

Highline Public Schools | School Board Meeting - February 1, 2023

Welcome to tonight's school board meeting on Wednesday, February 1, 2023. We all will stand up for the Pledge of Allegiance.

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

Thank you. Roll call, please.

Director Garcia.

Present.

Director Howell.

Here.

Director Hagos.

Here.

Director Van.

Here. And Director Alvarez has an excused absence. And to my left here is Dr. Ivan Duran. With that said, any calls or changes to tonight's board meeting agenda? Hearing and seeing none. Thank you.

All right. We're going to move on to recognitions. I would like to have this point of privilege. You know, today is February 1. It's one day past our board-- school board recognition. But I would like to thank-- I have a very special thank you.

Director Garcia, last year you were our board president. And you took-- it was a huge year. We did a lot, from hiring Dr. Duran to boundaries, so many things that, on behalf of the board, we just want to thank you.

Yeah. And I also just want to thank you. I know that being a board director and a board president at any time is a challenge but during a pandemic is even more of a challenge. And I really appreciate all the leadership that you've done. And to honor your presidency, we have a small gift for you that we'd like to honor your work as a board president.

[APPLAUSE]

Nice.

Tonight he gets his own gavel. And you have boldly and courageously shown us how to use that very well. So thank you. Thank you for your leadership.

I greatly appreciate it. Thank you.

OK. Recognitions.

Yep. So we want to first start with honoring and recognizing CT month. So we have-- Director Howell is going to be reading a proclamation. And I believe we have Chance from [INAUDIBLE] education here to accept it.

All right. Whereas the month of February has been designated career and technical education month by the Association for Career and Technical Education; and whereas profound economic and technological advances necessitate a capable, educated workforce with career ready skills, thereby placing new and additional responsibilities on our educational system; and whereas career and technical education connects Americans with potential careers and is the backbone of a strong well-educated workforce, which fosters productivity and business and industry and contributes to American leadership in the international marketplace and fill the growing skills gap; and whereas career and technical education offers individuals lifelong opportunities to learn new skills which provide them with career choices and potential satisfaction; and whereas the ever-increasing cooperative efforts of career and technical educators business and industry stimulate the growth and vitality of our local economy and that of the entire nation by preparing graduates for career fields forecast to experience the largest demand in the next decade; now, therefore, the school board and superintendent of Highline Public Schools do hereby proclaim February as career and technical education month in Highline and urge all Highline citizens to become familiar with the services and benefits offered by the career and technical education programs in our district.

And I'd like to thank Chance, our director of career technical education, Mr. [? Grower, ?] and also Juan Lozano, our principal at Puget Sound Skills Center, who do so much of our work to serve our students in career technical education.

[APPLAUSE]

We also know that this week is school counselors week. So we would like to do another resolution in honor of our school counselors.

It's next week, Dr. Duran. But it's OK. You can do this week and next week if you'd like. It is such a treat to be able to read this on behalf of the board. So I'll get right into it.

Whereas school counselors are employed in our schools to help students reach their full potential; and whereas school counselors are actively committed to helping students explore their abilities, strengths, interests, and talents as these traits relate to career awareness and development; and whereas school counselors help parents or guardians focus on ways to further their education, personal, and social growth of their children; and whereas school counselors work with teachers and other educators to help students explore their potential and set realistic goals for themselves; and whereas school counselors seek to identify and utilize community resources that can enhance and complement comprehensive school counseling programs and help students become productive members of society; and whereas comprehensive developmental school counseling programs are considered an integral part of the educational process that enables all students to achieve success in school; now, therefore, the school board and superintendent of Highline Public Schools do hereby proclaim that February 6 through 10, 2023 is National School Counseling Week in Highline and urge all Highline citizens to join us in honoring and recognizing the dedication and hard work of all school counselors.

Do we have someone accepting this?

Yes, we do. I'd like to invite Melissa Knudson, Val Allan, Melissa Pointer, and any of our school counselors that have come in today to please come forward.

[APPLAUSE]

All right. Now it's my pleasure to introduce Mr. Gil Parsons, who is going to come and introduce our school presentation for tonight. Mr. Parsons is one of our instructional leadership directors. So welcome.

Good evening. President Van, Dr. Duran, it is my duty and pleasure to introduce the Mount Rainier team tonight. We have with us tonight Kyle Linman, principal at Mount Rainier High School. We also have his assistant principals Sharon Schmidt, Kevin Rawie, Paul Records, and an administrative intern with them tonight Keana Briscoe. So come on up, Mr. Linman. Everybody welcome him please.

[APPLAUSE]

Thank you, Gil. Directors, President, school board members, and Dr. Duran, thanks for having us out today. We only have 10 minutes. So we're going to fly through this really, really quickly. As always, I love to brag about the place I love to be.

And so if you guys wouldn't mind looking to your right or left as we kind change the look of this-- start off with our promise, as always. Every student in Highline Public Schools-- it still sounds as great today as the first time I heard it. The students in this picture, in June, was the first row of over 400 plus students that graduated that day in June. I think it was the 16th in the ShoWare Center-- just a small representation of our student body there at Mount Rainier High School.

Our school vision, which is a little bit stale right now-- and so we've had some turnover, and so we're going to be visioning this a little bit differently in the coming months. But Mount Rainier is a school that promotes the growth of every student and seeks to create principled, knowledgeable, and inquisitive graduates empowered to lead productive and caring lives in a global society.

