have a public press release event this Saturday, February 5, at 10:00 AM. And if you're interested, please reach out to Rosie or check the Sustainable [INAUDIBLE] Facebook page for the Zoom link. We look forward to seeing you this Saturday. Thank you.

[APPLAUSE]

So I know the board members are going to want to offer some congratulations, as well. But we're just so proud of you. And you're right. You are definitely leading the way in the region, not just in your school in the district. And so we're incredibly impressed. I'm going to ask that. And I also want to thank Ellie, and Scott, and especially Rosie, who I think this

really became a passion project for her. So Rosie, thank you. And Rosie, if you could make sure that Sharon gets the zoom link that we can include in the Friday packet for the board, so that they can tune in on Saturday. But we're just so incredibly proud of you. And you're leaving a lasting legacy on your school. And with that, I'll turn it over to the board. Joe-- or Director Van, sorry.

Wow again. I look back a little bit over a year ago, in January, we got an email saying, that you know what? This is what we would like to do. I had the great opportunity to sit-in front of six amazing ladies that were passionate and had a lot of work already done behind the scenes. And they presented it to me. And I was just blown away.

I was so excited to go back to the board that very next week and kind of told them what the game plan was. And then you guys presented it to the board I believe that following month. So I am so proud of you. And to for those students that are not here that have graduated, but are still part of it, this is it. I mean, you guys are carrying on the legacy. In addition to that, is building the will within the community. You guys have built the trust and have reached out to every nook and cranny and gathered the support.

So in addition to this project, just that relationship that you've built, so very proud. So congratulations.

Director Alvarez?

Just wow is the same. Thank you so much for continuing with that and just for being here tonight. Thank you for your presentation.

Director Bradford?

I will also add my thank you for just again, serving beyond yourselves, right? Like you all may not see this, but to really be future forward in your thoughts and your leadership. And so I just want to say, thank you.

Director Howell?

Yeah, same. Thank you so much for your leadership and inspiration that you've given not only probably, to peers at your school, but to the community, to us, the system as a whole. It really helps us imagine what is possible. And this is why we need to listen to student voices and empower student voices because it's really amazing what you're doing. And just a side note, these are the kinds of things that, as we think about like credits, offering credits, like this and the solar car. Like students should be able to earn credits and things like that for doing this amazing work that's above and beyond application of what you're learning in the classroom, in the real world. Thank you.

I'll just echo the same thing. Thank you. Thank you. Thank you. And I would love to hear if you have any short term, long term goals that you want to share with us, just to see how we could support you guys.

So as I said prior, this is my junior year. And those college applications are coming up right now. I know for our teacher advisor, I worked directly with Mr. Swart. And he's our chemistry sophomore teacher. And I had him last year, actually. And he's just been amazing. Like he's been such an inspiration to me. And even in the previous years, I've really fallen in love with science. I do a PSSC program right now. So I'm looking into biology, for sure, possibly biomed. And I'm really excited for that.

And I'm currently a first year at UT Seattle, studying environmental studies. So in the future, I'm hoping that I can work in either King County or at a nonprofit organization that focus around environmental issues and sustainability. So that's my long term goal.

And my short term goals would be to see this project through, make sure it's completed and on our school. And for long term, I don't really have a plan just yet. I'm also a first year. My major doesn't really relate to environmental awareness or issues. But I do plan to stay within the environmental field, just not as a career.

Again thank you. Thank you. Thank you, y'all.

And so you are welcome to stay for the meeting and especially, if you want to stay for the item that the reporter says. But you are also free to go. And we can fill you in later. But we just want to be mindful of your time and you may have homework or other things to do. But you are welcome to stay, but welcome to leave. We're so proud of you. Thank you for being here tonight. We can't wait to see the results of all of this.

Thank you.

[APPLAUSE]



All right. We've made it to schedule communication. So agenda item 3.1. Is there Kelsey Bidwell here to speak?

OK, dear valued members of the board and Dr. Enfield. My name is Kelsey Bidwell. And I'm currently teaching second grade remotely out of Hazel Valley. I'm a National Board certified teacher. And I have a master's degree in teaching multilingual learners. While I am grateful the Highline has offered our families a remote learning option, I am here today as an advocate for the members of a remote community, who are currently not receiving the equitable experience they deserve.

