

Highline School District #401 Board Special Meeting

The Highline Public Schools Board of Directors will hold a Board/Cabinet Retreat on Saturday, December 10, 2022, at 9:00 a.m. to 3:00 p.m. at the Central Office Building located at 15675 Ambaum Blvd SW Burien, WA 98166.

This meeting can also be viewed at highlineschools.org/boardlivestreams

Saturday, December 10, 2022, 9:00 a.m.

9:00 -9:15 a.m. WELCOME

9:15-11:30 a.m.

- Listening Tour Feedback
- Strategic Plan Framing

11:30 a.m.-12:00 p.m. LUNCH

12:00 -1:30 p.m.

- Street Data Discussion, Cont. (Ch. 6) Profile of Graduate
- Strategic Planning Next Steps

1:30-1:45 P.M. BREAK

1:45-2:30 p.m.

- Board Policies
 - o 1430 Audience Participation
 - o 1240 Committees

2:30-2:45 p.m.

Board meeting scheduling

2:45-3:00 p.m.

• Reflect on day/Optimistic Closure

WORKING DOCUMENT - DRAFT

Regional Community Meetings: Listening Tour Notes

District 1: October 12, 2022 @ Evergreen HS
District 2: October 10, 2022 @ PSSC
District 3: October 11, 2022 @ Highline HS
District 4: October 6, 2022 @ Tyee HS
District 5: November 1, 2022 @ Mount Rainier HS

1. How has the Promise been true for our Students?

2. What does the school district need to do to make the Promise true for every student and ensure every

Dist.	Oral and Written Feedback	Relationship to District
4	Heidi, children @ Big Picture Q1. Promise has been true for our students by having alternative learning experiences like Big Picture and CHOICE, it supports a wide range of specific needs, fit needs of my kids better. Q2. Make sure testing for HiCap is accurate, especially if we have a recommendation from a teacher.	Family Member
4	Incorporate an inclusive environment especially for parents and grandparents, those involved in the children's life. PTO - is not representative of community Networking - parents can help each other	Family Member
4	Happy with Bow Lake and teachers Feels not an inclusive community - the schools have worked hard to be inclusive Work on: HiCAP- would like to hear about vision for the future; Once get in MS/HS not sure how kids are going to get the push they need so they don't drop out of the academic process. Not as many educational options in MS	Family Member
4	Parent had to move from home, students were welcomed back to HSD - children are now happy. Thank you	Family Member
4	Glad that student was able to graduate with the seal of biliteracy. Parents are happy when staff know their child and their children's strengths. Work on showing parents the benefit of their children being bilingual when they graduate.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
	Of all alla Williell Feedback	
	Has pulled children out of HSD - not happy.	Community Member
	One child had 504 plan that was disregarded - feels her daughter fell through the cracks.	
	Disagree with some of the policies - thinks hurt our kids	
4	Testing scores decreased	
	No text book in science - no reading assignments 55,000 students left public school for private or home schooling over the last 2 years - why has the district not reached out to see why,	
	Families feel ostracized	
	Do not have kids - lives in district - having bilingual education is great but students need to know english.	Community Member
4	The promise does not emphasize academics enough.	
	With academics low- how are the students prepared for the future?	
	Student at Bow Lake, asked to volunteer - had to fill out forms	Family
4		Member
	Must be vaccinated to volunteer, why can't people who are not vaccinated volunteer?	
	When filling out a form for each of my students, feel like it is for a medical provider - and have to do the same thing for every child.	Family Member
4	Forms ask for information that the school does not need; medical information -too invasive Forms are too extensive Must fill out forms for each student (same info) Not informed enough during COVID	
	Need good planning for kids to be prepared	

Dist.	Oral and Written Feedback	Relationship to District
	Written: With the focus of our schools on diversity, inclusion equity and race relations & gender dysphorias, why are we modernizing or upgrading our schools?	Unknown
	In order for our children to be competitive in any work market we need to educate them on the basics. For me that's reading, writing, and arithmetic - whether we do it on paper or on iPad, computer or phone!	
4	I'm so disheartened with the way our education system as a whole from K-university. If our children which you say you care about don't have a firm educational foundation- throwing money at a situation like homelessness is futile. Save the bond money for tents, because that's where we're headed.	
	When children in Europe reach 8th grade they make a decision if they want to be taught a skill (electrician, plumber, carpenter, etc) or if they want to work towards a college education! Most kids don't need to go to college, it's a waste of their time & parents money! Consider this - can be life changing for many.	
	N/vittom.	Staff
	Written: Q1. It has been true for motivated students and for students who establish trust with staff in schools. It is true for students who connect with the many staff who volunteer many extra hours to support their students.	
4	Q2:We need more people working directly with students. We need to improve student and staff agency. When we can do this, the goal area within our strategic plan of school culture will automatically improve. Listen to instructional staff and provide the tools we need to do our jobs. Our standards based gradebook is an inadequate tool to use for implementing SBG.	
	COVID - Parent offered comments about her concerns around COVID. Very true that we will be struggling with this for many years. Maturity of students is of concern and we don't have more staff to directly help with that.	
4	Written: Q1. I feel that staff have truly taken to heart, knowing every student by name, strength, and need. I think leadership in the district all have the same goals around school culture, biliteracy and bilingualism, digital citizenship, etc. Q2: I am currently in a DL Elementary and intentionally chose a DL school because I want my children to have that experience. While I am happy and proud that our district provides this experience, we need to do better. We need to do DL better, our schools are not truly 50% in English and 50% in another language (Spanish, Vietnamese, etc). The DL schools are not set	Staff/ Community Member
	up for a successful DL experience. It is a sentiment shared with my colleagues in DL schools.	Community
4	Written Q1: At Consejo we've worked with many counselors who care a lot about their students. Having Sophie Dehaan has been really transformational and should be a permanent position. Q2: I think being seen and known enough to be directed towards the help kids need is essential. Ideally all schools would have onsite counseling or really strong participation with external agencies. This has gotten better, but there's room for growth.	Member

Dist.	Oral and Written Feedback	Relationship to District
	Written Q1: It's nice & a good step in the right direction, but misses the mark. Q2: Don't make while students feel less-than, or to blame or to feel they aren't deserving of equal opportunities.	Family Member of a Student
	Concerns for: Decreased testing and overall poor educational retention (state and district) Too much emphasis on equity, gender theory, sexual expression, CRT, social trends, etc.	
4	District policies that cut parents out and leave in the dark	
	Information on sex-ed, gender theory, racial justice should be an option, afterschool option. Lack of special ed, 504 plan poorly implemented	
	Lack of actual textbooks, reading low-bar expectations 55,000 students left public schools for private and home instruction - what does that say to you? What changes are you trying to make to help All students succeed?	
4	Written Q1: False - district failing students academically Q2: Deracinate all instruction on Race and Identity and SEL. These DO NOT help.	Family Member of a student
4	Written Q1: The Promise does not seem to address academics. Graduation rates are 82%, but only one in three meeting English standards; one in five - math standards; one in four - science. How does this prepare them for the future they choose? Bilingual is noble and valued but English is really important in an English speaking country. Q2: Improve the academic results for all the kids. Stop dividing them with anti-racist, social-emotional learning focus. Stop teaching them gender identity in elementary.	Community Member

Dist.		Relationship
DISt.	Oral and Written Feedback	to District
	Written Q1: My 3 children have really benefited from several things associated with the promise: My oldest needed an alternate pathway & PSSC was the only thing that kept him engaged in school.	Staff/Family Member
4	My youngest has benefited a great deal from her school counselor and all of the SEL learning she's done over the years. And my middle child has really been known and support through his advisory class MS teachers like Mr. B we also love IRI and want to see more of it each year.	
	Q2: We felt like we hit the lottery when we got Mr. B for a teacher for my black child. We can't tell you how that has transformed his feelings about school. I don't want it to be such a rarity for black kids. I hope HPS can continue to hire more staff who reflect the student body. I also believe more SEL and mental healths are needed in our secondary schools. Advisory experience are very hit or miss. More consistency is needed in advisory since that is the key venue for SEL and community building for our older kids. It is also important for me to share that my oldest did not have success at Mount Rainier and transferred out of the district to graduate. I am very concerned about the learnerships at that school.	
4	Written Q1: Having alternative learning opportunities such as Big Picture and CHOICE schools support a wider range of specific needs. Q2: One assessment test on one afternoon is an incomplete and inaccurate measure of students' needs. My son was identified as a highly capable student by his elementary teacher but was only tested once and scored too low to qualify. He was not given the proper assessment he deserved.	Family Member
	Written	Family Member
4	Q1: I honestly don't know if this is true, we moved from NYC a year ago and from before I did everything so that my children did not miss classes, but to my surprise it was hard for me to have my second child start school, we waited almost three months. As for my oldest boy they beat him at school, and I would complain, but did not get an answer.	
	Q2:Occasionally children are very cruel, as far as I am concerned, my two children always spend time complaining about bullying, and I don't know if you could focus on that. Besides, there are quite a few rumors that in schools it is very easy for them to obtain drugs, hopefully the young people do not have easy access to substances that are harmful to them.	
4	Written Q1: It's my first meeting, so I don't have much information to comment on. But as far as my son is concerned, I am very happy because when it comes to his learning, he is taking advantage of it. I can tell because of his evaluation	Family Member
	Q2:I think the way it is being done is very good because my son is getting good grades. So, I think everything is going well. Thank you	

Dist.	Oral and Written Feedback	Relationship to District
4	Written Q1: We are new in this district and so far, we started well we only hope that the teachers help my daughters to be successful, but I do care a lot about the safety of my children in school and not only my children but all the children	Family Member
	Q2: Some idea is to instill more values in children so that bullying does not exist as often. I have always heard of this in schools.	
	Written Q1: It is very good almost all the teachers know my student by first or last name and when I ask in the office, they recognize her by her last name for me it is very good, and they give her help when she needs it.	Family Member
4	Q2: Help the student when he does not understand something because sometimes the language makes it difficult for them to understand and try to understand them so that they are successful in all their classes. It's my first time here at Highline and I feel good, I don't know what more help you can give my student, the only thing I need now is help in Spanish with my child.	
4	Written Q1: Very good, although some teachers still do not know me well, but they say that they will know us all maybe not now, but it is because we have barely been a month since we restarted classes, but the truth is that the promise has been true.	Student
	Q2: What the teachers can do is help us when we don't understand, for example, Hispanics like me. I know that we don't understand English very well, but the teachers don't have patience so that we can be successful. Thank you.	
4	Written Q1: Personally, my son says that he feels very good when his teacher asks him how he is doing and says how I can help you. I think it is very good that they are asked how they feel. Sometimes they need someone to talk to, besides us parents.	Family Member
2	Get to know students and family culture - not just their name but how they learn.	Family Member
2	Rate the schools so we can know what school is the best so we can upgrade the other schools so they are on the same level. More communication from teachers and more support for our children.	Family Member
2	Core function of school is academic excellence - nothing in promise about academic achievement. Appreciate listening tour, appreciate your courage to ask these questions. Do not agree that focus groups should be student focused, not parent focused. Parents are the customer, we are giving you our kids and the outcome is meant to be a good quality education. Focus should be on parents, as taxpayers.	Community Member
	Bond - what has been the academic increase to the students at HHS? Highline HS is a beautiful project, a wonderful project but has it actually increased academic outcomes. Would like to see a measure on that.	
2	Promise true for students - love the engagement that happens at school, awesome teachers. Love the open district policy, and can walk into the district office to find solutions. Parents are part of the equation, it is a relationship, it is teamwork, kids are the focus but parents can support. Older kids can take on responsibility themselves.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
2		Family Member
2	Kids are seen uniquely at McMicken, her son with disabilities is seen as an equal community participant, just like his brothers. Her son has access to the school and can get around on his own. He feels valued at school. Q2 - schools doing good work around inclusive education. Please include special education students in your focus groups, ask the students who cannot speak on their own. Para educators are not paid enough.	Family Member
2	Son at PSSC, figured out that he can work with his hands. He has some disabilities, the school has given him confidence. She is a staff and feels staff needs more support, higher wages. School is understaffed, job is rewarding when we see students succeed.	Family Member
2	From Federal Way SD, son goes to PSSC. PSSC is beneficial for him. Only struggle is the bus system. He misses classes that he has to leave early. He now drives but gas is expensive. She wants him to be able to continue, please consider out of district students.	Family Member
2	District does many things well, diverse programs. Concerned that the district is going the wrong direction in regard to high academic achievement. A Seattle Times article, standardized test scores, showed 4 out 5 students not meeting standards in math, after 2 years of pandemic students are way behind. Is the district demonstrating sufficient urgency at getting kids caught up.	Family Member
2	Feel the promise has been true to for my students	Family Member
2		Family Member
2	Security for elementary schools is not the same level as middle school or high school. Need better security.	Family Member
2	Written Q1: Great programs for students who don't plan to go to college. My son chose fire/EMT program and we are from Federal Way SD Q2: My son has to leave his class early to get to PSSC so he missed over half his class in order to get here on time. Also need the counselors to be trained on paperwork for PSSC.	Family Member

need. Beyond knowing - what we do with that knowledge is what really matters. Name, Strength & need = Builds community, welcoming feeling, social emotional safety. As a principal - hard to meet this goal when it is a staff need as well. Q2: There are so many priorities that it sometimes starts to feel overwhelming, where to begin. I can try to prioritize needs but that will ultimately leave some out. With a diverse community comes a very wide range of needs and HOPES that aren't necessarily aligned by	to District Saff
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community comes a very wide range of needs and HOPES that aren't necessarily aligned by	
neighborhood, so schools are left to choose which ultimately makes us feel unable to meet the	
needs of all.	
When we talk about the needs of our district - sometimes it still seems we might be missing	
the most important voices - the ones that don't show up for things like this event. Their needs	
and strengths never get a voice - how do we build the trust in our community in a way that	
allows them to feel that we will act upon their hopes and dreams for their children.	
2 Resources from school to school sometimes feel inconsistent. As a principal, I want my school	
to have the same support as every school - or if I don't, then I should have the ability to make	
choices for my school that match the unique situations I have in my community.	
How do we educate our community on what students need to succeed? How do we show and	
elevate the importance of their role in their child's education? Do we placate them with	
community feel at the loss of them really understanding the severe academic gaps that their	
students have? The phrase tonight was URGENCY -but do parents feel it like we (staff) do?	
How do we share our progress but also our own weaknesses/ areas that need improvement?	
Do we really level with our community about the real truths or do we just share what looks	
good and feels good. It's time we really share our Strengths and Needs with our community.	
That will create urgency.	
I can't deny how much impact class size has at our earliest grades - strong start makes a	
	Community
, , ,	Member
deeper (how they learn, etc). Respect their culture.	C+-#
	Staff
Q2: Keep eyes open for every chance to build connections with students. Written Q1: Getting a high percentage of student ASE automotive certified in the industry at	Staff/PSSC
the end of one year. District paid the \$45 fee for each student to take the adult industry	Ctaii/1 000
proctored test on campus 2v in one year	
Q2: Get a person to act as a secretary for a small group of instructors. To help them navigate	
some or all the work teachers are required to do but is not related to the field they teach. You	
know, about 30% of all teachers daily work.	
	Family
	Member
Q1: My child is in K, so far school knows him and his strengths.	
Q2: More communication in Spanish to be able to communicate with the teacher more often.	