A couple of different priorities-- and we're going to-- forgive me for going through these so quickly. I have about 10 minutes. And we're going to hear from some students as well in some videos. But a couple of different priorities we have as we move to our second year of full-time in-school work is how do we increase the school focus on our students experience and how do we make this look and feel different for our students. And that has to start with hearing from our students in a bunch of different types of ways.

And one of those is our lunch and learns, where we invite students into a small area and interview that group of students to find out what their experience is like. Our panorama information just got back this week. And so we've just started to delve into that. And it's very, very interesting. And we're going to utilize that to the students' benefit.

How do we utilize our social emotional learning lessons through our advisory program? But also, how do those leak into our classes throughout the school day so it doesn't just live in one place but kids see it all throughout their day? And then how do we target students, that 15% of our students, that need something more specific for them that meet our tertiary two and three targets?

A lot of affinity groups for both staff and students on our campus-- our students and staff of color. And we've started this year a monthly school-wide competition, student on student, student and staff, and the competition gets pretty fierce. And students really, really enjoy seeing their teachers and their teachers love to see the students in a different realm.

Another priority, obviously-- with the full rollout in '23, '24 is our standards-based grading. Students-- usually those that are in under-served communities-- have really historically been disadvantaged by non-uniform grading. And I think it's the right place to go with our standards-based assessments for all learners, standards-based learning, the philosophical belief and understanding of what that brings for teachers. And I just had a meeting this afternoon with a group of our teachers that are struggling with that need to change the way they do their work so we can support all of our students. And we're getting there.

And I love the fact that we're a pilot school. And we have a lot of support from our folks here at the district office. And we're learning along with our teachers and leading that work in our buildings because it's important that teachers view themselves as lifelong learners. And that's a piece of that right now that we're engaged in.

And we're trying to increase our students opportunities for real-life, real-world application in our classrooms. And that's sometimes difficult. There's a video there that we're not going to get into because we don't have all that much time. But we're moving in that direction. I said we're not going to watch that.

Different parts of our promise-- "known by name, strength, and need." How do we create a place where our staff can start to rethink how they're supporting all of our students? We've spent a lot of time with family engagement. What does that look like? How do we implement that? How do we become partners with our families at home? And how do we recognize students as individuals? And how do we grasp those strengths and bring those to the surface so every student can be a part in and contribute to that collaborative learning environment is really important to us at Mount Rainier High School.

Prepared for the college-- prepared for the future they choose-- Wednesday Satterlee is one of our graduates from last year. Some of you have already seen this. We're going to watch this.

Satterlee. I'm from Mount Rainier High School. And I'm in the class of 2022. I'm attending the University of Southern California. I'll be majoring in business administration. And I hope to in some way get my minor, maybe an emphasis, in cinematic arts because I'd really love to explore the artistic side of business.

I've always said that I'd love to help young creatives like myself succeed in business. Too often, young people are discouraged from pursuing careers in the arts. So I'd like to have my career help advocate for those people, whether that be managing a production company and helping to finance young indie artists. Ms. Kestle, Alison Kestle, my English teacher, helped me so much through the college application process. And she was really there for me to keep fixing my essay and keep trying and striving for more. So that was probably one of the biggest impacts that a teacher had on me.

I'm from Mount Rainier.

Whoa. Just once, please. So Wednesday is one of our over 400 plus graduates from last year. We're going to have over 500 this year. So we're a fast-growing school as well.

When it comes to how do we become less of a racist institution, we take this process really seriously. And I think that working with our group from RIR, our representatives on that team, and listening to our students, as sometimes painful as that can be to us as some of the adults, how do we change the way we interact and we teach throughout the day so that we're not injuring and hurting some of our most needy students is really important to us. And we're on that journey, and we're going in the right direction. And then how do we utilize our equity lens in that protocol when making school-wide decisions is really important as we develop an equity team representing our school community currently with staff, students alike a part of that team.

We have a thriving inclusive teaching and learning program at Mount Rainier High School. And it's growing. And it's getting better. And I think a lot of us in our comprehensive high schools now in secondary, both middle and high schools, have a co-teaching model. And I think that there's room to grow within that model. And we're expanding that to encompass a lot of different curriculum groups.

It's really important to all of our staff that each of our students gets grade-level-appropriate and in front of grade-level-appropriate learning at all times. We differentiate our PDs on campus for our staff as well. So they can pick and choose how they best see fit for their learning. And then how does all of this work within our every Wednesday PLC, our professional learning community, so that our special ed teachers are in those PLCs alongside our general education teachers so we can work at adapting some of our lessons to meet the needs of all of our students?

Aaron, I see that you're wearing a BAM. Look at that. These are just some of our community partners. We have a ton. I'm a huge fan of getting as many adults on our campus as possible. And this is just a representation of some of those groups-- Latino Civic Alliance, BAM, Becoming a Man, Choose 180, Sound Mental Health, Navos.

We have a very strong college and career center. Speaking of counseling, for next week's counseling week, we have an amazing group of six counselors that do unbelievable work and make my job a little bit easier and make me look good. So I really appreciate those folks.

And then how do we change that experience for students? And some of this has to do with student enrichment. We try to-- as I left school at about 5:30 tonight, the wrestling team was there, our gymnastics girls were out with a match, our dance team is there practicing. There will be kids there till 9:00 and then later. And so how do we do that in a way that makes sense for our students?