Unfortunately, our students' needs have and continued to be put on the back burner because of our remote learning community being understaffed and without a designated leader. In a highly regarded study on leadership, Warren Bennis and Burt Nanus argued that leadership is what gives an organization its vision and its ability to translate that vision into a reality. Without this transaction between leaders and followers, there is no organizational heartbeat.

Remote learning is missing its heartbeat. I've been told that the responsibility to oversee remote learning is shared amongst all elementary building principals and a central office employee. This means that my Hazel Valley principals are designated as the principals for my 24 remote students from 13 different schools across the district. However, I find this illogical and unsustainable, as our in-person administrators are currently doing the extremely challenging work of keeping their schools open, while supporting students and families amidst a global pandemic. Why are we piling the extra duty of being responsible for remote students from all over the district, students that they have likely never met and have no relationship with?

There is a better way to support our students. And that is to hire a remote principal. There are 600 plus elementary students enrolled in remote learning. For reference, my home school, Hazel Valley, has 466 students and is supported by a principal, an assistant principal, a counselor, a psychologist, a social worker, two full time office managers, and many more. These critical roles are not only unfilled in our remote community, but do not yet exist.

I am deeply, deeply concerned as to why our remote community is not being adequately staffed, when we are serving a greater population of students than a majority of elementary schools in our district. Our remote families unknowingly forfeited many of the supports their students would be receiving if they were in person. For example, our students in the dual language program are now receiving only 90 minutes a week of instruction in Spanish compared to 600 minutes of Spanish instruction per week for in-person students. This means that remote students are receiving 85% less Spanish instruction than their in-person peers.

When I spoke to families about this concern, they shared that they are unaware of this drastic instructional difference when selecting the remote learning option. This is another inequity that could be resolved by hiring a remote leader and providing an adequate staff to support our remote learners. Those of us who are trying to make this remote school as equitable as possible continue to feel overwhelmed overworked and undervalued.

For example, the current office manager of our remote program is only allowed two hours per day to work on attendance, family communication, and enrollment for a remote community of 600 plus students. We are grateful that the district recently decided to add two hours to the remote office manager position. But based on shared experiences in the remote community, I feel it is evident that this is not enough. In an effort to find solutions to our challenges, my second grade remote team asked the current office manager to share her firsthand perspective.

In her response, she stated, my concern is that the person taking over as office assistant needs to know that there is a lot of work and following up that needs to be done. In addition, she shared that in her personal opinion-- and I quote, "Elementary remote should run like a full time school with admin and office personnel supporting teachers," end quote. Our remote community deserves to have at least one full time remote office manager, just like our in-person schools have. I ask you to please not only hear the concerns from those of us in the remote learning world, but respond. Thank you.

[APPLAUSE]

All right, next up we have Janae Williams.

Good evening. This is not my first time speaking here. However, the last time I didn't have a chance to properly introduce myself. My name is Janae Williams. And I currently teach second grade remotely out of Parkside Elementary School. I've worked at this school since 2013. And I have always had a passion for what I do and the population of certain students I

serve. I am National Board certified, a Highline capacity builder, and also, currently a master's student in educating non-native English students at Seattle U, all in an effort to better support my community of learners.

First of all, I hope that the board members felt celebrated last month. I, for one, appreciate all you've done and continue to do for our district. I specifically appreciate [? Fieza ?] taking the time to meet with me on several occasions and for visiting my classroom for a small taste of the busy online world I live in. I also wanted to thank the members of the board for listening to remote learning's previous asks and for helping us to find answers to some of them.

While we have seen minimal amounts of progress in some areas, I'm asking you to listen and act, once again, tonight. Student needs are unprecedented. Teaching responsibilities are overwhelming the old ways of doing things are just not working. As a long term consequences of the pandemic continue to mount, the impact is undeniable. It is time for to shift from being reactive to proactive.