Dist.	Oral and Written Feedback	Relationship to District
2	Written Q1: My students are at McMicken ES and they are each individually valued and seen as part of the community. My child with an intellectual and developmental disability is an equal part of the community. I have appreciated that the leadership makes a commitment to visit schools and hear from students. I think we show students they are the priority. Q2: Students with special education services are being excluded and rarely considered within community groups. Make it a priority to listen from students with disabilities, special education service, and do not be afraid to reach out and hear from students who have a hard time communicating. I would love to see our district stand out for inclusive education in our state. Equitable education and paraeducators need more training in special education . Opportunity for all students.	Family Member
	Written Q1: Dual Language is an amazing opportunity.	Staff/Family Member
2	Last year my daughter's K class at HV had 26 students, more than contractual "soft cap" the entire year. When we raised our concerns with the district to work with them and come up with creative solutions, we were ignored, brushed off and/or given the runaround. FTEs aren't fair, DL is not valued. The teachers are phenomenal and the teacher, students and parents deserve better. Lack of transparency and data withheld by ERAC. Q2: Dual Language (at least Hazel Valley) needs more resources and equal (or less than equal as we've experienced) is not equitable. Boundary lines drawn for 2019-20 were inequitable. Students should not stay in from recess.	
	Teachers need more support so recess (their contractual break) is not the only time to work with students on behavior issues.	
	Why do the rich schools always get built first?	
	Pacific is the first middle school Mt. Rainier (3rd runway), then Highline before Evergreen and Tyee.	
	How do you decide what schools are built first for bond measures?	
	All schools should be as good as the best school.	
	Written Q1: Hazel Valley staff/teachers are amazing. SEL goals, envir, supports/para staff, Mr. Amin, the sole janitor.	Family Member
2	What's the strategic plan for investing in Title I schools? How are you going to make the promise true for Hazel Valley, one of the schools you've visited twice.	
	Q2: Put equity in action. Invest in dual-language programs and properly support the kids who qualify for the benefits form Title I.	
	More people to help Mr. Amin (janitor staff) more people to have outside lunch. Paras but need to pay more to recruit and train.	

Dist.	Oral and Writton Foodback	Relationship
	Oral and Written Feedback Q1: For me it was very important that the staff members of the school had the interest to meet	to District Family
	my daughter and know what she wants for the future.	Member
	Q2: For me it is very important that everything they want, make it possible for them to make it	Member
2	happened, so that everything or objective they want to do is fulfilled, and that there is no	
	gender distinction, my daughter has had an excellent teacher. for me it is a pleasure to know	
	that the teachers are very attentive with our children and give their all.	
	Q1: We need more. For example, in our primary schools, do some activities to find out how	Family
	and what is missing in each of our schools.	Member
2	did what is filleding in each of our schools.	Monibol
_	Q2: More support because of COVID 19 our students are stuck. Another point would be to let	
	our teachers share their ideas and coexist with the students	
	2 students	Family
	Son loves his school, daughter is not doing so well. Were told services are not available to	Member
3	help her reach her potential. How are we doing with recruiting staff and giving all kids	
	opportunities.	
	No teacher for son with IEP, has a substitute teacher; there will be no teacher for 2 more	Family
3	weeks. Not comfortable that he is going to be learning without a permanent teacher. Aging	Member
3	schools are depressing. Her son feels lost when doing his homework. She has not met	
	teacher yet or had an IEP meeting. The year is not going well.	
	Too much violence in schools. Need district to help with lower speeding by schools, kids are	Family
3	outside. More security in our schools. Schools are not secure. Thank you very much for	Member
	having school. My daughter is doing well.	
3	Drugs and Alcohol is a huge problem; there was an incident at a football game. Access for	Family
	kids to be able to follow their goals. Would like help from schools.	Member
		Community
	Written Q1: Teachers take the time to not only make sure students are learning but are	Member
	comfortable and understanding and provided with role models to help mold their futures.	
3	Q2: Make sure they do everything in their power to provide students with an environment that	
	is comfortable and safe to help them feel uplifted and spirited because bad facilities not only	
	make students want to leave and not care but teachers as well and that can bring school	
	morale down even more.	
	Written Q1: Hard to know. We're in the dark on data on how many go to college, the true grad	Community
	rate that includes open door re-engagement, the entire communication seems designed to	Member
	hide what's the real situation.	
	Q2: Students who are capable of accelerated learning should have those opportunities. They	
	should not be used, they should not have to repeat material has happened with 4th grade Hi-	
3	Cap a few years ago. There should be honors classes in all grades, not just phony "earned	
	honors".	
	Students who want a full year of music in 6th, 7th and 8th should be able to do this , not ½	
	year. If students already have a 2nd language at home why force them to take a full year of another.	
	If students already have a 2nd language at home.why force them to take a full year of another language (og Spanish or viotnamese)	
	language (eg Spanish or vietnamese).	

Dist.	Oral and Written Feedback	Relationship to District
	Written Q1: My understanding is that the achievement gap between blacks and whites has been getting smaller. Because I'm a sub, I see how many different teachers make class meeting rituals, to help students bond. The more they feel accepted and respected, the more	Staff
3	they will learn. Q2: Continue supporting and improving SPED systems. I know teachers who wanted to come tonight but were "swamped with work" and couldn't get away. When I retired from full time teaching nine years ago I was working 50-60 hours a week. Teachers are still working these hours.	
3	Q1: none Q2:Regarding the use of marijuana and alcohol, more protection for our children	Family Member
3	Q1: none Q2: Motivate our children And teach them how to be successful that to study is to succeed	Family Member
1	Written Q1: Q2: Need trade vocational training for those who want it. Electrical, plumbing, construction, auto-shop, etc. Loved hearing about elevator repairing aspirations. Students should not be expected to go to 2 years of college if they don't want it.	Community
	WrittenQ1: I love the dual language program. It is diversifying our staff and enriching our students. I'm so grateful that my child has this opportunity.	Family Member
1	Q2: I would like to see strong language and academic support for students in dual language especially in middle school. Our child really needs tutoring so she can keep up. As parents who don't speak Spanish it's hard to help them keep up the academic demands given the language barriers. (my hubby feels frustrated that he can't help her and is starting to lose enthusiasm for the dual language program).	
	Written Q1:	Student/Famil y Member
1	Q2: IEP students keep support in place necessary for students to succeed. It seems these students are being passed prematurely into gen. Ed. classes.	
	STEM within schools. Inclusion and support for parents with IEP students.	
1	Written Q1: That we have dedicated long-term/systemic effort towards this district plan; especially our commitment to be bilingual/biliterate education, diversifying our workforce to reflect our community, and intentionally focusing our curriculum and policies/practices over the long term for equity (ex: social justice standards guiding our essential standards, eliminating subjective and progressive discipline, SBG/SBI, SEL in all spaces, etc).	Staff
	Q2: I would like to see more transparent and accessible progress monitoring for our strategic plan (ex: % of students graduating bilingual/biliterate, persisting in post-secondary, etc.) so we can evaluate and revise our strategy and practice/policies.	

Dist.	Oral and Written Feedback	Relationship to District
1	Written Q1: I think there are some spaces where students feel like their names are known and maybe even their needs. I think students need more support in naming their needs and having that be an important skill.	
	Q2: Focusing more on the needs students have in the re-entry from quarantine. I think that students need wellness rooms and more intentional mental health and social emotional learning throughout the year. More BIPOC therapist, Wellness rooms, SEL	
	Written Q1: I suggest analytical thinking is needed too. Reading - Writing scores gone down. The advanced learning classes are missing	Family Member/Com munity
1	Q2: More volunteers needed to go back to help kids in reading and math. One on one is very important. Lessen the screen time for students it is important for analytical learning to write things down it makes mind work. Teachers need to educate and not have the extra work of sex ed.	Member
		Family Member
	Written Q1: The push for college for students that don't meet the form and the expectation. English Language learners who have no english knowledge are placed in classes where staff ask them questions and they say they do not know english emotions are not the priority, teach based on facts audacity to instruct on emotion and not on mathematics gambling.	
1	Known by need? Excluding parents. My boys cannot stand that an hour or more talking about emotions, this is the parents job. Why Are we focusing on the emotional then letting our kids learn to logically work through their days rather than operating on feelings. Needs: math problems talking about gambeling and using jackpots is that a future we are endorsing for our kids? Two of my students have English language learners who know zero English. Students, how knowing students by need? How students contribute to the community PSAT, college, higher standards of the scores education standards.	
	Introduction of technical, not work assigned not need by promise for success nothing expected form students breeze through their daily assignments. Strength - not challenged breeze through it	
	Parents not the priority Tech sites not blocked.	
1	Written Q1: I don't feel like these promises are true when my fellow peers at school are constantly being pressured by teachers to choose the future the teachers think is best, not the future the individual chooses. Individuals have the right to choose their future, not be pressured by teachers. Students know themselves best. I also know that one of my teachers has never said my name. He refers to me as "woman", "lady", "girl", "Moroccan Queen" Q2: More paper assignments. My brain can't handle doing math problems on a computer. I need to do calculations on paper. At least make sure it is always optional.	Student

Dist.	Oral and Written Feedback	Relationship to District
1	Written Q1: Not true at all Q2: Remove distractions like overly specific and intrusive sex-ed (co-ed) classes. This (and other current focuses on divisive strategies) are masking as "helpful", but they are only creating confusion and mental health issues at all ages. Also, are the teachers being turned into un-licensed counselors? Lots of emotional, personal discussions.	Community Member
1	Written Q1: Bilingual and biculturalism is encouraged Staff attempts to meet the needs of students but sometime comes short Q2: We need more support for our behavioral health services - the current MOUs and referral pathways are not enough to meet the needs of all students. We know the district has many community partnerships but there are still many barriers related to tech access and many barriers to community referrals.	Community Member
1	Written Q1: Name - yes, my students' names were/are known. Strength - my sense is that my children's strengths were known and tapped to help other students more so than developed. Need - needs were met/recognized more so in elementary. The Il'kesh intention in Spanish and English - in any language! Is a wonderful way to reset kids' social/emotional intentions/well-being. I have been consistently impressed by the diversity/inclusion at Evergreen and its outstanding teachers. Both of my kids have chosen to remain on campus instead of going to SSC to do Running Start because of their strong campus connections. Q2: Sort out the lunch situation so that everyone can get lunch within the short lunch period. Punch up communication in the area to voters to ensure that the bond passes by reminding people that the bond won't mean a tax increase as it's replacing an expiring bond. People in the area who don't have students here need to know there is no tax increase. Evergreen needs reliable information for students for PSAT. Q1: On the part of the school very good. I understand that it is difficult with adolescent students, but they are doing a very good job. Q2: It is very important that language programs continue because bilingual people have more opportunities to excel. In addition to that, I think that making the students feel safe in the	Family Member Family Member
1	establishment. It is also important that phones are not allowed in the classroom. Q1: It has been very generous, it has helped the students, and the teachers are good teaching. Q2: Ensure their learning, that students learn to associate and thus be successful	Student
1	Concern is the sex education that is now required of WA K-12- grades. Question for Superintendent is: In your opinion, what is ideal sex education for K in elementary schools?	Parent
1	Impressed at ES and HS level at dedication and kindness of teachers and staff, going above and beyond, helpful. Concern about education policies at school – no homework assigned; Ds and Fs aren't given so it seems like a system designed to push kids through and they won't have credits to graduate; There is a future center and that allows kids to leave school to get a food service permit. Need to have expectations of these kids, have great futures, and they need to be prepared for great futures.	Family member

Dist.	Oral and Written Feedback	Relationship to District
1	Been to three different states to create environment that works for child. Special needs, neurodivergent. Chose to come and rent a home to go to Highline. Today he came home and he loves it at Highline, feels safe, looks forward to school, people have listened to him, for first time he feels like he might graduate and be something in this world. Wouldn't want to be anywhere else. Continue to do what you are doing. Highline was the first time that asked him what he is interested in, how he feels, what he needs. He is learning, growing, and staying in school. Only problem is that he is not 16 yet, and so even though he is ready for CTE programs, he is not old enough.	Parent
1	Need for trade and vocational training for those that want it, those jobs are very demand; Wondering if children learn better in new schools, it would save tax payer money to remodel Evergreen.	Community member/retire d teacher
1	Does district have table of what evergreen has now and would have in future?	
1	Son graduated in second COVID year, no commencement, didn't feel cared about, he was just a number; There are so many students post-covid struggling to feel inspired to learn, behind academically, need mentoring, some kids chose to not walk at commencement because they felt disconnected. Kids are still struggling; Other son started homeschooling because didn't learn enough during Covid, parents asked they block youtube and other sites because students have too much access to these distracting sites.	parent/alum
1	Glad HS took away the cell phones from students this year; Thank district for welcoming son to district – he has an IEP, his instructor here and teacher staff have been working to get him situated, he is at PSSC – there are lots of programs there. Ask to make it more aware to students with disabilities but are capable, not sure everyone is aware it is available; What is the future of this district having a STEM program like Seattle's? That would be a good addition to this district. For students with IEPs, it seems like more and more supports are being taking away from students with IEPs – need to be tested more before those are taken away; How do you help parents advocate for their children with IEPs?	Family Member
1	Kids in ES and they can't stand that an hour is talking about emotions, feels very female focused; Disappointed by school district not being transparent about academic rates; Other student is not challenged and feels like she is not seen at all; Math problems coming home with gambling references – what are we teaching our children? Why not questions on things that are relevant for students to succeed in life?; Teacher previously wore mask and so never could see the teacher smile.	Parent
1	Likes the promise, every teacher and staff member knows my kid; had incident last year; parent wasn't notified when their student was failing; why didn't advisory teacher reach out to parent? Teacher and counselor telling parent that grade was going to change if turn work in, and then summer came, and then told that grade would change in September when student had turned work in already. (progress monitoring, how parents are informed around progress monitoring)	Parent/alumni
5	2 kids @ Mount Rainier HS Q1- Appreciate that students can participate in the challenge program. Important for students to learn at the level they are at even if they are at grade level. MRHS made change to math program All kids must take Algebra 1 regardless of test scores, etc. Request - children be able to test for math classes at their level. Need better communication with parents when changes are made to the curriculum.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
5	Daughter at Mount Rainier HS is falling asleep in math. She is not challenged enough. Promise not true for student at CHOICE. Her daughter was attacked at school, parents filed a complaint with the police. Parent complained to the district, escalated to the ombudsman. Has learned that the school district does not consider a pencil as a weapon. District does not have a discipline task force, even though it is a state requirement. Daughter is suffering from trauma, and the principal is prohibiting the student from talking about the incident. Her child is not known by need.	Family Member
5	Son in K, Q2 - Supports career apprenticeships. District should look into direct path into trades, students can make good money. College is not for everyone - 2nd amendment rights supporter, concerned with active shooter situations in schools. Make sure students are protected from active shooters.	Family Member
5	District needs to communicate fully and honestly with parents. Procedure 3211 Gender Inclusive Schools "school will consult with student about the student's preference regarding family involvement and honor those preferences". Schools should refrain from the use of gender pronouns. If students want to go by different pronouns they can without parent permission. Parents need to be informed, parents are responsible for the health, safety and well being of their student. Parents need to be included in these decisions.	Family Member
5	Has had a history of inequity in Seattle schools as a student. Son in ECAP at MRHS based on low income and special needs. Has received resources in HSD and been informed. Amazing service for her son. Q2 It should not matter about income or disability to receive resources for students, every student should have a stepping stone. Not all students receive 6 hours of ECAP. We need to spend more money on diversity and inclusion in preschool, so kids understand each other.	Family Member
5	Do teachers know students by community? Low income parents are working all the time so	Family Member
5	MRHS graduate, Q1 - Promise is not true. Daughter feels; classes are disruptive, can't get learning done, bullied for how look,dress, sexuality (being straight). Students know how far they can push the limits, they are told to stop but do it again. Victims keep receiving. Last year a student left Sylvester, she took her life. She had issues at school. Teachers do not have control, can't get to lessons because students are disruptive. Daughter spoke to the principal about having an anti-bullying campaign. Took 6 weeks for response. Principal said they would do a campaign in October for anti-bullying month - nothing has been done. No consequences for students who are bullying, causing injury. Bad kids are winning.	Family Member
5	Kindergartener Loves her school and teachers Goes to school to learn She is working harder and harder so she can learn Loves her teachers for helping her learn.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
	Written Q1: The promise is true for me. I think that the schools need more security for students and their teachers.	Family Member
5	Q2: Support this goal. And with everyone's effort and work, is carried out and also parents should be more responsible in the students' things and be more involved in school projects and this way be more united and thus there will be more hands that support this promise. I would also like all the children to be more motivated and loved so that they do not suffer and are not hurt at school by other children.	
5	Written Q1: My daughter only studied for one year, but everything is fine I have nothing to say it is a good school only the teachers need to teach more to the children.	Family Member
	Q2: I think they should leave more homework so that they learn well. My daughter has not learned anything during the school year.	
5	Written Q1: For me the promise has been true, and I want to kindly ask that please we need more security in the schools if you could put a weapon detector at the main entrances of the school. Q2:Please, we want in some way that Dr. Duran can help us so that the children do not suffer from bullying in schools I would like teachers to have the right to say or call attention to children who do the bullying, I would like to stop these thanks for your attention.	Family Member
5	Written Q1: In many aspects, the promise is very good. My son has been treated well and is known but not supported as I think he needs it because he does not speak much English and that frustrates him, and I speak only 50% English and I can't help him much.	Family Member
	Q2: My concern is that my son cannot go to university because we are trying to incorporate after COVID-19 and the economic situation is difficult to be able to bring my youngest son to university and thank you for your support.	