And some of these things are just examples of-- I know our BSU, just like they did for the first *Wakanda Black Panther* movie. They rented out a screening and did it again this year. We have a thriving Black Student Union as well as an Asian Student Union and Latinos Unidos that are on our campus. And we just-- how do we make a place for all of our students to feel welcomed and meet as a group and make it a better place for everybody?

So what's the impact? As we look at our panorama data that we just got back this week, I think it's promising, yes.

Did someone say "Kyle?" No. That wasn't "Kyle." I'm sorry about that. I thought I was at my 10 minutes already.

Students report at least having one trusted adult on campus. And that's in the 80 percentile of students that will voice that for us. We've really taken more of a look at having our student voice being implemented and incorporated into our staff trainings. And that's really important for us to see what that looks like every single day and every week.

And how do we make learning accessible to all of our learners? And so how do we incorporate the standards-based learning and grading, project-based learning, and modify our rubrics and assessments to meet the needs of all of our students? You see that there's a quote down there from one of our teachers-- how this is impacting her as a staff member on our campus. And then how do we increase our participation in school-wide events and after-school activities, which we've seen a huge growth in?

Some of our successes-- we're still at a 91 plus percent graduation rate, which I think was at 92 and a half prior to the COVID couple of years. And so we're really proud of that. And that's going to continue to stay firm. And we're committed to making sure that all of our students, as we inch closer to 100%, make their way because that's the first step in realizing their goal is making sure that they have that high school diploma. And then how do we strengthen our co-teaching and inclusion model so that all of our students have the same access to grade-level instruction that they deserve?

Here's a couple of our students. I'm going to-- Alicia is a tenth grader. She is in our LRC program. Let's listen to her.

Like, the teachers have been very supportive, especially my math and my French teachers. Like, if I need extra help, I feel comfortable going to ask, versus some teachers I wouldn't feel as comfortable. I feel more nervous a little anxious to do simple stuff that I really need.

What's going to help you continue being successful at Mount Rainier?

I feel like definitely more supports. I mean, they're supportive now. Don't get me wrong.

But I feel like there are some ways that they can [INAUDIBLE] their knowledge and their patience because I know there's a lot of students, so it's hard to be patient. But it's really helpful when they're not as angry or agitated from the next person putting that on to you.

Carrie, you remember those sounds, don't you? The planes going over-- that should make you feel at home.

So Vincent is a 12th grader. He's in our ABC classroom, a more self-contained classroom as a senior. And he's made tremendous strides.

Someone you can turn to especially here.

Who are some of the people that you do turn to?

I turn to my friends, one of my teachers. And who else? It's very nice to have them.

Nice. Thinking about where you were freshman year compared to now, what things have improved for you?

I'd have to say going to class, doing work, and overall, just having a nice time here.

Very nice.

Would you have been able to do that without the support of adults in your life?

Not really.

Not really?

To have them, it's very nice.

Going into your second semester of your senior year--

Oh god.

--What do you need from your teachers?

Just I don't need anything from them. I don't want to bother them too much, but to have them in my life is a treasure to have for all the years to come.

No, I literally don't [INAUDIBLE].

So next steps-- with the rollout in earnest next year with our standards-based grading practices and alignment is really important. So we're going to spend a lot of time with the support from our district support staff in alignment with our PLCs as we move forward. Because what we found is we want everyone to have the same opportunities and the same type of experience, regardless of where you are at or what teacher you get at Mount Rainier High School.

So that's really important to us. And then solidifying our multi-tiered system support team so that we can support students differently and appropriately across our system so that they have the support academically, behaviorally, and emotionally. OK, that was it.

Thank you so much, Kyle. There's an opportunity for directors for any questions or comments. Director Hal?

Thank you. Thank you, Mr. Lindeman. That was excellent. So one of the challenges of being the biggest high school, a huge comprehensive high school, is kind of getting people to move in the same direction.

And it sounds like you're starting to see that happen. And I know the pandemic really hit us all, made us feel really disjointed. What are some of the-- I love to talk about street data.

What are some of the indicators that you're seeing? I heard some of the things about walking around and seeing students engaged more. When you're walking around and going into classrooms, what are some of the ways that you're starting to see people move in the same direction around things like standards-based grading or equity or inclusion?

Yeah, so the standards-based grading is more seen through some of our PD work. And so just last week we had Sarah, Grant, and I think all of that support team and Laura in the building. So I think there were 12 or so folks and walk through the protocol that the principals did here I think the next week.

And to see some of the work that those folks are doing that more closely aligns to what the district vision is helps me to realize that we're closer than I thought we were. The work that we're doing in the next few weeks is to kind of audit our small PLCs. And so if we have, say, an ELA 9 group of three people--

The best.

You know that group pretty well. Currently, we have-- if we look at their gradebooks, we have vastly different looks in the gradebook. And so the pacing is similar, but what we're doing and what students are being graded in and for are different. And so we're going to be doing those audits now with some of the work we did in helping them prepare for those with the new semester starting on Monday. So we'll see how that goes as we get a little closer.

Thank you.

Yeah. That's a great job.

Thank you.

Thank you, Director Hal. Director Garcia.

I'm good. Good work, though. Thank you.

Thank you. Thank you very much. Director Hagos.