The remote teachers received correspondence from a central office staff member on Monday that clarified the design and supports for the elementary remote model. The email reinforced that there is not an elementary remote school, but rather classrooms engaging in remote learning that are part of existing schools. This disjointed act of home schools, while encouraging communication and collaboration across remote teachers, point people, and office staff is simply not working. It is not only not working. But it is not even in compliance.

While speaking with OSPI today, after wanting further clarity on the remote model Highline has chosen to obtain, I learned that our online school program approval has yet to be sought or granted for this learning opportunity. This lack of transparency regarding compliance is not only confusing, it's very concerning. We are sailing on a ship alone in the middle of the sea, without a captain to lead us, and without the crew of our home schools. We are misfits and do not fit in anywhere, fully. We do not have the air time or support from anyone. And our needs and concerns on behalf of our remote students and families are simply not being met.

The district is passing us off on our home school, signifying they are providing us with adequate supports and that our home school should be offering remote teachers and students all of the supports they need. But there is no follow through and lots of miscommunication and a lot of, that is not my responsibility occurring. I have a wonderful principal and office staff who are trying to support me to the best of their ability. But I am one teacher in a sea of a school operating during a pandemic. The increased workload the district has applied on our administrators and office staff in the situation is a monstrosity. How can they hope to give anything the time or attention it needs when they have no time or capacity to do so?

The table has been set for failure. And each day, with each pass of the buck, students are falling through the cracks due to the lack of transparency about who is doing what and honestly, a lack of resources and time and too much on any one person's plate. This is not OK. The district needs to communicate clear expectations to administrators and office managers. Administrators must seek to build appropriate clear, simple concrete support for remote teachers and students. There needs to be a unified front from the professionals in and out of the remote classrooms. What can we do? We all must commit to actions and values that demonstrate a culture of respect and above all, equity. The bottom line is that teachers are not getting the support needed to provide our remote students from across the district with the--

[BEEPING]

Thank you.

[APPLAUSE]

Up next we have. And I believe they already presented, but [INAUDIBLE] for [INAUDIBLE] OK. All right, next up, we have James Payne.

Good evening, school board. I'm James Payne with two boys at North Hill Elementary. I watch with great interest the machinations on hiring a new superintendent and in particular, how this august board intends to split the baby to accommodate your identity politics. Among all of your potential hiring criteria, not the least of which should be how this person improves the scores of our children, I suspect, based on your past policies and pronouncements, that it will be their race, which is the deciding factor for you.

So how will you do this, considering the diverse demographics of Highline? Well, according to your specious rationale that teachers-- and I assume superintendents-- must physically look like the children in your classrooms to get the most equitable outcomes, of course, you should probably have your candidates submit their 23 and Me genetic results to HR to scientifically get the best most intersectional superintendent because you will need a male/female person of every conceivable sexuality, who is 39.7% Hispanic, 15.2% Black, 14.9% Asian, 3.5% Pacific Islander, and 0.07% American Indian. And at 18.5%, you can't choose another oppressive white person because your IRI and ethnic studies, as your ethnic studies suggest, they are inherently racist and generally, bad people, unworthy of your consideration.

I do marvel at the mental gymnastics you need to split the baby so intersectionality. It really must be quite stressful. But your hiring decision is just a microcosm of the problems associated with your race and identity paradigm, writ large. First, you're telling children that they should base a person's character or capabilities on skin color or ethnicity, which is precisely what racism is. Second, your praxis of critical race theory, called instruction on race and identity, and your forthcoming ethnic studies curriculum, will do the exact opposite of what you claim because they focus on immutable characteristics and suggest that all white kids are privileged, and everyone else is oppressed.

These so-called anti-racist policies create anxiety, manipulate, confuse, and terrify children, but most importantly, the law. Highline is violating the US Constitution and Title VI of the 1964 Civil Rights Act and Equal Protection Clause under the 14th Amendment. Because a district racially discriminates, unlawfully, if it has caused, encouraged, accepted, tolerated, or failed to correct a racially hostile environment, which is exactly what you people are doing.

While the First Amendment prevents the government from restricting protected speech, it also prevents compelled speech. So posters, trainings, exercises, or assignments which force students, employees, or superintendent candidates to admit, accept, affirm, or support controversial concepts like white privilege, racial culpability, identity or status constitute compelled speech.