Dist.	Oral and Written Feedback	Relationship to District
	pandemic and it has only been for general information. I would like them to have more frequent meetings to know the work that is being done as a school and in the classroom for each student. I appreciate that during the pandemic they would continue to have classes online. THE TEACHERS DID THEIR BEST. 'THANK YOU" Meet with parents at the beginning of the year. follow up with (student-parent-teacher) support students that have low academic level	Family Member
	have support groups for their homework, create programs (music, sports) after school.	
5	Create art programs that involve students-family-	
	keep families informed if there are serious safety concerns (there was talk of shooting intentions last year and the school did not officially report anything)	
	Q2: Give academic follow-up in each conference that there is.	
	Do a report, if possible, every month to support the students. I would like the students to be safe or to feel safe since we hear a lot of incidents of students with drugs or on social media sending threats. Personally, I have not seen them in my son, but in the groups here in Des Moines and that is worrying for one as a parent.	
	Also, that they have teachers or people who help students with their behaviors since in my neighborhood there are students who commit vandalism and for them it is something normal, but they do cause problems to third parties, most parents do not know or do not want to	
5	Written Q1: It has not been true for my student! The district does not recognize my child's need. She was assaulted by a boy on school campus during school hours and the boy is still in the classroom causing fear and anxiety in my daughter Q2: The district needs to create a discipline task force and review disciplinary policies by school within the district.	Family Member
5	Written Q1: My 3rd grade student can not read! It's wonderful that you want to have our students learn a second language, but that should be secondary to teaching my student to read adequately in English, our native language. Without being able to read she will not succeed at anything! Q2: Teach my third grader to READ. Never mind all the "extra agendas" "curriculum"!	Family Member
5	Written Q1: This promise is not possible to achieve. The district needs to make parents the primary stakeholders in their children's education. The district needs to focus on reading, writing, and math in order to set our children up for success. Q2: Parents are the primary stakeholders! Involve the parents, they know their children best. Stop pushing the equity, not all students are the same. You are punishing the high achievers by removing the advanced classes. You are punishing the good children who behave and want to learn because of the bad. It is your job to educate, focus on the core subjects, let the parents manage the social issues.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
5	Written Q1: This promise is unrealistic. I don't see anything about parent involvement, structure, etc. Just feel good information. Truly, schools should be serious about the educational outcome because that will deliver confidence. It sets an unrealistic outcome to offer a promise, which is short lived and ambiguous. Q2: Involve parents! Set expectations. Bring back humility. Encourage parents to tutor, to help.	Family Member
5	Written Q1: We haven't had a chance to experience because I had to pull my students out of Marvista. I didn't like all the focus on race and was concerned about the upcoming sex ed in middle school. The school says race doesn't matter but then was teaching my kids about why black people had (or don't have) "thicker lips than white people". What in the world is that!! Why point something like that out? Also, the 4th grade teacher was actually teaching from a book called "Woke"??? I mean really??? Q2: Stop with the pro-noun nonsense and teaching the kids all these words like "non-binary" "pansexual", etc. I had to look those words up! Maybe my children are offended to have to call someone pronouns that those kids are not. For example, "they/them" No one can be plural!!!	Family Member
5	Written Q1: We have worked tirelessly since SY 2012-13 to improve our entire system and enhance our student's feeling of support and purpose and huge strides have been made among schools especially around Dual Language. Supports as well as enhancements to curriculum and instruction and centering on our most marginalized students. Q2: Staff and teachers across schools still don't have all the tools and support they need to provide truly personalized differentiated meaningful instruction to all students and those students most historically and particularly harmed by our public K-12 systems, especially our black and American Indian/Native American learners & learners who qualify for Inclusive Education.	Staff
5	Written Q1: I have parented 4 students through HSD & have deeply appreciated the opportunity for options; from Aviation & PSSC to Running Start, my children were able to discover ways to thrive. Q2: Support environments that are nurturing for kids who want to learn - dont' force disruptive students to stay in class. Continue to invest in alternative educational environments for kids who don't thrive in traditional academia such as: Running Start for trades and PSSC	Community Member
5	Written Q1: Most teachers work to know the students and work to engage them and us families. The free lunches were a great support this year and last year. There needs to be more cultural options like SPS. Q2: There needs to be more racial diversity in the staff/teachers at the schools. The students are diverse but the teachers are not. This has caused a lack of cultural competence and my child has been discriminated against too. The process for the gifted program is not clear and seems to be based on teacher preference, not data or testing. Are we paying teachers well so there is retention of quality teachers? We don't want a walk out/protest/union bargaining issues.	Family Member

Dist.	Oral and Written Feedback	Relationship to District
	Written: People talking in line	Student
	People not being focused	
	People saying, "Your mom"	
	Buses being late	
5	Having to miss recess because of others.	
	People being selfish by only caring about themselves	
	People making us stop because people want to talk instead of learning and stopping us from doing stuff like art, science, field trips and making music.	
	Thank you to Highline Public Schools for making our community safe.	
	Written Swings on the playground	Student
	2nd and up grades playing kickball	
	Band for 4th and 5th; I want to play band. I'm in 4th	
	Buses stop being late	
5	Language learning for classes	
	No, like people deciding whether you're cool/popular or lame/nerds (nerds don't exist)	
	Schools to be a little safer	
	Taking time to do stuff like science, social studies, geography, ornithology (study of birds), learning about animals, and art	
	Thanks for being great!	
5	Written Q1: It hasn't been true, nothing in my school can meet this promise anywhere in my classes. Q2: Classes are disruptive and we couldn't get learning done. Students around school and in my classes judge and bully me for how I look and dress, and what my sexuality. They shame me for those things and try to use that to their advantage. This is one of the reasons why I feel very unsafe in that school. Teachers cannot control their classes and students take this as an advantage, while most students or myself are having a hard time trying to learn or even understand the lessons.	Student

Dist.	Oral and Written Feedback	Relationship to District
5	Written Q1: There is an awareness of trying to know students by name, strength and need. At the high school level, counselors work diligently to form relationships and encourage them. The registrar's office is understaffed and MRHS. She has the work of 1900 students and gets paid the same wage as a registrar of 600 students and they do not do transcript work - How is this equitable? Q2: Consequences that mean something in discipline. At the high school level SEL is not working. The parents voiced their concern about this is right. It is really severe at Mt. Rainier. I work here and know it is TRUE. SEL stands for Social Emotional Learning.	Staff
5	Written Q1: Q2: How has Mount Rainier High School helps students home work. How has school to make chil. Graduate next school year. School sends me message after my children in attend at school.	
5	Written Q1: My concern is about the lack of discipline where it is truly needed. Lumping all of the kids together when giving out consequences, give it to those that deserve the consequence, instead of everyone! Schools need to bring back old school ways of making these kids listen, learn, respect and focus on school. We have lost sight of what should be taught in school, and rather focus more on raising these kids which should be taught at home. Q2: Every student should be allowed to come to school, learn, and be challenged. They should not be told they may not use the restrooms once in class. If there is an issue with "some "kids abusing restrooms and what they do in there, then those kids should have the consequences not all of the kids. It is illegal to keep children from natural bodily functions as they come up. Especially the girls!!	Family Member
5	Written Q1: I have appreciated the opportunity for my children to participate in programs like the challenge program and the IB program. Opportunities for students at or above grade level are very important. Please do not remove these classes. Thank you. AP Calculus is an important class for college bound students. Please offer it. Q2: I would like to see better opportunities for advanced math classes. I would very much like to see students tested before they are forced to repeat Algebra I. Some students need remedial instruction, others do not. Students should have an opportunity to take a placement test. Thank you.	
5	Written Q1: The connection with teacher to students. Q2: Summer classes. Continium with the bilingual teaching. Safety.	Family Member
5	Written Q1: My children (3@ Midway) are known because we have fiercely advocated for each of their needs. Our teachers are amazing and know my kids well. Q2: My children need to feel safe at school. Their teachers are limited in ability to remove students that are violent or massively disruptive. The high cap program needs to be expanded. It is not ok that so few students from a Title 1 school (Midway) are tested for our district programs.	
5	Written Q1: Q2: The district needs to communicate fully and honestly with parents, especially regarding changes in gender identity.	Community Member
5	Written Q1: Q2: Reorganize math program so students are able to reach/take calculus Aviation should be essay/interview admissions instead of lottery Improve discipline methods	Family Member

Dist.	Oral and Written Feedback	Relationship to District
		Family
5	Written Q1: I am not sure yet, we are new to the school but I hope you will do all the best.	Member
	Q2: Safety and quality and standard learning.	
	Hi, I read a report that at the listening session on Tuesday Nov 1 at Mt Rainier HS, a person in the audience asked about honors level or more challenge. This email is background, no specific action items, and should be included in listening session summaries.	Parent
	This email is background, no specific action items, and should be included in listening session summaries. A lot of people have been asking for honors level work for many years. There are not so many these days, because they've exited to private schools, moved to other districts (I know people who moved to Sumner, Bellevue, Puyallup, Tahoma, Mercer Island and more), or do not move here in the first place. Recently a friend of a friend asked about honors classes and opportunities in Highline. It took several weeks to get an answer, the information was not readily available on the web pages for each high school. But the answer was we don't have any. This family is no longer considering Highline. Highline has wonderful rhetoric about name, strength, need. But the reality is many employees treat accelerated learners, kids who want honors courses, or more challenge with disdain. This is not new. Many years ago, when I was working on bond and levy campaigns, a person who worked at ERAC mentioned in passing "Stuart, there are a lot of people here who hate honors, they hate highly capable programs." I was very surprised! How could people working in education hate the people they are trying to serve? But as the years went on, I definitely saw what she meant. I don't think "hate" in the sense of wanting to destroy someone really applies, but hate in the sense of condescension, indifference, loathing I think those words do apply. The tragedy is: the students most impacted by this attitude, and by the very poor implementation of services for highly capable students, are the students from under represented backgrounds in higher education. We're currently seeing a case at the Supreme Court about affirmative action. Part of the reason the colleges feel they have to stretch and	
	consider race is because of districts like Highline, where students who want to work harder are	
	forced to overcome the school district, not supported by it. Parents need to do a lot of extra	
	work and /or spend a lot of money on outside academics.	
	There have been several "honors for all" program efforts over the past 8 years. None have	
	succeeded in offering students anything close to what students have in high achieving	

TOP THOUGHTS - FINAL LISTENING TOUR EXCHANGE 2022-12-05 12:59

RESULTS

Highline Public Schools



What does the school district need to do to make the Promise true for every student and ensure that every student succeeds?

We need substitute teachers and paras! Teachers at my school are frequently giving up their planning to cover for absences. We seem to only get 1 sub for every 3 absences we have here.



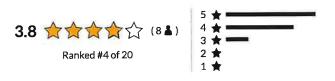
Make the classrooms more about learning there are too many students running around being disrespectful and the teachers Ranked #2 of 20 aren't getting support!



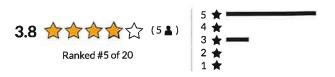
Require appropriate formal education credentials and experience in leadership for all secondary principals. Hubris does not qualify one to lead. Hubris does not qualify one to lead/inspire. They must be actual role models. "Be about it, don't talk about it" because students can feel insincerity



Ensure that needs of all students are accounted for Not all of students fit nicely into a broad category of needs. The students who are on the ends of the bell curve have very specific needs to succeed.



As a new teacher, my instant answer to this is: give teachers more planning time! I want to (and could) differentiate better with more strategic time. I have gotten a lot of helpful info by



getting to know my students, but don't have enough planning time to honor each the way I could/want to.

District-wide clear processes and procedures for how things are done Schools are left to create their own processes and procedures for everything, leading to confusion and inequitable practices across schools.



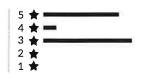
Ranked #6 of 20



We need to teach students about financial literacy before they graduate. They need to be prepared to encounter real life problems such as credit cards, predatory lenders, credit scores, and budgets.



Ranked #7 of 20



Properly rebrand substitute teachers as Guest Teachers and reeducate ADMIN, teachers and students that they are both people and teachers. When leaders model respect, the students have the opportunity to also develop respect. Stop sneering when you say, "just a sub..." because it's rude.



Ranked #8 of 20



Stop babying them! 40% to pass? We are teaching them to be mediocre for the sake of graduation rates! It will send them into the world completely unprepared.



Ranked #9 of 20



Teach them to read Literacy is a civil right.



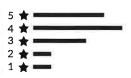
Ranked #10 of 20



Investigate the suitability in regard to character, emotional maturity, and educational knowledge of the administrators of the secondary schools. I have witnessed several principals and v.p.'s exercise extremely questionable judgement/hypocrisy when making decisions that directly affect students

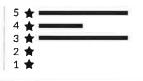


Ranked #11 of 20



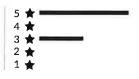
Make sure that ALL subjects have viable curriculum. Having a solid curriculum across the district for all subjects ensures that all students get what they need regardless of school.

Ranked #12 of 20



Significant increase in collaboration time for educators during the school day Students furthest from meaningful educational experiences will be more included and better served when teachers have time to prepare for student succe

Ranked #13 of 20

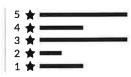


I think more needs to be put into our small schools Our small schools may not serve as many students, but they should have basic infrastructure like cafeterias, gyms, libraries, enough classrooms, etc.



elevate the bilingual & biliterate goal - make it more alive in classrooms! expand Dual Language and multilingual programming focus Our Highline students speak 109 languages! We should be capitalizing on this strength, sustaining and expanding their abilities.





Kids need to be involved in improving their community. The will be motivated to be the change they want to see. With the climate and ecological crisis looming, it is easy for young people to become cynical because they don't see adults stepping up.





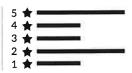
Testing makes money for testing companies and tells teachers what they already know. Testing takes the focus away from more important learning. Standardized tests are dehumanizing and can be demoralizing.