Thanks for your presentation. Gosh, everywhere I go around my small town, I'm meeting people from-- that are alumni from Mt Rainier High School. And my sister is an alum as well and currently in her doctorate of occupational therapy. So there's some good things that have come out of your-- out of the comprehensive school programming that you have at Mount Rainier High School.

I just recently even met a neighbor who's a chiropractor and opened up a clinic so I know-- in our neighborhood. So I know that there are people that go through the school system and stay within our community, and that's pretty powerful and important to know-- for you. I'm sure you know that as well. But you probably hear the same stories.

But with that, I am kind of curious to learn why these priorities were chosen. It looks like there are several things that were either accomplished or attempting to be accomplished under two major priorities. I'm curious. How did you gather data and assessments and different types of pieces of evidence to say these are the things that Mount Rainier High School needs to focus on, along with using student voice as well? I'm just curious what was collected?

Yeah, so to be honest with you, it was really about-- we have 10 minutes-- and so let's-- what are, what are two things that we know that we've been working on that are within our annual action plan. And these are two of the four that are in our annual action plan. So that's how we-- the short answer to that was-- would be that. And because I know it's a district priority with the standards-based grading, and that philosophical change is going to be-- it has been a difficult one.

And so that's why that was chosen. I think the student experience was just something that having a son of mine graduate last year and then having a 15-year-old that I live with because I'm in the community and he goes to Mount Rainier. And he drives us to school every day now. That's a challenge.

Some days are better than others. And then how that feels to him. What's the experience that he's having? As a principal, I get to-- I run in.

And as a supervisor, I run into kids that are skipping class and doing the wrong thing and smoking in the bathrooms and all the things that come with being a comprehensive high school principal. And sometimes, I can get discouraged by all of that. And I think that-- I go back to Anders, my son, really loves it there, and he has a great experience.

And then always, I'm like I want everyone to have something like that. He's different. His dad's the principal. He has different advantages, and I want everyone to have that same type of advantage because I want that experience to be the same for everybody, whether it's the knowing how to make your way through and get straight A's but still be on your phone, still utilize the bathroom breaks and know how to come back and do your work.

How do you communicate with your parent or guardian when you're at home? How do you support other people in your-- in your classroom community? I don't just want that for Anders. I want it for everybody, regardless of where they come from, what they look like, what their learning needs are.

And so that's what drives me. That's what drives this team. And so that's why that was there.

Thank you for that. And then just one other question is, how do you plan to continue to use the role of student voice in determining what's going to happen next with your next steps?

Yeah, I think there's-- we have a lot of representation in our student body. Extremely diverse is our student body, and there's 1873 kids that are going to graduate, if they stay with us, with the Mount Rainier diploma. And so we have tons of cultures, tons of languages, tons of socioeconomic backgrounds. And if we're going to make any progress forward, we have to know what's going to suit them.

And so our team is engaged in-- the Lunch and Learns are a little bit stale. They don't really work. So how can we provide opportunities for kids to say what they really feel and have me or representations of people that make real change on campus there to hear it and listen and know that they can trust that something's going to happen from what they say?

OK, thanks for that. And then just last piece I do want to say I have-- I drive around the neighborhood quite often. And I do see a lot of activity all through the night, and it is exciting to see that kids are-- good activity, by the way, I should say, not bad activity-- but meaning that kids are-- they seem to be engaged in a lot of different types of enrichment programs. And it is exciting to see that it is vibrant in the neighborhood because of that. So thank you.

Thank you so much. Thanks for the presentation tonight. One question-- I am very intrigued about the co-teaching, and it states that you're expanding. What's working now? And how are you gauging success with that in regards to the co-teaching?

Yeah, so I think success is the amount of students that have IEPs in grade-level courses. Our [? ABLE ?] group does an indicator of post high school, secondary success as having rigorous course-- courses being taken over the four years. And some of that is done through our IB coursework in history and in language arts that all our kids are engaged in. When I was talking to-- about the last couple of questions, all of our kids need to have that.

So having an LRC special ed teacher in the same classroom with those students, helping not only the students access that material, but helping that general education teacher create accessible lessons for all of the kids is changing the way even our gen ed teachers are teaching. I'm not just speaking of our students getting special ed service, but I'm also talking about our multilingual students.

So how do we get-- just because you don't-- just because English isn't your first language doesn't mean that you're not a very bright person that needs grade-level instruction. So how do we put all of our kids in that grade-level instruction so that-- and then give them the supports that they can be confident they're doing OK.

Well, thank you very much. We are looking forward to graduation. I know it's coming up here in June in very short order. So one last thing about the young adult that his last statement just is in my head. He says having them in my life is a treasure. Having our students say that about our teachers and our staff, it is impactful. So keep on doing the great work. I appreciate it.

Mr. Lemon, I know you brought some of your team here. Would you please introduce who came with you tonight?

Yeah, of course, some of our teachers, or at least one of our teachers is here. But I have Paul Records in the back, and he's one of our assistant principals. Kevin Rawie is right here, another one of our assistant principals. Sharon Schmidt--

If y'all would please stand up, that'd be great, so we can see you.

Stand up. Let's go.

And then Kiana Brisco is a special ed department head but also administrative intern this year. And she's an outstanding mind that's going to do great work for us in the district moving forward.

Very good-- thank you. Thank you all for being here tonight.

[APPLAUSE]

Thank you very much

Thank you.