Your attorney should reference SCOTUS case, State Board Of Education versus Barnette, which specifically states, quote, "Public education, if faithful to an idea of secular instruction and political neutrality, will not be partisan or an enemy of any class, creed, party, or faction" unquote. Indeed, compelling students, teachers, or candidates to mouth support for repugnant CRT positions not only assaults individual dignity, it undermines the search for truth in our democratic system. Good luck with your decision. The kids are counting on your wisdom.

All right, up next, we have agenda item 4.1, superintendent update.

I'll keep it very brief because I know that we've had a lot this evening.

First, I just need to say I've never been happier to welcome the month of February than I am this week. January was a year, condensed into a month. Just want to acknowledge the incredible work that staff across the system did to make sure that we could keep our schools staffed in the midst of all of the challenges. It's been an extraordinary lift.

And then just before I call Sandy up, just want to remind folks that the Highline Schools Foundation gold Star Award nominations are out. So if you want to nominate a staff member, do so. And the Gold Star Bash will be on March 24 at 6:00. The Gold Star Breakfast will be April 14 at 7:30 AM. So both signature events and support of the foundation and the great work they do and a great way to celebrate our wonderful Highline team.

And with that, Sandy, I will ask you to come up and make your comments brief, so that we can get to the meeting, as well. Thanks, Sandy. And I also will just say that I want to acknowledge that Sandy and the team have really been great partners for us in figuring out how we respond to the challenges of the last month. And I think that we've turned a corner. So thank you.

Well, thank you. We are doing our best and hopefully, our best is good enough. I learned that from Barbara Edwards. I do want to just piggyback on the comments that we heard from remote teachers. And they are not in isolation. It is the model that we picked based on the size of the number of parents that indicated remote in spring, has morphed into something that is the size of a school. So I think we are only halfway through the year as of last Friday. So if we could get additional resources, I appreciate we've added office staff. But looking for administration and really, specifically pulling our remote teachers together to hear what would work best for them.

Another theme that builds off on that is our staff's mental health. I think there are broader issues, deeper issues, that are occurring this year, in conjunction, parallel with our students, that I know we're working hard at. We're trying to work on some innovative approaches. But people are really stretched thin right now. So if we can kind of pivot to that, as we're moving out of this current curve and start to get back to some of the work that we were doing in the fall to attempt to deal with that. I will not be surprised if additional remote teachers come to subsequent board meetings, as well as focus on our staff's mental health.

I know my goal, as I shared in a meeting with Deena Russo today, was tomorrow is better than today, right? Today is better than yesterday. So if we could just be thinking one step at a time, how we could make people's experiences better, day by day. When contract time comes out, we really are hoping that we'll have a high rate of return to Highline, despite a lot of the challenges that we're hearing around the country, if not locally. So thank you very much. And thank you for working so late tonight. There's a lot of celebrations. And there is still some heartbreak out there.

[APPLAUSE]

We have agenda item 5.1 superintendent search update.

I will also be very brief, given the timing this evening. So I wanted to give a quick interview update, as we enter the next few weeks. The semifinalist interviews are on February 9th and February 10th. Those are the confidential interviews, where the names of the candidates will not be released. However, we are planning for three finalists.

So the second round of interviews, we are planning for each finalist to spend a day at Highline, so on February 14, February 15, and February 17. They will tour schools, meet with stakeholder groups, as well as participate in a virtual Town Hall. And so I would encourage everyone watching to watch that Town Hall. It's from 6:15 to 7:00 PM on the evening of each of those days-- the 14th, 15th, and 17th.

There will be an online feedback form on the Highline Public Schools website, where individuals watching the Town Hall can submit their thoughts around what they saw in the Town Hall and the finalist. I did want a note that to ensure that the finalists will be asked a broad range of questions, the questions for that Town Hall are pre-selected. And we'll be using some of the questions submitted to the January 2022 thought exchange. So thank you to everyone who submitted their feedback and ideas around questions for that. And I will then just pause and ask for any questions.

I think we're good. Thank you. Thank you. Thank you for keeping this ship going. [INAUDIBLE]. Director Van?  
[INAUDIBLE].