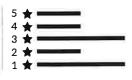
truly analyze what each student needs I have had a couple of interactions with staff members recently which left me feeling that not everyone takes this portion of the promise earnestly.





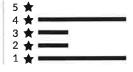
When are your success metrics going to improve. The test scores at elementary level are terrible. Stop focusing on how kids feel about school and what race and gender is important to them, and teach them to read, phonics and math facts.





Why does the bond not address academic success? Last night at the board mtg I heard a couple comments about not enough teachers/para staff.





Ranked #20 of 20

TOP THOUGHTS - NEW SUMMARY REPORT 2022-10-24 15:18

RESULTS

Highline Public Schools



What does the school district need to do to make the Promise true for every student and ensure that every student succeeds?

Focus on academics FIRST. Remove all unneccessary sexual ed, gender identification, and social justice. Our district ranks extremely low on academics. Schools are intended to teach our children academically and help prepare them for the real world.



I'd rather see more time spent on educating our students and less wasted time in advisory. We send our kids to get an education.





What are defining as success? Definitely not test scores and grad rate Critical theory agenda competency does not equal any measure of success





To prepare graduates for their futures, they must know their US rights. Teach the Constitution, diversity of thought and critical thinking. Without knowledge of their rights they will have no freedom to choose their own future.



Totally eliminate all of your race & identity curriculum, and remove persons in charge of the implementation from the district. HPS is wasting time and money on prerogatives which DO NOT help the students achieve "the Promise." Academics, not "Identity."



Allow ALL student voices to be heard and acknowledged, even those who disagree with the current teachings. From ANY race, faith or gender identity. Since ALL students matter, EVERYONE should have an equal voice, known by "name, strength, need"... not just the marginalized students.



Parents are students primary stakeholder Parents have students best interests at heart, not the schools. We are experiencing schools dismissing parents and only whatever the child wants.



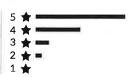
Help students recover academically from shutdown losses. Get tutoring for anyone who needs help catching up to other students. Support for failing kids will help close the achievement gap, and you won't have to punish kids who are excelling in school.



More communication- love the family connection meetings and want to hear more about what is happening in the classroom

Two way communication- family partnerships





Keep AP classes and challenge programs in the district. There are kids that excel and need to be challenged. Don't hold back those that are exceeding.





Our district rankings are horrible and our in the bottom 50% of WA state. Focus on the core subjects (reading, writing, math, etc.) It is your jobs to give our kids a good education, not push subjects that don't belong in the schools.



Public schools should not advocate for any ideology, religion.

Teaching about the topics with out advocating therefore- huge distinction. 0-18yr people are biologically susceptible to developing beliefs/neuroplasticity is the highest- NO biases from public/corp sector but from the home



The district must return to classical academic education, and fully submit to the rights of parents. Parents are not supplemental roles to kids. Education is supplemental to holistic needs of children- but the parent is a primary need. Schools are seeking to be parents, & imparting religion.



First, question if your "promise" is even attainable. If not, you should not promise the impossible. S.M.A.R.T. Vision statements 4.1 🏫 🏫 🏠 (14 🌡) are important. Otherwise, the government wastes money and



Ranked #14 of 33



Keep the Highline Promise by leading the way in guaranteeing students have freedom of choice by teaching students critical thinking skills. Thinking critically will guarantee students a future of wise decision-making.

4.1 ★★★★★ (13 ♣)

Ranked #15 of 33



Incorporate Parental Rights a primary part of the Strategic Goals. Make it easy for families to opt out of Sex Education and 4.1 ★★★★★ (6♣) **SEL.** Strong, involved families help create resilient, healthy students.

Ranked #16 of 33



Parents are primary stake holders of children & are responsible for teaching religious morality & not public educators. CRT & CSE are a religion. Public education is not public babysitting. If kids are not learning academics, why are they even there?

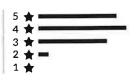
Ranked #17 of 33



Reach out to business and colleges to make sure we are meeting their standards for admittance and meeting they're requirements for advancement.

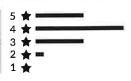
3.8 含含含含含 (25 ₺)

Ranked #18 of 33



More after school activities/programs and sports. To develop social skills especially coming from the pandemic it is very important.

Ranked #19 of 33

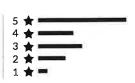


Smaller classes

Ranked #20 of 33

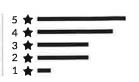
Reach out and Connect with students who are showing signs of struggling (ex. Absent, tardy, missing assignments, food insecurity) Our students need our support at school and outside of school to be successful in all aspects of life.

Ranked #21 of 33



After the pandemic, my only child is struggling with socialization and hasn't found a sense of belonging. How can we 3.5 *** *** (22 *) support the social development of children who are not used to being around other kids?

Ranked #22 of 33



Ensure that students with special needs or other things which marginalize them are also known and served.	3.5 ♠ ♠ ♠ ♠ ♠ ♠ ♠ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦	
Open enrollment that allows for choice at the elementary level Provides opportunity for access	3.4 \(\frac{1}{1} \) \(\frac{1} \) \(\frac{1} \) \(\frac{1} \) \(\frac{1} \) \(
I am glad we have a Hispanic person who cares about supporting our students and staff. Gracias!	3.4 ♠ ♠ ♠ ♠ ♠ ♠ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦	
I think talking with students and having a consistent student advisory groups from our most impacted students	3.1 ♠ ♠ ♠ ♠ ♠ ♠ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦ ♦	
I value bilingual education. My neighborhood school doesn't have a bilingual program. We used open enrollment to go to a bilingual school. Everyone needs access	3.1 \(\frac{1}{2}	
Initiatives that join students across the district in a shared vision and energy is awesome, as well as celebrating our unique differences. Both! Builds common energy and lift, as well as mutual understanding	3.1 🏠 🏠 🖒 (23 &) 5 * 4 * 3 * 2 * 1 * 1	-
Keep doing what you are doing, knowing each student by name, strength and need!	2.9 \(\frac{1}{2} \) \(\frac	
Thank you for the posting the link again in the chat! I couldn't access it earlier	2.9	
Create enrollment zones with three elementary schools where students have access and transport to a dual language school.	2.8	
Staff Representation Continue to scale up staffing to represent the student population served especially minority populations	2.8	•
Thinking about how to strengthen collaboration between critical functions to create holistic student supports - such as	2.7 ♠♠♠♠♠♠♠♠♦ (23 ♣)	

instruction with mental healt

1 🛊

TOP THOUGHTS - 11/3/2022 LISTENING TOUR -12-09 10:28

RESULTS

Highline Public Schools



What does the school district need to do to make the Promise true for every student and ensure that every student succeeds?

Improve academics - reading, writing, math, science. Students function in society better when they have better grasp on math and English language.



Let's make accountability an important part of being in school not only from the teachers but from the students and parents too!



My child can't use the bathroom at MRHS because of the vaping and parties in there. Cell phones in class is out of control. Get kids engaged in class There has to be a way. Outside volunteers/organizations can be used. Hold kids accountable and stop excusing it be of mental health.



I heard at one of the other listening sessions about a middle school girl that was attacked by another student, but the parent said nothing happened To the kid who harmed her child. What are you doing to discipline those that harm others and ensure the safety of our kids in the schools?



Increase the vocational training offerings for students who would like to enter the trades.



I would like the Highline Board to make a resolution that parents are the primary stakeholder in their child's education. Ranked #6 of 26 Why won't highline change their district policy to recognize parents as primary stakeholders? Ranked #7 of 26 1 🙀 As the parent of a child with disability I think it's important to find space for the needs of those on the margins. Education Ranked #8 of 26 2 🛊 should be for all. Make sure ALL schools within the district have what they need to support students. Ranked #9 of 26 Rebuilding schools and creating opportunities for students to be able to reach higher education. Statistically speaking. Raisbeck Aviation HS is ranked top 3 in WA state High School. Ranked #10 of 26 However, the rest of Highline HS is struggling because of this. Not all kids can get into a school of choice. Their future's should not be determined by that. Fabulous opportunities need to be at every school. Kids relegated to Tyee by boundaries should not Ranked #11 of 26 have significantly less opportunities than a kid lucky to win the Aviation lottery. Heartbreaking I have hears that the sex ed curriculum will not be translated? 1. Why is this part of your curriculum? 2. This does not seem very 3.6 *** *** **** 3.6 transparent to families who speak other languages at home, or Ranked #12 of 26 speak English second When I talked about creating an educational environment I am not talking about the teachers I have LOVED my kids' teachers. Poor behavior in a school is actually a hard look at the admin not Ranked #13 of 26 supporting their teachers. Pay more attention to the interests of the students, talks about how important studies are for the future of eyos For a better job, better opportunities, and to be able to graduate from Ranked #14 of 26 college.

translated by Google 😝

With an 83% graduation rate, how can you say that students are able to choose their future? The test scores in the Highline district are abysmal at all levels, what are you doing to address Ranked #15 of 26 this? Use Raisbeck Aviation as a model for all schools in the district. We need more outside involvement in schools. All students deserve the opportunities provided to the Aviation students. It 2 🛊 Ranked #16 of 26 will benefit the kids and community. What can be done to improve filtered fresh air to all classrooms 3.5 ★★★★ (10 ♣) as studies have shown this has a direct impact on quality of Ranked #17 of 26 learning. wildfire smoke and airborne viruses need to be filtered. Guidance counselors for these students that are bullying the 3.4 ★★★☆☆ (13 ₺) underclass men at mt Rainer Some of these students act out of control right outside of the school, they surrounded my car and Ranked #18 of 26 tried to fight with my kid Better food choices This is the concern my kid shared 3.2 ★★☆☆☆ (14 ♣) Ranked #19 of 26 I believe we need to make sure we have a system in place 3.2 ★★★☆☆ (12 ♣) during the transition for all our students specially our students Ranked #20 of 26 with IEPs and 504 Plans. It doesn't look like the bond addresses academic success? 3.1 ★★★☆☆ (13 ♣) Ranked #21 of 26 That there are programs and guide the children so that they 3.1 ★★★☆☆ (8♣) can choose the right profession for them and thus encourage Ranked #22 of 26 them please translated by Google 😝 Thank you very much institutes, teacher and community for 2.9 食食食☆☆ (13 ♣) the education you provide to our children, I am really very Ranked #23 of 26 grateful translated by Google 😝 What promise are you talking about? 2.6 ★★☆☆☆ (12 ♣)

Ranked #24 of 26

How will dual language be addressed for Amharic and tigrinydpeshers



Require masks if coughing So many kids missing school bec of Illness



CENTER for

EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON . COLLEGE OF EDUCATION

HIGHLINE PUBLIC SCHOOLS

Equity Leadership Review -WORKING DRAFT



INTRODUCTION

In spring 2022, Highline Public Schools (HPS) hired Dr. Ivan Duran as its new superintendent. As part of his transition into the role, Dr. Duran prioritized "understanding the needs of schools and the community we serve." Duran sought input from a variety of constituents and through a variety of forums including community roundtables and facilitated focus groups. The goal of this input is to help Duran and the Highline School's Board to better understand the district's current state as well as to inform its upcoming strategic planning process. This information is deemed essential to updating district strategy and to refreshing their strategic plan for the next 3-5 years. Before starting the data gathering process, members of the Highline School Board expressed their enthusiasm while making it clear that "everyone's feedback matters" and that "the people whose voices are often left out, matter most."

To support this effort Highline Public Schools contracted the University of Washington Center for Educational Leadership to lead a focus group process. During the design of interview questions and the selection of focus group participants, Dr. Duran emphasized the importance of ensuring that student voice was amplified in telling the story of Highline's current state. As a result, 26 focus groups were scheduled of which 50% included students from elementary, middle, and high schools across the system. Students who reflect the full diversity of the Highline community participated including student athletes, students with individualized education plans, gifted students, teen parents, and those who are new and lifelong students at HPS. The remaining set of focus groups prioritized families, school leaders, central office administrators, teachers, and community leaders.

The following report details the trends and patterns illuminated from discussions with focus group participants. Their perspectives inform the findings and recommendations that organize this report and highlight real experiences that reflect strengths and challenges at Highline Public Schools. The report is organized into two sections and answers two overarching questions:

- **Section 1:** How does Highline Public Schools fulfill its promise that all students are known by name, strength, and need?
- **Section 2:** How does Highline Public Schools foster an inclusive leadership culture focused on creating equitable experiences and outcomes?

SECTION 1: The Highline Promise

How does Highline Public Schools fulfill its promise that all students are known by name, strength, and need?

STRENGTHS

Nearly 100% of students report being known by name and having at least one meaningful relationship with peers and adults in their school.

Students describe a range of experiences with teachers and acknowledge that "the beginning of the year is hard [because relationships are just beginning]." However, when students were asked if they feel seen and heard or what they like most about their school, they often identified their teachers as the "people they like to talk to most" and the people that "know me well." Many students spoke about being "greeted by name by teachers from last year" as a major factor in feeling known by name. Students said, "in the beginning of the year or in the morning, they ask what I did over



the weekend" and "a few teachers I connected with during 4th grade and 2nd grade, know my name and say hi every morning." Secondary students said, "there is always a support group, always one person to talk to" and "staff try to connect with you as a person." They also highlighted positive relationships with peers who are "warm" and "make sure they are not left out." Parents also confirmed the opinion that students are well-known in school.

Most students report being aware of their strengths, being acknowledged by adults for their strengths and having long-standing relationships with teachers, counselors, and advisors year after year.

Although there was a continuum of experience that varied by age, identifying and knowing strengths is an aspect of student experience in HPS. In elementary school, students spoke most about academic relationships with teachers as an essential pathway to knowing their strengths. When students describe the things they are most proud of, they often describe evidence of learning and recognition. Students said things like, "I am proud of the grades I am making and that I understand" and "I am proud that I am learning new things; it feels good" and "I was citizen of the week, two times in a row for exceptional behavior and showing leadership in the library." Other students said, "I am proud of focusing in class and asking for help sometimes" and "my teacher pushed me in reading, and I am now a bronze reader" and "teachers always try to help." One student noted that, "teachers ask [her] questions like – do you still like math or good morning, do they still remember...."

In secondary schools, Success Foundation Advisors were often described as "critical to their success" and people with whom they have "deep relationships." Students commented that, "my SFA definitely knows my strengths" and "they know what I like and my specialty." When asked about how well adults know them by name and can define their strengths, students demonstrated notable levels of self-awareness and introspection at all grade levels. One student said, "I like math...the answers are predictable and fun for me. I like figuring stuff out." All students described individual strengths in academics and extracurricular activities and the careers they hope to have. It was impressive to hear the wide variety of careers that students seek to pursue. Many students also feel they are gaining the skills at school to play sports at the collegiate level and potentially have the chance to play professional sports. One student said, "fortunately I already have the opportunity to play college football and not only is that because of my talent but also the support I get at Highline." The dynamics of positive relationships in class and in sports and increasingly self-aware students create the conditions for students to be known by their strengths.

Parents express a deep sense of gratitude and growing satisfaction with Highline Public Schools.

Many parents expressed gratitude for "the efforts that teachers make" to "keep them informed" and to "make sure my child is successful." Parents referenced increased home-school communication between teachers and parents as the single-most important factor in solidifying their confidence that their student "is not only known by name but also as a significant part of the HPS community." Other parents celebrated the inclusive culture at Highline. One family said, "we have a student who is trans and starting kindergarten this year. Their teacher went out of the way to make our child feel welcome and included. This included speaking in advance to our child about their pronoun and bathroom preferences. This led to a great start to the school year." This sentiment of inclusion was echoed by several parent participants.

Parents also expressed their gratitude for the fact they are often known by name and that staff know which students are theirs. There was general agreement across parents that school staff work hard to know students and their families.