All right, we're going to move on to our scheduled communications. Adriana is going to have our norms and the guidelines posted. Please understand that the Board will not be responding to you directly tonight, but know that we are listening. And we'll respond to you with the contact information that you have left with us. So move first up. Karina [? Evalia. ?]

Hello. One second. Good evening, members of the Highline School Board. My name is Karina [? Evalia, ?] and I'm here proudly representing MLK Labor, our county central labor organization of over 100,000 workers and over 100 local unions, including the Highline Education Association. On behalf of the nearly 9,000 working families that live in the Highline School District, I'm here to strongly urge that this board create a community workforce agreement on the projects in proposition one of the Highline School bond passed last November.

Not only would a CWA allow for better oversight of the district's project resources and provide family wage union jobs for everyone in our community. It would also create opportunity for the young people in this district to forge a career path in the trades through the apprenticeship and pre-apprenticeship programs included in the CWA. As a young person who hasn't even had a 10-year high school reunion yet, I would have loved to have an opportunity like this one for myself and my peers at my high school.

Again, I ask that you create a community workforce agreement in the Highline School bond that will reinforce this school district's commitment to the women, young folks, and people of color of the community who want a career that will benefit our region for years to come. Thank you.

Thank you very much. Next up, Jessica Pisani.

Hi, I'm Jessica Pisani. My daughter is a first grader at Madrona Elementary. I'm here tonight to thank you guys and the public high school-- Highline Public schools for working with the building trades on a community workforce agreement. Please do not lose this opportunity by waiting too long. A CWA will help create economic opportunity for thousands of working people, particularly women, people of color, veterans, and folks who are otherwise historically disadvantaged in our community.

I agree with the Seattle building trades that our job site should reflect our community. Through strong training programs and partnerships, the building trades are building the next generation of construction workers from our local communities. And we need you to care about this. And we need each of you to just stay on task and focused but to work with the building trades to make this happen.

My daughter Sophia has already talked about wanting to build homes in the future. And I would love to see that that is a reality for her and her classmates and people like that in the community. Thank you.

Thank you very much. Next up, Sandy Hunt.

All right, two minutes, I got this. All right, with the passage of the bond, it is really exciting that our secondary infrastructure is showing up on your agenda in all these different ways that we're going to see improvement. So thank you for the hard work and leading this work to where we are today. What I'm talking about now is as we pivot to the next set of projects, which you're like, whoa, whoa, whoa, whoa, but CFAC met this week.

And we started talking about that. And I really want to make sure that we don't lose sight of the fact that the remaining high school students who are not slated to get world-class level schools are those that are in our choice schools.

So that is choice academy-- big picture, new start, the Highline Virtual Academy. You might be able to put Maritime in that case, although they seem to have a pathway forward to a new facility. So those are our students who are traditionally in those, I guess, now of their choice schools, but alternative types of programs. And they're traditionally the furthest away from educational and sometimes economic justice.

So I really want to encourage you to keep that in mind as we move forward and talking about where we need to go next. And if there are other opportunities that are coming-- that come forward that maybe aren't the traditional bond process-- I really do hope like we're seeing partnerships with Maritime-- can we be working on those for the students that remain in those unique programs? And then I don't know. I guess I'll just-- 17 seconds. I'll throw this aside.

But everybody hates me for saying this is this is a terrible building to work in. I'm sorry. But nobody wants to rebuild central office because it doesn't seem fair, but my members do live and work in a big part of this building. So if we can put like an education center in one of those buildings, that would be great.

Thank you. Next up, Alex Myrick. Alex is not here. OK, next up after Alex is Katie Carper.

I am Katie Carper, the school counselor at Raisbeck Aviation High School. I appreciate the recognition of school counseling tonight and the support of Dr. Duran and the school board.

In my 17 years in the district, Highline has made great gains in supporting school counseling and school mental health. I am grateful it has become more of a focus, especially in recent years. I am especially thankful for the policies supporting race, equity and identity, and gender-inclusive schools.

I hope we are able to continue to improve in district-wide understanding and support of counselors roles and responsibilities, support for community mental health referrals, inclusion of counselors in district-level conversations that impact student services, appropriate space, supervision, and support for all counselors, particularly those in nontraditional settings, alignment with the state student counselor ratios listed in House Bill 1662 in high schools that would be one for 222 this year and one for 197 in 2020, common sense assistance with clerical work, especially counseling in secondary schools so that it is manageable and doesn't replace school counseling for large portions of the year.

It often feels like the impressions and preferences at the district level are prioritized over the impact on schools and students. If there are board members and district staff who haven't observed the scheduling process, I encourage you to do so particularly those who are involved in decision making around these issues. We have seen calls to action on mental health in schools from the Secretary of Education, the attorney general, the president, and most importantly, our students. Thank you.

Thank you. Next up, Patricia Bailey.

Good evening, school board. I'm Patricia Bailey, a retired Seattle teacher. People love to learn. It is one of the supreme enjoyments in life, and children are no different.

They like being empowered to do adult things-- reading, drawing, singing, athletics, painting, mathematics, writing, learning about government, and the world of nature. They'd like to be challenged and amazed themselves and their parents with what they know and can do.

Children develop their thinking based on polarities-- up, down, right, wrong, hot, cold, male, female. When objective facts are confused, like the male-female polarity, it arrests the organizing principle in students.