All right, next up we have 5.2 legislative reports. I'll make this quick, as well. On Sunday, we had our legislative conference with WSSDA, [? WASBO, ?] and WASA, We had a lot of representatives there that we were able to share all of our legislative priorities. I'll make this quick. And I'll just share-- there was a really cool keynote speaker, Shankar Vedantam. I might be butchering his name. But he does Hidden Brain on NPR. And there was a really cool report explaining K-12 funds. And I'm going to share those slides with you all. Take a look. And just it was really interesting, and I appreciated the opportunity to represent this at the legislative conference. And that is my legislative report.

I'll open it up to agenda item 5.3, Director Reports. I'll go with Director Bradford.

Thank you. I don't have anything.

Thank you. Director Alvarez?

I don't have anything. Thank you.

Director Van?

I have nothing. Thank you.

Director Howell?

Super fast. I spent half a day at Mar Vista Elementary, my neighborhood school. And there is a very active petition to bring back strawberry milk that I believe will be submitted to Dr. Enfield very soon from Principal Heater. So I want to let you know, students are very passionate about that. And also, I just wanted to acknowledge Black History Month.

Thank you. I'll also make it quick. I heard two things. My niece is selling Girl Scout cookies. So if anyone's interested, I'm just going to throw it out there.

[INAUDIBLE]

They will go delicious with strawberry milk. Shameless plug. But I also wanted to share she did do some advocacy with me last week. Her and the Cascade PTA is asking for some help around road safety stuff. So I'm going to connect them with Scott or anyone else. But they want to improve the intersection between 16th and whatever street Cascade's on. But the one that Evergreen's on, that corner. They're going hard on the paint. And they're going to be asking the county and the City of Burien and us to figure out how to make that a safer intersection . So heads up. And that is all I've got to report. Which brings us to our consent agenda. Is there a motion to approve our consent agenda?

I move that we approve our consent agenda.

Is there a second?

I second.

All those in favor, please say, aye.

All right, our consent agenda has been approved. We are now in agenda item or action items. So remember, we moved 8.5 to 8.1. So right now, is there a motion for the approval of Highline High School environmental Club Solar Project. I would like to make. I move at our-- I move that we approve the expenditure up to \$424,000 capital bond funds for the installation of 100 kilowatt solar panel on the rooftop of the new Highline High School building.

And I'll second.

Can-- point of order-- I guess an amendment to what you said because it's supposed to be \$424,975. So I want to make sure we get that right. So can I amend to that amount?

Yes, most definitely. Thank you. Thanks for clarification.

And I'll still second.

Thank you. All right are there any questions, comments. I just, I'll echo what was said again. Thank you, Scott, Rosie, and-- oh, no, I'm--

[? Ali. ?]

Ali, for spearheading this. It was tremendous work. And I'm so excited for what we're going to be voting on in a sec. All right, if there's anything else, roll call, please.

Director Alvarez. Director Bradford.

Yea.

Director Howell.

Yea.

Director Van.

Yea.

Director Garcia.

Yea. This motion passes 5 to none.

All right, we'll go back to 8.2, which is really a 8.1. Is there a motion for the PSEC approval to purchase technology equipment? And as a reminder, there is recommended language.

I move that the Highline School Board approve the purchase of technology related equipment in the amount of \$272,821.19.

I'll second that.

Thank you. Any questions, comments, confessions, concerns? All right, roll call, please.

Director Bradford.

Yea.

Director Howell.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

Director Garcia.

Yea.

This motion passes 5 to none.

Thank you. We are now on agenda item 8.2 or 8.3. This is the Revision Door Policy 2409, credit for competency and proficiency, policy 2413, CT equivalency credit and policy 24.14 mastery based learning. Is there a motion?

I move that the Highline School Board approve the revisions to policy 2409, 2413, and 2414.

Thank you.

I'll second that.

Director Alvarez, second. Any other questions?

I don't have any.

All right, roll call, please.

Director Alvarez?

Yea.

Director Bradford?

Yea.

Director Howell.

Yea.

Director Van.

Director Garcia.

Yea.

This motion passes, 5 to none.

All right, we are now on agenda item 8.4, revision of policy 5411, vacation. Is there a motion?