Students appreciate Highline's facilities and access to academic opportunities.

School buildings and the surrounding environment top the list of attributes that students most appreciate at Highline. Students said, "I am proud that our school has a nice view and trees" and "it is beautiful, and I am grateful to be here... it's clean, nicer, and has more fields [than my other school]." Elementary students also commented on "being hands-on in the garden during science class," "how cool the school looks," and how they like "the setup in class."

Secondary students were enthusiastic about opportunities for personal growth and development including increased access to advanced placement courses, a variety of athletics, ability to form student-led groups, and courses that are "neither too easy nor too hard." Students said things like, "I got into all three AP classes I applied to" and "I haven't taken AP before, but I have a bunch this semester." Some students celebrated teachers who have improved their practice. One student said, "they seem to get a lot better at teaching...I'm learning good Spanish now" and "my teacher is learning how to help me read better...she always has a different strategy to try." It is clear across students interviewed that access to beautiful buildings, to advanced placement courses, and to high-quality sports fuel student pride and catalyze a sense of gratitude for expanding opportunities and high-quality teachers.

CHALLENGES

Alongside the strong evidence that the Highline Promise is changing the experience of students and their families, a few persistent challenges emerged across focus groups. Most notably, these constraints often impact students who already experience being marginalized in HPS. As such, these challenges create barriers for all students to fully experience the Promise.

Students with IEPs and their families note a variability of experience across Highline Public Schools.

Across parent focus groups, participants emphasized inconsistent implementation of special education policies, programs, and practices. Parent frustration was also high around inconsistent and poor communication from schools and teachers. Parents reported "an extreme variability" of experience. One family shared that they have "two students at different schools – one has the best special education support possible and the other has the worst." Other families expressed concern that, "not all of the special education staff seem to know the policies or the federal guidelines...there are things that they have to do, there's no choice...and we shouldn't have to tell them that." In addition to these concerns, these parents expressed that while their students were known by name, teachers "can quickly notice and communicate what my student is not capable of rather than what they can do and can get better at." Lastly, several parents noted that they must work hard to understand their students' academic progress and what can be done at home to help them.

Concerns were also raised by parents, teachers and school leaders that classified staff that support special education students don't get the support they need. As some of the most vulnerable staff in HPS, there was overall concern for the pay, treatment, and professional growth of special education paraprofessionals. These concerns were described as paraprofessionals being often "underpaid and underdeveloped" and "are most likely to be people of color...from our communities." Teachers also added that paraprofessionals "play a critical role for special education students and need to be treated better."



Students, for whom traditional settings have not been fully effective, describe poor relationships with teachers, callous interactions, and cultural bias as top areas for choosing alternative contexts.

While Highline's choice and alternative programming were noted, by students and parents, for the personalized attention afforded students, more traditional schools were not seen as welcoming environments for all students. Of note in this area is how students discussed what can best be described as a deficit approach in traditional schools. One student shared that "my teachers know my name and some basic things about me, but when I was struggling, they saw the worst in me." Another student reported that "when I was pregnant, I was humiliated in front of a whole class for asking to go to the bathroom when it wasn't at the scheduled time." Another student shared that "I had teachers who knew more about my discipline problems than who I wanted to be and how I was working to improve myself." Many of these students shared that the quality of their relationships with teachers were less positive before enrolling in an alternative setting.

Students and parents also describe bullying and safety as the greatest challenge at HPS.

Across all student and parent focus groups, physical and emotional safety were identified as a primary concern. Students describe a range of interactions including "being pushed over and over" and "my hair being pulled in the hallways" and "being jumped at recess" or "being bullied on the bus." Students in elementary school generally report recess as the top area of concern including "rude behavior that isn't addressed by adults" and "chaotic playtime." Students at all grade levels expressed that they regularly experience or observe bullying at school. Students also discussed how bullying can also be based on ethnicity and that they wish "that all of our cultures were part of school and seen as part of our strengths by our classmates and teachers."

Another aspect of bullying and lack of emotional safety was mentioned by parents that experienced what they felt was disregard for their religious or political beliefs. Of note, some parents felt that the district and teachers created a politicized environment where one set of ideas and beliefs are considered correct. Parents cited sexual education as "alarming" and "crossing the boundaries of what a teacher should be telling a child." Another parent added, "there are things about sex that students have been told that I haven't even heard of and don't want them to know." Some families also described Highline as "overly politicized" and cited examples where their children were forced to participate in experiences they do not agree with including singing the Black National Anthem and engaging in land acknowledgements. These parents expressed that their students were made to feel guilty if they did not participate. Parents also expressed concern that lessons were often introduced with political bias and that students were "forced to learn things in alignment with teacher beliefs." One parent added, "it's not their job to tell me my political beliefs or what my son should feel...he was called a Nazi just for disagreeing."

Dual language learning is perceived as an essential strength at HPS. However, leaders worry that the system drives inequity.

Leaders described feeling "proud of the language programming we offer students." However, a lot of the programming "looks good on paper" and is largely "unsupported by staff, training, and resources to sustain high quality implementation." One leader added, "I think the system preferences Spanish and Vietnamese families." Another leader added, "I worry that we are sending the wrong message to families when we have a huge population of families, and we don't offer their language." Some leaders also criticized the strategies and systems in place. Many leaders fear the master schedule is a barrier to providing strong support for all. One leader said, "How do we create a master schedule



that's equitable? There should be systems to help us manage this complex task." Other leaders see the intersection of special education and dual language instruction. One leader noted, "they often didn't have curriculum aligned to grade level standards or access to relevant materials." Another leader added, "How can we provide special education equitably when we don't have bilingual special education teachers?" In addition to scheduling and staffing, leaders believe assessment practices are off track. One leader said, "assessments need re-thinking. Students are learning two languages and they are learning, but if the measure is only in English and they are limited English speakers, it's not surprising scores are lower."

There is an opportunity to clarify the role that teachers play in sustaining academic support for students.

Many students praise efforts from teachers to support them academically, however it is unclear that all teachers position themselves as primary support for student learning. In focus groups, students report informal protocols for asking for academic help that include working independently and working with peers before asking a teacher for help. It is unclear how students work with teachers to address needs and amplify their strengths. In several elementary schools, students reported "not being able to ask my teacher for help...we go to friends first, then students who do well, then we can ask our teacher." Parents also express concern that students "receive little to no homework." While students often say they "feel overwhelmed" or "teachers assign papers with like two days to do them" and "appreciate the balance between school and afterschool workloads," it is unclear that students are experiencing an academically rigorous program that prepares them for college and beyond.

RECOMMENDATIONS TO STRENGTHEN THE HIGHLINE PROMISE

Focus on building an inclusive culture for students and staff by:

- 1. Safeguard diversity in schools and build more opportunities for students to represent their culture, learn about the culture of others, and build relationships across difference.
- 2. Address bullying in all schools and consider strategies such as a student task force to develop and implement solutions.
- 3. Seek to **continually** understand the experiences of non-traditional students, and those with interrupted learning. Work to identify and address the root causes for their lack of positive experiences in school.
- 4. Further study and understand the experiences of students with IEPs and the adults that work most closely with them. Solutions such as improving staffing ratios to support inclusion and methods for attracting, training, and retaining paraeducators will certainly surface, but it appears that there also deeper issues impacting how students with IEPs experience the Highline Promise

Launch Highline Promise 2.0 to include a compelling vision for student learning by:

- 1. Prioritize academic experiences that stretch and challenge all students and that prepare them for post-secondary success. Articulate a K-12 vision of student experience and learning that specifies what successful implementation looks like throughout HPS.
- 2. Amplify and grow student leadership opportunities to create more opportunity for student-led efforts in all schools. Students are ready to assume much more responsibility and can support problem-solving efforts within and across schools.



SECTION 2: Inclusive Leadership and Equitable Outcomes

How does Highline Public Schools foster an inclusive leadership culture focused on creating equitable experiences and outcomes?

STRENGTHS

Board members and central office and school leaders are dedicated to the communities they serve and to equitable practice and policy.

When describing HPS' strengths, leaders often describe "diverse and engaged families" at the top of the list. Many leaders concurred with the sentiment that "our focus on equity, the Promise, and our belief in students is a top strength." Leaders also believe "the intentional focus on equity work" is a significant strength at Highline. One leader said, "we are a community that believes in decentering whiteness in terms of making sure we uphold people in front of us: families and students. We value culture and have done radical work like the Black Lives Matter movement, instruction focused on race and identity, and our annual equity symposium." Leaders across the system believe that Highline's equity work is a core attribute and that the Promise guides daily decision-making. One leader said, "we try to ensure that the experiences students receive is not determined by where they live or what school they attend." Other leaders reported that "we make sure we see families and students for their full humanity and view them in a strengths-based way. We also look beyond normal data points and get to know families and students and ensure they are heard and can make valuable contributions made in our system." Other leaders confirmed that "listening to students and families and having a strong emphasis on SEL is well-supported throughout the system." Leaders believe that Highline's "ambitious mission and vision attract talent to the district; people who want to serve our students and families."

Leaders are aware of systemic challenges and the internal trajectory of improvement.

Leaders are committed to the Promise and to surfacing opportunities to achieve equity. Leaders spoke passionately about opportunities available to students and about their desire to "provide similar opportunities across our four comprehensive and five middle school campuses." Leaders echoed concerns about access to programs including "dual language courses that only some can benefit from." Other leaders described that "many students on IEPs have access to what they need, but we don't provide services in every school now and it would be wonderful if they could get access where they lived." Leaders are attuned to existing disparities including "ensuring that all students have access to working devices." They added; "some schools have grants and tech that work better [than others]; it varies." Some leaders believe the district has made significant progress despite current gaps in service. As one leader shared, "we've come a long way and there are wonderful pockets where equity happens, but I feel there is a lot of work to do."

Family engagement is an essential part of Highline's success.

Parents and school leaders believe that "the family and student engagement team exhibits an inspiring level of commitment to their work" and "provide a welcoming and inclusive environment for families." One leader noted



that, "the family engagement work is impressive and substantial in this district. This is the only district I've ever worked in, so I take it for granted, but I talk with people in other districts, and I don't get the feeling there is as much focus. We have an entire department focused on that."

CHALLENGES

Highline's strengths from embracing the hard work of creating a school system where all are included and feel a sense of belonging has also created a next set of challenges for the system to address. The challenges discussed below are similar in many ways to what is occurring in school districts across the country. In them, HPS leaders will also see challenges that are unique to Highline. The challenges in this area fit under two primary buckets. First, is the perception of a disconnect between policy, communication, and action. Second, is the existence in the central office of a top-down culture and a perceived disconnect with schools.

School and central office staff see a disconnect between policy, communication, and action.

Across focus groups with school and central office staff, participants noted a sentiment that, "we are really good at making things look good on paper like strategic plans, communications, and presentations, but these don't always represent well what is really happening." More specifically, participants shared how what they experience differs from what they see "on paper."

Staff describe an inconsistent focus on equity and lack of follow-through as central barriers to success.

One participant shared that, "our equity lens is beautiful and is meaningful and we push that out. It looks really good, but it's been a while since we've talked about it." Another leader said, "we have a lot of ideas and struggle on implementation and fidelity." One school leader noted, "we say we will do it; when we revisit, there is collective amnesia and then we have to start at zero because of turnover. It's not always that though, we also aren't as brave as we say we are. There is a lack of follow-through and a problem with doing vs. saying." As another central office leader put it, "there is a strong foundation for equity here, but room for growth. The level of support and accountability varies, mainly through positionality. In my department, there was no follow-up or accountability for those training sessions. Our team got nothing for three years because the leader was not interested. Our team tried and it crashed and burned because our leader was not knowledgeable or interested."

Staff who spoke most strongly about their own commitment equity also depict a tendency to not follow through "courageously" on promises and statements. These staff describe a district satisfied with reading and talking about equity. This comment was met with strong concurrence among one of the focus groups, "one example is the trajectory of our equity policy. We pass the policy and then the behavior happens that says, 'let's slow down.' This is a way to slow [down] and to not move forward; there's a lack of ambition." Another leader added that, "when we are working specifically on race and identity, our desire slips. We've been talked into book studies for four years. It feels like we reexamine and slide backwards." Another leader said, "one example is the explicit language from the board and the charge to engage racial equity work. And yet we don't feel comfortable or willing to use race-explicit language in day-to-day work."



• Staff describe working on too many initiatives and weak follow through on what is initiated.

School leaders and central office staff both described an environment that "does not lack initiatives, but does lack the wherewithal to implement well." As one participant noted, "we are great at starting things, but don't often discuss what it will take to develop benchmarks and measure progress along the way." This was described by participants as most disappointing around equity-centered initiatives.

In particular, participants noted outreach to families as a key action that was well publicized, but continues to be poorly implemented across schools. One participant shared that, "we made a decision to do what we call family connection meetings. The expectation was that teachers would reach out and have hopes/dreams discussions, not transactional. I can tell you I have parents who have not gotten any phone calls from any teacher...families have not been called even after promised. We have a lot of teachers who do it, but no way to make sure it gets implemented in a meaningful way." Another said, "we have family connections and there is reporting to HR and there is a huge variability in reporting. They are not telling us about the quality of conferences or if they even happened. The idea is to use data from families to influence principals, teachers, and do something for kids." Finally, a participant shared that "connecting with families feels optional across the board."

School and central office staff describe a central office that can feel top-heavy, top-down and disconnected from schools.

While school and central office staff note a culture that is willing to hire and promote diverse staff while investing in their growth and development, they also noted a culture, particularly among executive level staff that does not always "walk the walk" of "authentically engaging as anti-racist leaders." This presents to staff as leaders being unaware of their positionality and power while also remaining at a distance from "the actual work and life that goes on in a school."

Many school leaders and some central office staff specifically describe "positionality" as a challenge. Leaders said things like, "I am super grateful for the opportunities I have to lead. But central office leaders force me to stay in my lane. There are more constraints here than leading in my community" and "our biggest limitations are positionality and that gets challenging." A central office manager shared this sentiment that was concurred with across a focus group. "There is an upstairs/downstairs dynamic—there is a dynamic. Not many people from upstairs come downstairs and ask how you're doing. Most folks never come down unless there is a presentation or new policy presentation."

Power dynamics were also noted for a sense of favoritism, particularly when executive level leaders did not live up to HPS' aspirations for equity and inclusion. Several participants had experiences that they described as a result of favoritism. A central office manager shared that, "some of the behavior from them (a supervisor) was so unacceptable—but nothing happened. Several HR reports, but nothing happened. And we heard that it was because they were the former superintendent's first choice. If it were someone at a lower position, they would have been let go for the same behavior. That is not equitable, and we should hold everyone to the same standard." Another shared in relation to executive level staff that "It should be an expectation that all people follow our equity policies, particularly the most senior leaders in the organization."

Closely related to the dynamics mentioned above is a strong belief from school leaders (and some students) that a culture exists where principal voice is excluded and alongside disconnect between central office and schools. One central office leader even noted that, "we do not think things through a principal perspective. Each department sees their thing and that's it." School leaders and students echo similar concerns and report "a lack of presence from central



office administrators in schools." One student described concern when "leaders are making decisions without having been to my school." Principals say that "the voice and opinion of school leaders is solicited but not integrated." Multiple leaders noted that "Highline does a great job of listening to teachers. There are lots of examples of that. They do a horrible job listening to principals." One leader added, "they do ask for input sometimes, but it's not implemented. We complain about the same issues year after year."