When teachers say the male-female polarity is a spectrum, students' minds are confounded, and their intellectual development arrested. Teachers have fooled the children.

Our sex is determined at conception, but when we teach students you can be any sex you feel yourself to be, we have attacked objective truth, the very foundation of intellectual thought. We have therefore undermined students' mental development. We have fooled the children. When teachers convinced students of color that their Caucasian friends are their oppressors, those teachers had confused, depressed, and undermined the relationships of students. They have fooled the children.

When teachers are diverted with extraneous tasks outside their subject matter, precious learning time is wasted, or even worse, perverted. Institutions that engage in depressing and miseducating children are obviously destructive and need to be radically changed, or they need to be completely abandoned. Thank you.

Thank you. Next up, James Payne.

James Payne with two at North Hill Elementary. So last meeting, the Teachers Union came up here and stated matter-of-factly that they were going to teach Black Lives Matter curriculum. So let's talk about that.

You shouldn't let an unaccountable union usurp your authority to decide what curriculum are taught at Highline. Do not abdicate your duties to activist members who sneak the corrupt BLM organization into our schools. This would be an affront to good people of all kinds who don't support that racist organization. In BLM's radical manifesto, they gratuitously state they are unapologetically Black and seek to disrupt the Western-prescribed nuclear family structure. It's truly appalling that the teacher's union aligns itself with BLM's positions and wants to teach our kids that extremism.

I mean, disrupt the nuclear family structure-- are you kidding me? By allowing BLM in, this is the insanity that you're normalizing. Furthermore, BLM's manifesto admits they're a Marxist organization, an ideology that has murdered 100 million people in the past century.

BLM's racism aside, Marxism explicitly contradicts our long held capitalist way of organizing American society, which helps produce our nation's incredible prosperity. Only fools believe otherwise. BLM also states we embody and practice justice, liberation, and peace.

But 2020's paroxysm of BLM violence exposed their embodiment lie, hurting far more Black lives than ever helping. In the same way you can't delink the National Socialists from the Nazis, you cannot delink Black Lives Matter at schools from BLM. They are the same.

Board, you should never ally with extremist organizations like BLM or use their absurd curriculum. Teach MLK, not BLM. Thank you.

Thank you. Next up, Katie Kressley.

Good evening, Highline directors. My name is Katie Kressley, and this will be quick because two minutes. First, I attended the SEL meeting at Highline High School January 18, and I know you weren't there. So I took close notes about what the parents brought up, and you can find them posted in my article at burien-news.com, burien-news.com.

I wanted you to understand how the SEL program is actually working for families and for students. And from what I heard, it's really not that good. In fact, it's not good at all. 80% of the parents said it's not working.

The other reason I bring up that meeting is that it was the first time in my entire life that I had ever seen people choose to be segregated by race, by language. They chose to be segregated. They were offered the comfort of being in a separate room away from the rest of the group, even though it was only 11 people.

When I was growing up in the '70s, we were worried about desegregation. And now, we're tossing this out. Diversity and inclusivity is now gone, apparently.

Second point, Sandy Hunt, the teachers union president, presented a curriculum for BLM last week. It sounded like a done deal. The question I have is, are teachers actually authorized to share political divisive Marxist view, as Mr. Paine was bringing up?

The 13 guiding principles included the words like comrade, dismantling, and disrupting. Are we building up a society, or are we building it-- are we breaking it down? Sandy said she was going to send you the curriculum. I'm hoping that she's done that for you. If not, I have it posted as well in the Burien Highline News in the summary we did.

Third, I sent you a-- parents deserve to be recognized as primary stakeholders in their children's upbringing. You are loving parents. Don't you agree parents deserve to be that?

Thank you very much.

Thank you.

Next up, Joe Lip.

I can piggyback on a bunch of that. I want to talk about something that's ironic. Sometimes, we feel like we're losing.

This country fought hard to take prayer and the Bible out of school. In the '80s, they took down the Ten Commandments. Don't you think it's ironic that you're putting it all back in now?

BLM, Black Lives Matter, All Lives Matter? And if you're going to have a curriculum for BLM, let's have a curriculum for all of them. Chinese Lives Matter, Hispanic Lives Matter, White Lives Matter-- inclusivity, no children left behind.

We're all equal. There's one race-- the human race. And if we can teach our children that instead of dividing them.

I have two granddaughters that are Black, a grandson that looks Hispanic, another granddaughter that's half Puerto Rican. And I've said this before. If they come home from school and call their brothers or myself oppressive-- thank you.

Thank you.

Thank you for all the speakers that have come out and spoke to us today. Next up is our superintendent's update.

All right, my honor to introduce one of our labor partners tonight, and that is Melanie Bowman from [INAUDIBLE] agent Teamsters Local 763. So Melanie, welcome and come to our new setup here. Thank you.

It's very awkward. Everyone's staring at me. Hi, guys. How are you? You all know me. So I want to say the guy who came up for MLK Labor actually supports we-- our Teamsters 763. So all 1,000 members of classified staff also belong to the MLK-- the MLK labor. And I go to those meetings [? all. ?]

So just to talk a little bit about Teamsters and all the classified staff, I want to thank you for some of the opportunities that our classified staff have had. One of the opportunities that I really push is called professional growth for all of the members. Professional growth money is used for classified members to take courses or classes or get material that could further their position in Highline School district or give them more knowledge of what they can do with the students. It could be used for something.