I move that the Highline School Board approves revised policy 5411 vacation.

Thank you. Second?

I second.

All right, questions?

No.

All right. Roll call, please.

Director Van.

Yea.

Director Alvarez.

Yea.

Director Bradford.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

This motion passes this 5 to none.

All right, agenda item 8.5. Contract with American logistics Company LLC for 2021, 2022. Motion, please.

I move that we approve the contract with American Logistics Company LLC for 2021, '22.

For the amount of?

Oh, is it in there? I don't see it.

300,000.

For \$300,000.

I second.

Thank you. Questions?

I do have a quick comment, Scott. If we can, in regards to our last-- if we can have the contract that is on here updated to the 22.8, that would be great.

22.

Yeah, and I did put in a request to have that added. I'm sorry it's not included in your packet today. But it will be updated.

Appreciate that. Thank you.

All right, if there's no other questions. Roll call, please.

Director Bradford.

Yea.

Director Van.

Yea.

Director Alvarez.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

This motion passes 5 to none.

Thank you. We are now back on track. We are back on agenda item 8.6, Highline School District approval to award MicroK12 contract for security video replacement, phase one. Is there a motion?

I move that the Highline School Board approve the award of contract for installation security video replacement phase, one which allows superintendent, upon receipt of all submittal requirements, to sign the construction contract with MicroK12 in the amount of \$882,036.08 plus Washington sales tax of \$89,085.08 for a total value of \$971,121.72.

Is there a second.

I second.

Thank you. Any questions?

Thanks for not making me repeat that.

All right. Roll call, please.

Director Van.

Yea.

Director Alvarez.

Yea.

Director Bradford.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

This motion passes 5 to none.

Thank you and we are now on the agenda item 9.1, purchase of districtwide Promethean boards for classrooms. Is there a motion, please?

These are all interests.

[INAUDIBLE]

Oh, you're right. You're right, sorry. So we've now entered introduction items. So is there anybody from technology side that us to give us an update on this?

Hello. The update on this is we're really excited to have the opportunity to have Promethean panels in each of our classrooms. We are looking at having mobile electric carts, so that it can be moved around the classroom much easier, for classroom setup. Purchase of these would also include a two year on site support for professional development that would partner with [? TL&L ?] to make sure that there's instruction embedded in with the panels on use for instruction, so that they aren't just a glorified screen in the classroom.

So they'll actually get training on it and how to use it and embed it in instruction.

Are there any questions?

All right, well, if you want to stay up I think you're also up for the next information item, the T-Mobile agreement for students and staff hotspots.

Yes. Yes, this one, we found with this never ending possibility of having to go remote at the drop of a hat. So we needed to ensure we had hot spots. This also allows for use for staff because we need to ensure that they have, if we need to go to remote on the drop of a dime, we have internet capacity available for all of our students and staff.

Awesome. Thank you. Any questions? And the last information item is Highline Memorial Stadium track resurface project, approval to contract with [? Beyond ?] [? Field ?] [? Turf ?] for resurfacing the track at Highline Memorial Stadium. Scott, do you have any updates you want to share with us? And if you don't, it's totally fine.

[LAUGHTER]

This won't take more than 30 minutes.

[LAUGHTER]

I just wanted to share something and make sure that everyone's aware. Rosie was mentioned earlier in the work she helped with the solar panels and the grant applications. You'll see a grant here for 250,000 we were awarded. That was also a grant application that Rosie wrote for the district. She is amazing, when it comes to finding money that helps support the different projects that bring direct value to our students. So I just want to make sure that everybody is aware of the amazing work that Rosie does for us.

I don't have anything additional to add to the actual track conversation.

Thank you. Thank you. Thank you. Any other questions? I will, also, for the record, say Rosie is pretty freaking amazing.

So thank you for everything you do.

All right. Any agenda items folks would like to move into our consent agenda?

All right, we'll do a full group. Is there a motion to adjourn?

I motion that we adjourn. I move that we adjourn.

Perfect. Second?

I second.

All right, all those in favor, please say, aye.

Aye.

Thank you very much, and have a good night.

[LAUGHTER]

[INAUDIBLE]