RECOMMENDATIONS TO STRENGTHEN INCLUSIVE LEADERSHIP AND EQUITABLE OUTCOMES

- Have senior staff trained in and then consistently model empathy, active listening, and trust in all interactions.
 Consider increasing accountability measures in these areas for central office leaders and using school personnel and students as evaluators of influence and impact in the district.
- 2. Consider organizing an internal task force geared towards unpacking HPS challenges related to staff diversity, inclusion, and belonging. If pursuing this recommendation, ensure that senior level staff actively sponsor necessary courageous conversations and the work of the task force.
- Ensure the development of specific structures and routines for central office staff to learn about and engage in the work of principals and schools. Developing these structures and routines collaboratively with principals will signal the intentionality of this effort.
- 4. Commit to a lean number of priorities that the system can implement effectively over the next 3-5 years. Within these priorities identify and focus on both technical and adaptive challenges to implementation. Ensure that principal voice is authentically engaged throughout this process.
- 5. Work to integrate student and family engagement as well student wellness initiatives more strongly into the school improvement planning process. Alongside this, it will be critical to take more integrated approaches across the central office to support these initiatives. Principals should be key partners in defining priorities, gaps in implementation, and illustrating what a coordinated effort can look like with schools and across the central office.

NEXT STEPS

We have enjoyed supporting Highline Public Schools and Dr. Duran in the gathering of stakeholder data to refresh the district strategic plan. These findings represent the most essential feedback from students, families, school leaders, teachers, and central office administrators. The corresponding recommendations are for your consideration and may provide a pathway for deeper exploration, discussion, and action planning.



APPENDIX A: Focus Groups in Order of Implementation

1. S	tudents
2. F	amilies
3. S	pecial Education Students
4. E	LL and Dual Language Students
5. C	entral Office Professional Technical
6. F	amilies
7. S	tudent Athletes
8. S	tudent at the Connection Center
9. S	tudents at the Teen Parent Program
10. P	rincipals
11. F	amilies
12. S	tudents
13. S	tudents
14. C	entral Office Administrators
15. S	tudents
16. S	tudents
17. C	lassified Staff
18. S	tudent in Choice Alternative Programs
19. S	tudent
20. C	ommunity Partners
21. F	amilies - Mt Rainier HS Service Area
22. S	taff – Principals
23. S	taff – HEA
24. S	taff – HEA
25. S	taff – HEA
26. F	amilies - Family Action Committee



APPENDIX B: Focus Group Protocol

Highline Public Schools Focus Group Protocols

Introduction for Students and Families

Thank you for being here. My name is _____ and I am a consultant from the Center for Educational Leadership at the University of Washington. We are working on behalf of Superintendent Duran to understand how students, families, community members, and staff experience Highline's Promise that every student is known by name, strength, and need.

I am thrilled to facilitate this discussion and to learn more about you and your experiences at Highline. Today, we have about one hour to discuss two things:

- First, how students are experiencing school and the Promise
- Second, to learn how equity and equity-focused leadership are defined and supported in Highline

Could you raise your hands if you have participated in a focus group before? The way it works is that I will pose a question and then give the group a few minutes to share their ideas. When everyone has shared their thoughts, we'll move to the next question until all 9 questions have been asked. I also want you to know that we will meet with many different groups of students (or families, etc.) and the same questions will be asked to all of them. You'll see us taking notes so that we have a way to remember all of the ideas shared with us. Our work is then to look for common themes from all of the student (or families, etc.) focus groups and share them with the Superintendent. But your names will not be included...just your ideas. Are there any questions about the purpose or process of our focus group?

Great, let's start with introductions!

Please say your name, what grade you are in, and how long you have been at Highline.

Student Focus Group Questions

(Listed in order of priority and then selected based on coverage and depth.)

- 1. What do you like most about your school?
 - a. What is going well for you right now?
 - b. What do you feel most proud of?
- 2. What is your biggest challenge or frustration?
 - a. How does this impact you?
 - b. What changes do you want to see?

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- 3. On a scale of 1-5, to what degree do you feel seen and heard in your school community? Please provide an example of what this does or does not look like.
- 4. On a scale of 1-5, do you feel safe at school? Please share examples and non-examples.
- 5. What does equity mean to you?
 - a. On a scale 1-5, to what degree are students treated fairly in your school?
- 6. Where do you go for extra help or to extend your knowledge?
- 7. Who are your most important relationships with at school?
 - a. What role does your family play at school?
 - b. What clubs or activities excite you the most?
- 8. Do you know what you want to be or do when you grow up?
- 9. What is one critical change you'd like to see so that each student is known by name, strength, and need and so that HPS is equitable?
 - a. In the next 18 months?
 - b. In the next 5 years?

Parent and Family Focus Group Questions

- 1. What is going well for your child right now?
 - a. What is something you feel proud of?
- 2. What is your biggest challenge or frustration?
 - a. What changes would you like to see in the school?
 - b. In classrooms?
 - c. In the District?
- 3. What beliefs, values, or culture do you want us to know to better support your family or child?
- 4. What does equity mean to you?
 - a. What are examples and non-examples?
- 5. How does Highline define equity?
 - a. Have you seen this in action?
- 6. What role do you play in Highline's equity work?
 - a. How do you stay informed?
 - b. Are there barriers to participation?

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- 7. What role do school and district leaders play in advancing the mission and vision?
 - a. What feedback would you give?
- 8. What is one critical change you'd like to see so that each student is known by name, strength, and need?
 - a. In the next 18 months?
 - b. In the next 5 years?
- 9. Is there additional feedback you want to provide?

Introduction for Staff and Community Members

Thank you for being here. My name is _____ and I am a consultant from the Center for Educational Leadership at the University of Washington. We are working on behalf of Superintendent Duran to understand how students, families, community members, and staff experience Highline's Promise that **every student** is **known by name**, **strength**, **and need**.

I am thrilled to facilitate this discussion and to learn more about you and your experiences at Highline. Today, we have about one hour to discuss two things:

- First, how students are experiencing school and the Promise
- Second, to learn how equity and equity-focused leadership are defined and supported in Highline

We have 9 questions to guide our discussion today and those have been standardized across groups. We will look for trends and patterns across all of our focus groups and will share those themes with the Superintendent as an opportunity to refresh the strategic plan. While we will share your ideas, your names will remain confidential. I hope that you'll see this is a safe space. Is there anything that I can clarify?

Great, let's start with introductions! Again, my name is ____ and I have been working in education for ____ years. This is my colleague _____ and he/she will be taking notes today.

Please say your name, your role, and how long you have been working/involved with Highline.

Staff and Community Focus Group Questions

(Listed in order of priority and then selected based on coverage and depth.)

- 1. What are the strengths and challenges at Highline?
- 2. What does equity mean to you?
 - a. How do you experience equity in Highline?
 - b. What are examples and non-examples where you see student voices being valued, heard and identity being celebrated?

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- 3. How does Highline define equity?
 - a. Have you seen this in action?
 - b. Where do you see non-examples?
- 4. On a scale 1-5, do what degree do leaders reflect this vision?
 - a. What does this look like in action?
 - b. What are some non-examples?
- 5. What role do you play in Highline's equity work?
 - a. How do you stay informed?
 - b. Are there barriers to participation?
- 6. What role do school and district leaders play in advancing the mission and vision?
 - a. What feedback would you give?
- 7. Is HPS focused on culturally relevant/anti-racist practice?
 - a. How do they support teachers in this work?
 - b. What feedback would you provide?
- 8. What is one critical change you'd like to see so that each student is known by name, strength, and need and so that HPS is equitable?
 - a. In the next 18 months?
 - b. In the next 5 years?
- 9. What strategies are in play to lead to the success of a diverse workforce?
 - a. What can be improved?
- 10. Is there anything else you would like to say or that we could ask next time?



PRINCIPAL SUPPORT FRAMEWORK



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PRINCIPAL SUPPORT FRAMEWORK

The Principal Support Framework describes the partnership between school system leaders and principals that is critical for eliminating the inequities that exist in schools. Equity-driven school leaders develop school communities in which every student, particularly those furthest from justice, consistently has experiences that result in their social, emotional and academic well-being. A system that organizes around these goals must work differently to foster school leadership for equitable experiences and outcomes. Based on research and informed by CEL's experience with school systems across the country, this framework offers a vision for how central office leaders can improve the conditions and support for growing equity leadership practices across their systems.

The 4 Action Areas

1

ACTION AREA 1

Foster an inclusive leadership culture focused on creating equitable experiences and outcomes



2

ACTION AREA 2

Co-create a shared vision of principals as leaders of equitable schools



3

ACTION AREA 3

Create a system of support for principals to grow as leaders of equitable schools



4

ACTION AREA 4

Develop a strategic partnership between the central office and principals



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ACTION AREA 1

Foster an inclusive leadership culture focused on creating equitable experiences and outcomes

System leaders create and grow a culture in which all stakeholders see themselves as a team of learners and problem-solvers with agency and accountability for student growth and development.

IMPACT

System leaders create the conditions for, model and sustain ways of learning and working that allow school leaders to lead equitable school communities on behalf of all students, and especially those furthest from justice.

THE VISION

- Demonstrate a clear commitment to the system's vision for equitable student experiences and outcomes by ensuring sponsorship throughout the system.
- Develop self-awareness and identify biases by reflecting on personal beliefs and lived experiences, and by examining one's own marginalized and privileged identities.
- Build authentic and trusting relationships with members of the school system and local community, particularly those with different lived experiences.
- Model courageous leadership by naming issues of inequity, race, dominant culture and structural racism both inside and outside the organization.
- Collaborate with members of the broader community, especially those furthest from justice, to routinely analyze and revise structures, policies and practices that uphold institutional racism and other systemic inequities.
- Create structures and processes that sustain inclusive, student-centered decision-making, planning, learning and feedback.

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- 1 What are the current characteristics of equity leadership in the central office? How is this described by different stakeholders?
- 2 How do system leaders build understanding and agency towards a vision of equity?
- 3 How does equity leadership practice in the central office inspire and compel others in the system to interrupt inequities? How do system leaders create the conditions and remove the barriers for school leaders to be courageous on behalf of students?
- 4 In what ways do system leaders advance and demonstrate active listening, empathy, trust and mutual respect?
- 5 To what extent do central office leaders privilege a sense of belonging, significance and agency for school leaders? Other educators? Students? Families and community?
- 6 How do system leaders create the conditions for courageous conversations about systems, policies and practices that perpetuate inequities? How do they respond when challenged on issues of equity, bias and structural racism?
- 7 How are system leaders supported and engaged in their own learning and reflection about equity, bias and structural racism?

ACTION AREA 2 Co-create a shared vision of principals as leaders of equitable schools

System leaders collaborate with the school community to define clearly what practices and dispositions they expect from principals to lead for equitable student experiences and outcomes.

IMPACT

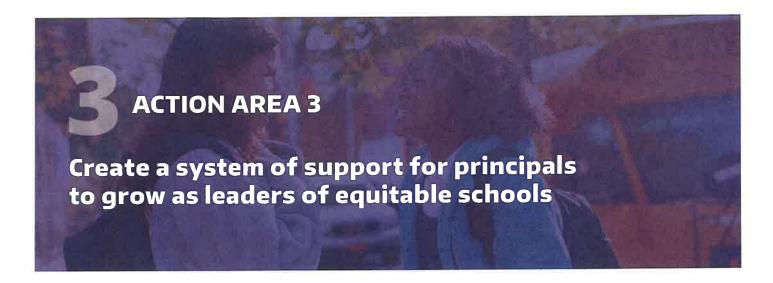
A collaboratively developed vision drives the work of school leaders and shapes how system leaders cultivate, develop, place and retain principals.

THE VISION

- Engage the school system community in developing a shared vision of high-priority equity leadership practices.
- Broadly and consistently develop understanding of leadership practices that create equitable student experiences and outcomes.
- Provide professional learning for aspiring and current principals centered on research-informed, equity leadership practices.
- Cultivate, hire, place and retain a diverse school leadership corps using anti-bias criteria and inclusive processes.
- Design inclusive processes for principal placement that match school leaders with the unique assets and goals of a school and its broader community.
- Create the conditions for principals to assess and measure their own performance in relation to the vision for leading equitable school communities.

ons 🔞

- 1 How do history and culture shape leadership expectations? What potential biases need attention in creating a shared vision for leading equitable schools?
- 2 To what extent does the vision for equity leadership practice emphasize privileging student voice and experience? How does it support leading for student social, emotional and academic development?
- 3 How does a theory of action for principal professional learning balance system and school priorities in alignment with the vision of high-priority equity leadership practices?
- 4 How do system leaders inclusively communicate, develop and reinforce expectations for leaders of equitable school communities?
- 5 How do system leaders establish equitable mindsets, policies, and practices that improve the ability to attract, hire, place and retain a diverse corps of equitydriven school leaders?



System leaders create a coherent approach to help principals continuously develop knowledge, mindsets and practices for equity leadership.

IMPACT

Principals develop their practice in a growthoriented system that provides differentiated resources, experiences and support to lead equitable school communities.

THE VISION

- Respond with the tools, differentiated professional learning, job-embedded coaching and other supports principals need to be able to apply high-priority equity leadership practices.
- Ensure principals experience professional learning that is coherently aligned to high-priority equity leadership practices.
- Model leading through an equity lens by ensuring professional learning, coaching and collaboration identifies inequities, addresses root causes and ultimately disrupts their existence.
- Foster principal ownership of their own growth and improvement as equity-driven leaders.
- Develop and sustain structures for principals to collaborate to improve practice and rely on each other as support and resources.
- Ensure principal supervisors are organized and work as part of a research-based approach to developing school leaders.



- 1 How do leaders seek and use varied data on student learning and student experience to identify inequities and design principal professional learning to disrupt those?
- 2 How do principal professional learning opportunities ensure that intended changes in leader practice are responsive to the social, emotional and academic well-being of students in their schools, particularly those students furthest from justice?
- 3 In what ways do system leaders support school leaders to pursue personal growth, professional growth and connect with each other as resources for learning, reflection and improvement?
- 4 How well does principal professional learning support examination of personal identities, experiences and biases that influence their collective leadership?
- **5** In what ways do high-priority equity leadership practices drive principal goal-setting? To what extent do principals receive differentiated support focused on their development as leaders of equitable schools?
- **6** How do system leaders ensure that principal supervisors develop the requisite knowledge, skills and dispositions—and prioritize time appropriately—to support an equity-driven principal's growth?



Develop a strategic partnership between the central office and principals

System leaders develop effective, integrated processes and services from the central office that ensure the primary role of principals is leading equitable schools.

IMPACT

Principals are intentionally supported to develop equitable school communities, strengthen learning and teaching environments, build collective leadership and manage resources through an equity lens.

THE VISION

- Design central office services to proactively understand, anticipate and respond to the context of each school.
- Provide schools with differentiated and integrated services rooted in an understanding of the strengths and goals for each school, particularly focusing on students furthest from justice.
- Take an asset-based approach to systemwide planning involving schools, their leaders and the communities they serve.
- Strengthen relationships within the central office that enable collaboration on behalf of school leaders and the creation of equitable schools.
- Develop and sustain a culture of continuous improvement in the central office that promotes learning, adapting and responding to the context of schools and communities.
- Analyze, reflect and act on ways the actions of the central office perpetuate institutional racism, promote inequitable practices and establish barriers to addressing inequities.



- 1 How well can central office staff explain the connection between their work and supporting principals as equity-driven leaders?
- 2 To what extent do central office leaders privilege the voice and experiences of students, particularly those students who are the furthest from justice, in their support of schools?
- 3 How do members of the central office learn about the assets, goals and context of schools – and use that knowledge to inform the design of differentiated and integrated services?
- 4 How do high-priority equity leadership practices and an underlying theory of action for supporting principals inform what central office leaders and team members do and don't ask of principals?
- 5 In what ways do central office staff assess how well they make it possible for principals to focus time on leading for equitable experiences and outcomes for students?
- 6 How do school system leaders invest in developing the skills, mindsets and dispositions of an equity-driven central office staff?
- 7 To what extent are central office staff members empowered to innovate or continuously improve services to better support principals?