We had an author take a course-- who's a library assistant take a course on children's writing. So she's able-- as a library assistant, she's able to work with the kids on children's writing. We've had people get material for social-emotional learning, so they're able to teach themselves more and different strategies to work with the students. We've had people do courses on history, so they have a little bit more knowledge about the small reading groups they do with the students.

I did small reading groups before, and I know if you can make it a little more interesting for them-- I did the Titanic course and get them enthralled in it. They retain so much more when they're excited. In the classified when they're working with them, it just fills the heart because you see these kids just sponges and soaking this in and being excited about all those things.

One of the things that people have taken advantage of with the professional growth money is learning another language. As we all know, we have so many different languages in Highline Public education, so they're able to take courses, either get tutors to go to college courses, get programs, online programs, to hone their skills and learning a new language. This incredibly helps our office staff because, like I said, we know we get a lot of families, a lot of students that come in. So they are able to help them out more. What else?

Also, the dual language, learning more languages, this helps our bus drivers, security staff, janitorial staff, because they work with the kids out on the playground as well-- many, many different areas. That professional growth money is also used towards college reimbursement for college courses. It can be used towards Technical College courses as well, whether it be a whole course or just individual classes.

The district has made a pathway for classified staff to become teachers as well. We have had that offered for dual language teachers and also offered for special education teacher. I appreciate that. We do have a lot of classified staff, or we do have some classified staff that want to become teachers.

I was a paraeducator, and I did not want to become a teacher. I enjoyed being a paraeducator. Now, I represent classified staff, and I love it.

So these are some of the examples that incentivize people to stay in the district, to have reclassified-- retain our classified and attract new classified. It's difficult right now because you don't have enough classified.

So I really look forward to collaborating with the district on creative and noncreative ways to incentivize people to come and join our district and work with these wonderful kids and the wonderful adults here and to retain the expertise of the people we have already. There is so much knowledge that we have. And I think we've made a place where they enjoy-- people enjoy being here. And I want to continue and grow on that. So we can just have more for our kids, more for all of us, and that was it.

So thank you guys. I appreciate all of you, all of your work. I think you all are wonderful people, and we'll see how the night goes. OK.

Thank you. Thank you very much. Appreciate you being here tonight.

Thank you, Melanie. Appreciate that.

All right. Then with our superintendents updates, we're moving on to our school board reports, 5.1 legislative reports. We have had a busy week. This week, a lot of bills being heard in committee.

We have a lot of house bills-- 1305 improving access for appropriate public education for students with disabilities and early learning K-12 education. Today, it was-- there was a work session on parental rights, bill hearings on parental bill of rights minimum employment requirements for paraeducators and funding zero emission school buses.

Tomorrow, there's also a couple other committees. One is in regards to depreciation subfunds, ninth grade success grant programs, and also a possibility of expanding the school year. But that's all in committee and all in hearings. So let's see here.

On February 27, we have a lot of scheduled meetings with our senators-- Senator Peterson, Senator Joe Wynn, Christine Reeves, Senator Sen, Senator-- Representative Davis. So they're willing to sit down with us and have conversations in their chamber in between votes and caucusing. So if you guys can make it down there on that day and join our other directors to support and hear a voice, that would be greatly appreciated. All right, we're going to move on to our directors' reports. I'm going to start with Director Haggis.

All right, well, it looks like we are hitting a new semester, so that's always exciting. Elementary, we're halfway through the year, and I see a lot of teachers gearing up to just to help kids reach their goals and thinking of new and creative ways to help them reach their math and reading goals. That's exciting.

In fact, I even heard of one teacher who was reaching out to community to help with the special project around math in Des Moines. And that was really was fun to see that and know that people are really working hard to help our kids find some success academically. And for our secondary, it's a fresh start-- so new semester, let's go.

And just along the lines of some things that have been happening, I know that we have had-- we have a staff and families advocate for early learning. A team of staff and families from our ICAP early learning program went to Olympia for ICAP Advocacy Day. This is an annual event where parents and early learning staff rally for ICAP and other early learning investments.

Our team spoke with representative Tina Orwell and shared information with other state legislators from our area about the value and impact of ICAP. We are grateful for their advocacy for early learning on behalf of our Highline families and families across our state-- very important work. That's about it for me.

Thank you, Director Haggis. Director Garcia.

I have nothing to report at this time.

Thank you. Director Howell?

Yes, today is February 1, and so it marks the beginning of Black History Month. And this is a time when we can spread awareness to celebrate and to learn more about Black histories, traditions, cultures, and excellence. And I asked my daughter, sixth-grader Sylvester, why it is important to celebrate Black History. And she said, it is important to celebrate Black History at school because it lets us remember people who are African-American who are standing up for what they wanted the world to be like.

For example, Maya Angelou, who by the way, she was named after, who was an activist and a writer, there are several people who did what they believed in. And this is why we should celebrate Black History month. So I just thought I'd share some words from our students. And Governor Inslee visited Maritime High School with First Lady Trudy on January 20th. They toured the school and met with some of our amazing Maritime students in the woodworking space and the aquaponics lab.

They heard from a panel of students about Maritime's unique hands-on learning experiences and the school's strong community partnerships program. And at the end of the tour, the governor named Principal Tremaine Holloway Washingtonian of the Day-- so exciting. All right, that's it.

Thank you very much.

I forgot a quick shout out to-- there's a teacher at Pacific Middle School. Her name is Miss Grady, and she works to create this team called The Future Cities Team, and I forgot to acknowledge her work because she just recently-- her team of students just recently were recognized at a regional competition. And they won an award for their design and engineering efforts. And I thought that was major, and we needed to make sure-- I needed to make sure that was highlighted. So good work, Ms. Grady.

Thank you very much.

Well, Director Hagos and I was able to attend our CFAC committee last week. She was able to sit down and watch our community come together and look at what is working and what are the opportunities that our district needs as far as capital facilities. So it was an honor to sit right-- right beside you or across from you and learn from our community on what the needs are. So I appreciate you being there with me.

In addition to that, this is a huge celebration for our preapprenticeship construction program. Staff, members from our career and technical education were in Olympia to certify our construction program as a preapprenticeship. The program will offer recognized credentials and aligned with dual credit and industry partnerships and give the students priority hire into this trades, which is awesome. Students right now interested in the trades should be checking with the high schools and be part of the construction trade program.

I'm loving this because my youngest son, sophomore at Ty, as well as my wife, they were on the online learning and how to apply this last week. So he's really excited to start next year. So chance one, look forward to my kid being there next year.

So I appreciate that. With that said, that ends our school board reports. Moving on to our consent agenda.

Can I have a motion for approval, please?

I move we approve the consent agenda.

Second please

I second.

May I please have a voice vote?

All in favor?

I.

Any oppose? None? Can I have voice vote, please? That's it. All right, thank you.

All right, moving on to action items 8.1. This is motion to approve resolution 02-23 issuance of bonds. Any questions or comments?

I do have a quick thank you. Earlier today, we were in a work session in regards to our bonds, and I just want to thank our team, Becca, Andrew, and our men in suits, Mark, Trevor, and Jim being there and sharing with us and breaking it down in layman's terms. I know we'll probably sleep on it and wake up at 2:00 and have those questions for you. So thank you so much for being here and sharing with us. With that said, a motion.

I move that the Highline School Board approve resolution number 02-23, the issuance of bonds.

And I second.

Thank you-- roll call.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes for to none.

Thank you very much.

8.2-- this is to approve the resolution 0323 requesting waiver for parent teacher conference days. Any questions or comments? I hear none. Please have motion. I move that the Highline School Board approve the resolution for a three-year waiver request from the 180 school year requirement for three days for the 2023-2024, 2024-2025, and the 2025-2026 school year for the purpose of student-led and family-teacher conferences.

I second.

Thank you. Roll call, please.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you. 8.3 motion to approve the resolution 08-23. This is in regards to capital projects fund budget extension adoption. Any questions or comments? Hear and see none. Motion, please.

I move that the Highline School Board approve resolution number 08-23 for the budget extension adoption fiscal year 2022-2023 increasing the budgeted expenditure amount in the capital projects fund by \$63,579,132 to \$82,860,132.

I second that.

Thank you. Roll call, please.

Director Garcia.

Yea.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you very much. 8.4, this is a resolution 09-23. This is new in lieu of modernization for every high school replacement project and Tyee High School replacement project. Any questions or comments? Hear and see none. Motion, please.

I move that the Highline School Board approve resolution number 09-23 new in lieu of modernization for the Evergreen High School replacement project and Tyee High School replacement project.

I second.

Roll call, please.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you very much. Moving to 8.5. This is for the resolution 10-23, authorization of signatures for bond projects and state-assisted projects. Any questions or concerns? I hear none, and we need to look at this real quick. I just want to clarify. OK, we're good. Yeah, a motion, please.

I move that the Highline School Board approve resolution number 10-23 authorizing the signature of the district-- of district personnel responsible for overseeing the management of bond projects in state-assisted projects.

I second.

Roll call, please.

Director Hagos.

Yea.

Director Howell.

Yea.

Director Garcia.

Yea.

Director Van.

Yea.

This motion passes four to none.

Thank you very much. And that is it for our action items. Moving into our intro action items. 10.1, this is motion to approve resolution 11-23 tuition nonrenewal notices pursuant to a reduction in workforce to achieve a balanced budget and properly staffed district educational programs and departments. Any questions?

Kevin?

None? 10.2, motion to approve Pacific Middle School replacement project, approval of contract amendment number 4 and increase purchase order P201415. [INAUDIBLE] architecture-- architectural structural engineer services. Any questions, comments? OK, none.

10.3 for intro items-- motion to improve resolution 01-23 Pacific Middle School replacement project resolution authorizing use of alternate public works general contractor and construction manager and intent to comply with RCW3910-- any questions or comments? Hear and see none.

10.4, motion to approve Evergreen High School sports field replacement final acceptance of purchase order P190844 KCDA field turf-- any questions or comments? See none. 10.5, motion to approve Evergreen High School approval of value engineering study reports-- questions, comments? None.

And then last one, 10.6, motion to prove Tye High School approval of valued engineering study report-- questions or comments? All right, thank you very much. That's it for our intro items.

Any items that you would like to move to consent agenda? You know, normally with all the board president, we usually don't push anything forward. So with that said, that is it for our meeting this evening. Can I have a motion for adjournment, please?

I move that we adjourn?

I second.

Second.

All in favor?

I.

Thank you very much. Thank you, everybody.