HIGHLINE PUBLIC SCHOOLS

Equity Review DRAFT Findings and Recommendations

December 10, 2022

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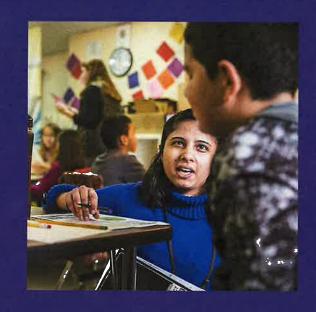
COURAGEOUS LEADERSHIP FOR LIMITLESS FUTURES

Mission:

We partner with courageous leaders in classrooms, schools, and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching and leading.

Vision:

Transformed schools empowering all students, regardless of background, to create limitless futures for themselves, their families, their communities, and the world.



CENTER FOR EDUCATIONAL LEADERSHIP | UNIVERSITY OF WASHINGTON COLLEGE OF EDUCATION

More simply

We support leaders with professional learning so that they can ensure that every student, especially those who have been most marginalized, has a school experience that makes them happy and proud.



HAPPY/PROUD

CENTER FOR EDUCATIONAL LEADERSHIP I UNIVERSITY OF WASHINGTON COLLEGE DE EDUCATION

"All students don't get to be happy and proud at school"

Racial equity and our work

We understand that educational inequities are the logical outcome of policies, practices and systems designed primarily by those with privilege.

In order to live in a world where a child's ability to realize a limitless future for themselves is not predetermined by their race, we recognize the need for deep listening, focused learning and humble cooperation.

We are committed to learning, teaching and leading alongside our colleagues and students of color as partners and allies to raise up and amplify their voices, cultures and experiences in order to co-create communities that uphold the fundamental values of human rights and racial equity.



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Equity Review Process

DISCOVERY

- Determine what you'd like to learn, and which stakeholders you'd like to learn from
- Create a process for gathering feedback and aspirations that fits the context of your community
- Conduct focus groups and interviews
- Listen to students to support the understanding of where you currently are and envision where you want to go

Reporting

- Use the Principal Support Framework™ as a foundation to understand the connections that are being made between equitable student experiences and the state of leadership
- Elevate key storylines and recommendations from key constituent groups

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Types of data

Satellite

- Illuminates big performance trends
- Examples
 - test scores
 - attendance patterns
 - graduation rates
 - discipline trends

Map

- Closer to students
- Examples
 - classroom assessments
 - student survey data
 - running records

Steet

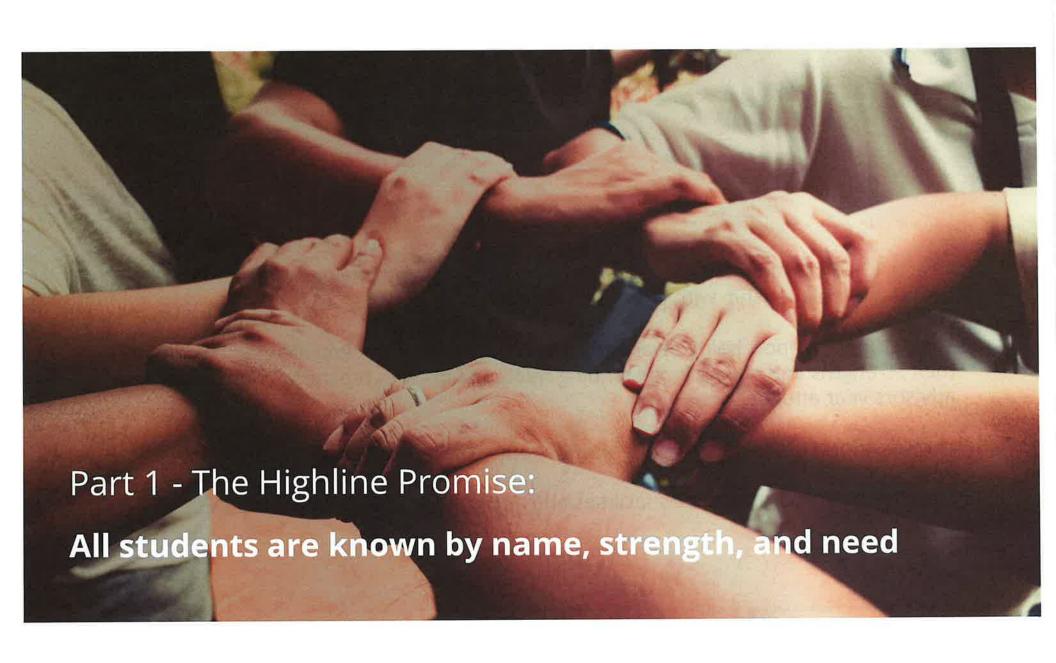
- Real-time, leading indicators on student experience
- Examples
 - student stories
 - fishbowls
 - equity participation trackers

Overarching questions

How does Highline
Public Schools fulfill
its promise that all
students are known
by name strength,
and need?

How does Highline
Public Schools foster
an inclusive
leadership culture
focused on creating
equitable experiences
and outcomes?





Strengths

- Nearly 100% of students report being known by name and having at least one meaningful relationship with peers and adults in their school
- Most students report being aware of their strengths, being acknowledged by adults for their strengths and having long-standing relationships with teachers, counselors, and advisors year after year
- Parents express a deep sense of gratitude and growing satisfaction with HPS
- Students appreciate Highline's facilities and access to academic opportunities

Challenges

- Students with IEPs and their families note a variability of experience in Highline Public Schools
- Students, for whom traditional settings have not been fully effective, describe poor relationships with teachers, callous interactions, and cultural bias as top areas for choosing alternative contexts
- Students and parents describe bullying and safety as the greatest challenge in HPS
- Dual language learning is perceived as an essential strength at HPS. However, leaders worry that the system drives inequity
- There is an opportunity to clarify the role that teachers play in sustaining academic support for students

Recommendations

Focus on strengthening the Highline Promise by:

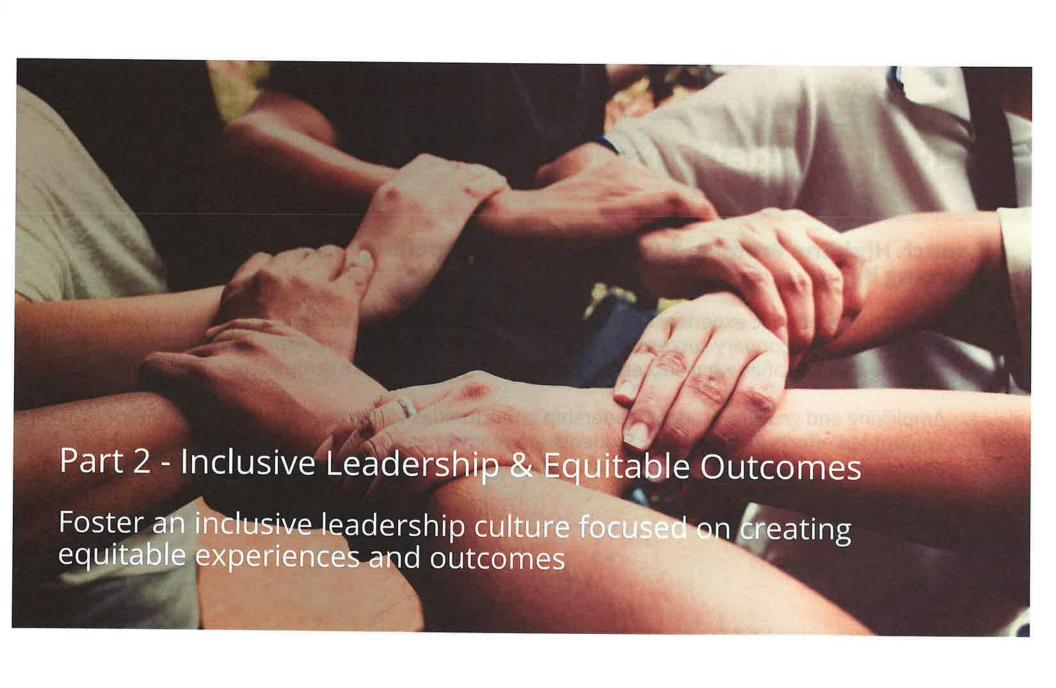
- 1. Safeguarding diversity in schools and building more opportunities for students to represent their culture, learn about the culture of others, and build relationships across difference
- 2. Addressing bullying in all schools and consider strategies such as a student task force to develop and implement solutions
- Seeking to continually understand the experiences of non-traditional students, and those with interrupted learning. Work to identify and address the root causes for their lack of positive experiences in school
- 4. Furthering study and understanding the experiences of students with IEPs and the adults that work most closely with them. Solutions such as improving staffing ratios to support inclusion and methods for attracting, training and retaining paraeducators will certainly surface, but it appears that there also deeper issues impacting how students with IEPs experience the Highline Promise

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Recommendations cont'd

Launch Highline Promise 2.0 to include a compelling vision for student learning by:

- 1. Prioritizing academic experiences that stretch and challenge all students and that prepare them for post-secondary success. Articulate a K-12 vision of student experience and learning that specifies what successful implementation looks like throughout HPS
- 1. Amplifying and growing student leadership opportunities to create more opportunity for student-led efforts in all schools. Students are ready to assume much more responsibility and can support problem-solving efforts within and across schools



Strengths

- Board members and central office and school leaders are dedicated to the communities they serve and to equitable practice and policy
- Leaders are aware of systemic challenges and the internal trajectory of improvement
- Family engagement is an essential part of Highline's success

Challenges

School and central office staff see a disconnect between policy, communication and action

- Staff describe an inconsistent focus on equity and lack of follow-through as central barriers to success
- Staff describe working on too many initiatives and weak follow through on what is initiated

School and central office staff describe a central office that can feel top-heavy, top-down and disconnected from schools

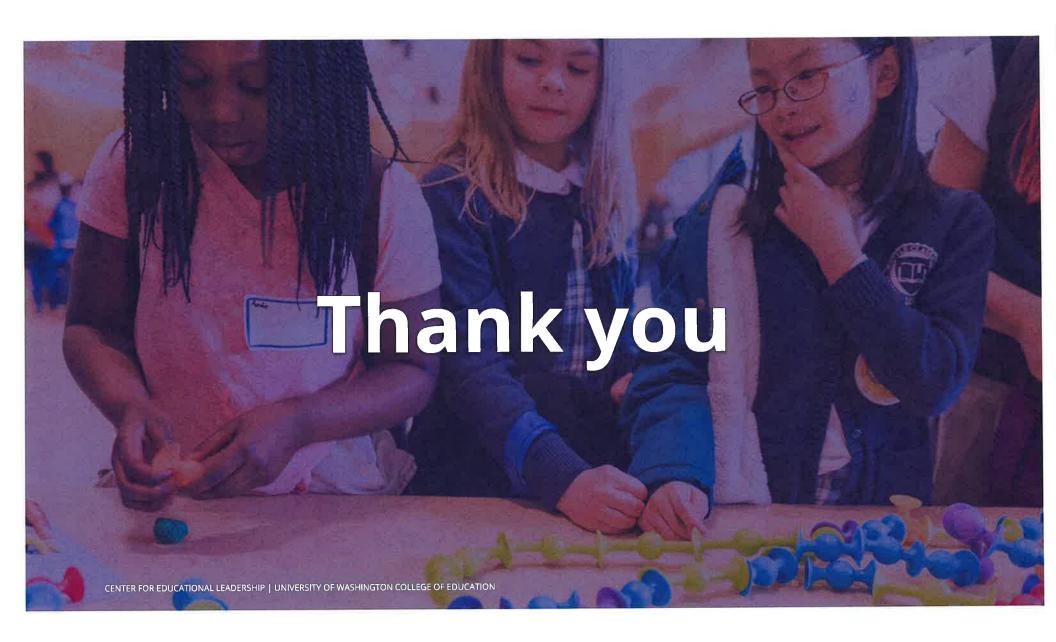
Recommendations

- 1. Train senior staff in empathy, active listening, and creating trust in all interactions. Consider increasing accountability measures in these areas for central office leaders and using school personnel and students as evaluators of influence and impact in the district.
- 1. Consider organizing an internal task force geared towards unpacking HPS challenges related to staff diversity, inclusion, and belonging. Ensure that senior level staff actively sponsor necessary courageous conversations and the work of the task force.
- 1. Ensure the development of specific structures and routines for central office staff to learn about and engage in the work of principals and schools. Developing these structures and routines collaboratively with principals will signal the intentionality of this effort.

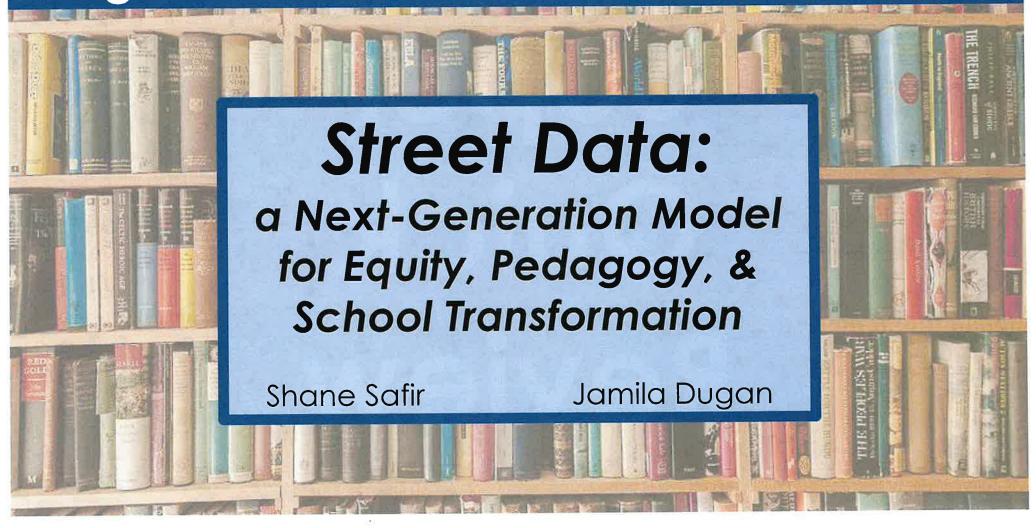
Recommendations cont'd

- 4. Commit to a lean number of priorities that the system can implement effectively over the next 3-5 years. Within these priorities identify and focus on both technical and adaptive challenges to implementation. Ensure that principal voice is authentically engaged throughout this process.
- 4. Work to more strongly integrate student and family engagement as well student wellness initiatives into the school improvement planning process. Alongside this, it will be critical to take more integrated approaches across the central office to support these initiatives. Principals should be key partners in defining priorities, gaps in implementation, and illustrating what a coordinated effort can look like with schools and across the central office.

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Highline Board/Cabinet Book Study 2022



Super Quick Review

Satellite Data

Map Data

Street Data

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this student?"

d observation

ır next moves





All data is important.

However, we have focused too long on only looking at SATELLITE (and a Compare w little MAP) data. We are turning our • Illuminate p focus to street data to give us a more Points us in Complete, holistic understanding of

investigation OUT district. **Examples:**

regions

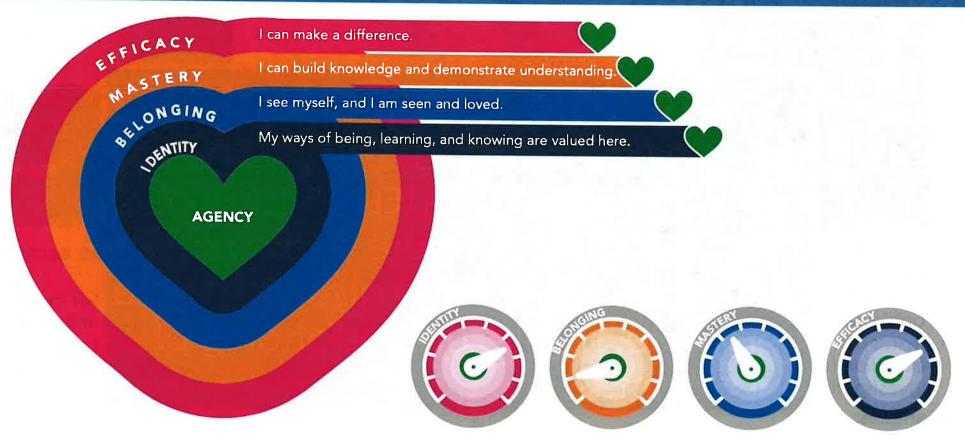
achieveme

direction for

- ✓ SBA
- ✓ OSPI Report Card
- ✓ Data Dashboards

- AITCHAUTICE TO
- ✓ Discipline #s
- ✓ Summative assessments
- rormative cneck ins
- ✓ Fishbowls, focus groups
- ✓ ELOs, walk throughs

Agency Framework



What resonates with you about this framework?

Move from...



compliance

To...



voice

Chapter 6

Building a Graduate Profile

To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.

-Stephen Covey



STHINGE TRANSPORT IN about it

What do you want Highline graduates to leave knowing & being able to do? What does it mean to be prepared for the future they choose?

OUR PROMISE

Every student in Highline Public Schools is known by **name**, **strength** and **need**, and graduates prepared for the future they choose.

OUR GOALS



SCHOOL CULTURE

Our schools are welcoming and safe places where students and staff are respected and supported to succeed.



GROWTH & MASTERY

Students will make a minimum of one year of growth annually, meeting or exceeding standards in all grade levels.



DIGITAL & MEDIA LITERACY

Students will graduate with the problem-solving and critical thinking skills necessary to live and work responsibly in a digital world.



BILINGUAL & BILITERATE

Students will graduate bilingual and biliterate.



HIGH SCHOOL GRADUATION

Students will graduate from high school prepared for the future they choose.

Account to the line of a Graduate





A Washington State graduate...

Employee Section



Stelly St.



Name of Street



Carlot



- Contract



of their

Melbra Shiften



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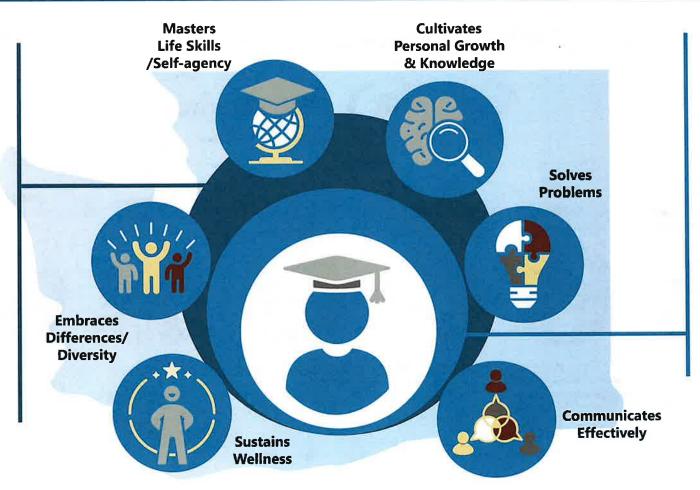
WA State Board of Ed Graduate Profile



Purpose of the Diploma:

Students are ready for success in postsecondary education, gainful employment, citizenship, and are equipped with the skills to be lifelong learners.

(See RCW 28A.230.090)



Effective communication in multiple modes and to multiple audiences

Interdisciplinary application of core academic concepts and principles

Critical & creative reasoning and problem-solving

Navigation & exercise of life and civic responsibilities

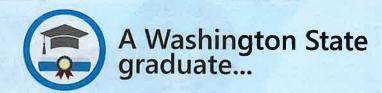
(See RCW 28A.150.210)



WA State Board of Ed Graduate Profile

Washington State | Profile of a Graduate





Cultivates
Personal Growth
& Knowledge



Shows confidence Applies learning Sets personally meaningful goals Solves Problems



Thinks critically
Demonstrates resilience
Embraces creativity

Communicates Effectively



Works on a team Collaborates Navigates conflict Sustains Wellness



Cultivates physical and emotional well-being Fosters empathy Builds relationships Embraces
Differences/
Diversity



Participates in community Promotes global responsibility Shows cultural competency Masters
Life Skills
/Self-agency



Takes initiative
Understands financial
and digital literacy
Accesses resources

How can we use our data (satellite, map, and now street data) AND the State Board of Education's graduate profile to start to create a COHERENT strategic plan?

THANK *YOU*

MEMORANDUM

To: School Board Directors

Cc: Dr. Ivan Duran, Superintendent

From: Holly Ferguson, Chief Policy & Strategy Officer

Re: Revisions to Policy 1430 and creation of new Procedure 1430

Date: December 8, 2022

At the request of the School Board, attached please find proposed revisions to Policy 1430, Audience Participation, and a new Procedure 1430.

Policy 1430 had become very procedural, so the revisions remove much of what was in the policy and place them into the new procedure. The policy revisions:

- Clarify that Board meetings are business meetings of the Board and that testimony should be around Board business;
- Remove both unscheduled communications from both Board meetings and work sessions; and
- Requests that accommodations be requested the day before the meeting, rather than the day of the meeting, to better enable us to provide the accommodation.

Procedure 1430 does the following:

- Provides information on how to sign up to speak, including requesting that speakers provide their relationship to the district when signing up;
- Changes speaking time to two minutes/speaker (4 for those needing interpretation)
- Sets a prioritization for speakers, with those speaking on action items as first
 priority; those speaking on introduction items as second priority; and those speaking
 on other topics as third priority (we currently already have a <u>document</u> on the
 website that requires this, but it has not been followed);
- Provides clear guidelines and expectations for testimony; and
- Clearly states the role of the Board President in managing speakers.

Please let me know if you have any questions; I look forward to the discussion of this item at the December 10th Board-Cabinet retreat.

2.

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AUDIENCE PARTICIPATION

Policy No. 1430 Board of Directors Page 1 of 1

School Board meetings are business meetings of the School Board, held in public to allow the public to hear about the work of the Board and the District. The Highline School Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of such comment, the Board will provide a period at the beginning of Regular Board meetings during which invited guests may make formal presentations. Such presentations must be scheduled in advance with the Office of the Superintendent. The time for this type of communication is in the Recognitions section of regular board meetings.

In order to permit fair and orderly expression on educational issues The Board will also allows individuals to express an their opinions on items before the Board during Regular Board meetings. In addition, the Board may schedule special hearings to receive additional public testimony, for topics of special public interest or as required by law.

Written and oral comment will be accepted on items before the Board. Individuals wishing to be heard by the Board shall comply with the rules as described by Board Procedure 1430P. Individuals will be assigned speaking slots as described by Board Procedure 1430P.

Written and oral comments will be accepted by the Board during the Scheduled Communications section of regular board meetings.

Individuals wishing to be heard by the board during regular Board meetings shall sign up in advance by contacting the Office of the Superintendent by noon on the date of the meeting. There will be 20 reserved slots; if there are more than 20 individuals wishing to speak a wait list will be created and if not all scheduled speakers appear, names will be called off the wait list. At the meeting, speakers will first be recognized by the President and, after identifying themselves, may make their comments within the four minute time period. Speakers are encouraged to leave their name and contact information with the meeting clerk to allow Board members or staff to follow up if there are outstanding questions or issues. No speaker may sign up for multiple speaking slots.

Speakers requiring <u>accommodations</u>, <u>including</u> interpretation services, should contact the Office of the Superintendent by noon <u>the day before the on the date of the meeting</u> to enable the district to provide <u>an interpreteraccommodations</u>. Speakers requiring interpretation will receive an <u>additional four minutes of testimony time for a total of eight minutes</u>.

Any representative of a firm eligible to bid on materials or services solicited by the Board shall also be entitled to express an opinion.

The President may interrupt or terminate an individual's statement when it is too lengthy, personally directed, abusive, obscene or irrelevant. The Board President may also call a meeting to recess without a vote as necessary. The Board may yield additional time to a speaker if requested by a member of the Board. The Board as a whole shall have the final decision in determining the appropriateness of all such rulings.

The Board will also reserve 10 speaking slots, at 2 minutes per speaker, at the end of Regular Board meetings in the "Unscheduled Communications" section. Speakers requiring interpretation will receive an additional two minutes of testimony time for a total of four minutes. This is for speakers who have not previously had an opportunity to address the Board during the meeting.

The Board will also reserve up to 10 speaking slots, at 2 minutes per speaker, at the end of regularly scheduled non-executive session work sessions, if there are members of the public who wish to provide comment. Speakers requiring interpretation services should contact the Office of the Superintendent by noon on the date of the meeting to enable the district to provide an interpreter. Speakers requiring interpretation will receive an additional two minutes of testimony time for a total of four minutes. Speakers may sign up to speak at the work session. Speakers are encouraged to provide feedback on the information they heard during the work session. Speakers may also leave their name and contact information if there are outstanding questions or issues.

Individuals with disabilities who may need a modification to participate in a meeting should contact the Superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.

Ceding Time

Occasionally speakers wish to give, or 'cede', their speaking time to another speaker. The following rules apply when ceding time:

- The person who has signed up to speak must be present and must come to the microphone to cede their time to another person.
- The person who has ceded their time may not take another speaking slot during the Scheduled Communications section of the meeting.
- Time can only be ceded once per speaking slot; the person to whom time has been ceded
 may use all or part of the four minute time period. If less than four minutes is used the
 speaker cannot cede the remainder of their time to another person.

Legal References:

Meetings declared open and public	RCW 42.30.030
Interruptions – Procedure	. RCW 42.30.050
Americans with Disabilities Act	

Highline School District 401

Adopted by the Board: March 1983

Revised by the Board: 1.93, 11.98, 8.03, 9.08, 1.14, 9.14, 5.18, 1.23

Classification: Priority



AUDIENCE PARTICIPATION

Policy No. 1430 Board of Directors Page 1 of 1

School Board meetings are business meetings of the School Board, held in public to allow the public to hear about the work of the Board and the District. The Highline School Board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings.

In order to permit fair and orderly expression on educational issues the Board allows individuals to express their opinions on items before the Board during Regular Board meetings. In addition, the Board may schedule special hearings to receive additional public testimony, for topics of special public interest or as required by law.

Written and oral comment will be accepted on items before the Board. Individuals wishing to be heard by the Board shall comply with the rules as described by Board Procedure 1430P. Individuals will be assigned to speak as described by Board Procedure 1430P.

Speakers requiring accommodations, including interpretation services, should contact the Office of the Superintendent by noon the day before the meeting to enable the district to provide accommodations.

Any representative of a firm eligible to bid on materials or services solicited by the Board shall also be entitled to express an opinion.

Legal References:

Meetings declared open and public	RCW 42.30.030
Interruptions – Procedure	RCW 42.30.050
Americans with Disabilities Act	42 U.S.C. §§ 12101-12213

Highline School District 401 Adopted by the Board: March 1983

Revised by the Board: 1.93, 11.98, 8.03, 9.08, 1.14, 9.14, 5.18, 1.23

Classification: Priority

School Board Procedure 1430P—Audience Participation

This procedure outlines the rules and requirements for members of the public wishing to speak at a regular Board meeting or at a public hearing.

The School Board shall encourage and accommodate public participation in regular Board meetings. The Board will hear from the public in the *Scheduled Communications* section of each regular Board meeting. A maximum of twenty (20) speakers will be heard; each speaker can speak for not more than two (2) minutes. Speakers who need language interpretation will receive an additional two (2) minutes, for a total of four (4) minutes, to allow for interpretation.

Signing up to Speak

- 1. Individuals wishing to address the Board may sign up by contacting the Office of the Superintendent at (206) 631-3700. Sign ups begin at 9:00 a.m. on the Monday of the week of a Board meeting; sign ups close at 9:00 a.m. on the day of the meeting.
- 2. Individuals must sign up for themselves, with the exception of students signed up by a parent or guardian and individuals who may need an accommodation for the public testimony sign-up process, including those with disabilities or those requiring language interpretation services.
- 3. If more than 20 people sign up a wait list will be created.
- 4. Speakers must provide their full name, phone number, email, and the topic on which they want to speak. Speakers are encouraged to indicate their relationship (e.g., student, family member, employee) to the District when signing up.

Order of Speakers

The purpose of testimony is to allow members of the public to provide input and feedback on the work of the Board and the district. Speakers will be assigned to speak based on the following priority order:

- 1. Individuals speaking to *Action* items on the agenda (including the consent agenda).
- 2. Individuals speaking to Introduction items on the agenda.
- 3. Individuals speaking to other topics related to Highline Public Schools.

Within each priority ranking, the speakers will be ordered on the agenda by the time they called. The full agenda, including the order of speakers and whether there is a waitlist, will be posted online by noon the day of the meeting. If speakers sign up after 9:00 a.m. on the day of the meeting, they will be listed on the agenda in the order they called, regardless of topic.

Guidelines for Testimony

- 1. Speakers should state their full name for the record when starting their testimony, and are encouraged to indicate their relationship to the District.
- 2. Speakers will be allowed a maximum of two (2) minutes. A speaker who appears in person may cede all or part of their time to another person present at the meeting. The total amount of time will not exceed 2 minutes. The clock will not be restarted when the second speaker begins speaking.
 - Speakers needing interpretation will be given four (4) minutes to speak.
- 3. Each speaker is allowed to speak only once during the meeting, regardless of whether they signed up for a speaking spot or it was ceded to them.
- 4. The majority of the speaker's time should be spent on the topic the speaker has indicated when they signed up to speak.
- 5. Public Testimony is an opportunity to share information with the Board. Board Directors do not respond to questions or comments made during the public comment period. Directors' silence will not be deemed to signal agreement or endorsement of the speaker's remarks.

Expectations for Testimony

Those testifying are encouraged to remember that School Board meetings are business meetings for the Board and are recorded and archived. Speakers must adhere to the same level of civility that the Board expects of itself. Speakers who fail to do so, or who speak beyond their allotted time, may be interrupted and their speaking time terminated. Examples of incivility include remarks that:

- Are personally directed;
- Are defamatory;
- Are an unwarranted invasion of privacy;
- Are abusive, obscene, or indecent;
- Are "fighting words," i.e., words that are directed at an individual to incite an immediate and hostile reaction, such as through racial slurs;
- Violate District policy or procedure related to harassment, intimidation, bullying or discrimination:
- · Incite an unlawful act on District or school premises; or
- Create a material and substantial disruption of the orderly operation of the Board meeting.

The School Board President

The Board President is authorized to interrupt or terminate the speaking time of someone not adhering to these procedural requirements. In addition, the Board President may:

- Request that the speaker leave the meeting if they refuse to come to order;
- Request any individual to leave the meeting if they do not observe reasonable decorum;

- Request the assistance of District security in the removal of a disorderly person who has previously been asked to leave and refused the request;
- Call for a recess or adjournment to another time or location when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.

The Board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. The Board recognizes the distinction between uncivil discourse, which is not permitted, and comments that are negative but still civil in nature and will exercise its authority to maintain order in a content-neutral manner.