

Highline Public Schools | School Board Meeting - March 29, 2023

So welcome, everyone, to our regularly scheduled board meeting. And with this, I'm going to ask everyone to stand up and we'll have the Pledge of Allegiance.

I 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.

And now I'd ask for roll call, please.

Director Garcia.

Here.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

And Director Van has an excused absence. And the gentleman to my right is our superintendent, Dr. Ivan Duran. And with that, I'll have a call for changes or additions to our board meeting agenda. Any changes or additions?

Seeing none, we move to recognitions. And our first recognition is our School Library Month recognition. So with that, I'm going to read our recognition, and then we'll ask for our librarians to come up for us.

So whereas the school library program is to ensure that students and staff are effective users of ideas and information, and whereas the school librarians' role is to provide the leadership and expertise necessary to ensure that the library program is an integral part of the instructional program of the school; and whereas the board of education has entrusted the school librarian in each school to teach the skills of locating and using information throughout the traditional resources and new technologies to provide literature, appreciative activities, and to guide and encourage content and recreational reading to every student; and to whereas lifelong learning begins and is systematically developed through the school library curriculum of the elementary and secondary schools; and whereas the school's library program contributes to the individual growth and development of all students, while fostering both excellence and equity in education; and whereas the school librarians at Highline Public Schools have dedicated themselves to work for quality library programs for all students, now, therefore, the school board and superintendent of Highline Public Schools do hereby proclaim April 2023 as "School Library Month" in Highline and urge citizens to join in recognizing the importance of our school libraries and the dedication of our school librarians. So congratulations.

And with that--

[APPLAUSE]

Yeah, why don't you come to the mic? Please introduce yourselves and your school you're at. And if the spirit so moves, the mic is open for you. And we'll take a picture with you afterwards.

I'm Sarah Gasamis. I'm the librarian at Shorewood Elementary. This is my ninth year there.

Hello, I'm Heather Ricarte. I'm the librarian at Gregory Heights Elementary. And this is my 18th or 19th year.

Wow.

Hi. I'm Trina Samson. I'm at Mount View Library, and this is my 31st year there.

Wow.

[APPLAUSE]

Thank you, again, to our librarians. They're such a big part of our school. So thank you again. And with that--

Yeah, next up, I'd like to invite Nikki Fogarty, our manager of community partnerships, to introduce our community partner this month.

Hi, everyone. I'm going to be introducing Geeking Out Kids of Color. They've been a valued partner in our district since the summer of 2021. Currently, they're at both Midway and Mount View, serving second through fifth graders with an after-school program that's funded through ESSER.

They support STEM and technology skill building for our youth. They also incorporate social-emotional learning and community building into their sessions. I recently did a site visit to their program at Mount View, and I got to see second through fifth graders learning how to code. And I was very impressed. And I had a lot of fun working alongside our students.

So now I will invite Geeking Out Kids of Color board member, Janell Jordan, to come up and say a few words about her program.

I project pretty well so [INAUDIBLE].

I still prefer if you use a mic so that people-- because there are people online.

Oh. Fair. Thank you. Good evening. I'm Janell Jordan. I'm the board president for Geeking Out Kids of Color and here to accept the award. Thank you so much.

First, I just want to express some gratitude to our amazing staff. If they were not showing up as their full selves and really co-creating this programming with our young people, it would not be what it is today. So so much gratitude and love to our staff as well as our youth and families.

Our young people are able to be in this space and really tackle some huge societal questions, things like, where does my identity-- or where is the intersection of my identity and tech, as well as, how is tech a catalyst for change in a social justice-- through a social justice lens?

And lastly, just some gratitude for Highline School District. We have worked with Highline School District young people for seven years and have been in partnership for the last three. We serve over 300 youth annually and just hope to continue to grow that number and grow our impact with Highline School District. So thank you so much.

Thank you.

All right. Wonderful. Want to do a photo again?

Yes.

Come on up. And we have a certificate, and we'll do a photo also.

And is that it for the recognitions, right? So now we have our scheduled communications. And just a reminder, for our scheduled communications, there's the public testimonies on the screens. And the first person up is-- and forgive me if I mispronounce your name-- Kiya Mathisen?

Dear members of the board, my name is Kiya Mathisen, and I am a student of Highline School. And I would like to address a pressing issue that has been plaguing our school for far too long-- food waste.

Every day, we see heaps of perfectly good food being discarded, leading to wastage of resources and harm to the environment. It is high time that we take action to find a solution to this problem.

The root cause of food waste in our schools can be attributed to students not being aware of the impact of food waste on the environment and society. I propose a three-step solution to tackle this problem.

The first step is to measure and monitor food waste. We should measure the amount of food that is being thrown away daily and identify the food items that are being wasted the most. This data will help us to understand the patterns of waste and find the right solutions to reduce it.

The second step is to educate students and staff on the importance of reducing food waste. As a part of a school project, Mr. Binns' students are already organizing and implicating ways to educate students. We can also encourage them to take only the amount of food they can consume and avoid wasting food. I know that schools are required to make students take fruit and that will affect what they take. But it is still good to encourage this.

The third step is to implement an effective food waste reduction plan. We can collaborate with local food banks and nonprofit organizations to donate excess food that is safe for consumption. After interviewing the lunch staff, they said that the food they throw away in the bag gets composted. So if we were able to implicate that for the students as well, it would help reduce the impact of food waste.

By implementing these three steps, we can reduce food waste in our school and create a more sustainable future. I urge the school board to support this initiative by collecting resources and funds towards the implementation of the solution. Reducing food waste is not just about food and resources-- it is about being responsible and caring for our planet. Let us work together and make our school a model for sustainability and a better place for all. Thank you.

Thank you.

[APPLAUSE]

Our next scheduled communicator is James Payne.

James Payne with you at North Hill Elementary. I've been asked by some of you to explain how Highline teaches critical race theory via your instruction on race and identity curriculum, or IRI. Well, you've only given me two minutes to explain. So this is due to your new speech suppression policy. So you get what you deserve.

So CRT, the ultimate conspiracy theory, is part of a system of radical, homicidal, Marxist-related social theories centering the defamatory claim that present-day America is systemically racist and white supremacist. It includes the racial insult that all living white people, but especially males, are oppressors, and everyone else is oppressed. Therefore, CRT dictates a Marxist revolution to disrupt, dismantle, and destroy our society.

The basic precepts of CRT include terms like "equity," meaning equal outcomes, meaning Marxism; "anti-racism," which is inherently racist; and student activism in lieu of academics, which Highline explicitly promotes towards the Marxist revolution.

Your equity policy's definitions are full of niche terms directly attributable to CRT and embedded throughout your underperforming district via IRI. Between the equity symposiums, CRT brainwashing, and your willful adoption of a curriculum framework from the fallen and corrupt SPLC organization, you've deviously entrenched CRT from policy to playground with IRI.

The loss of over 1,200 white children and 17% of your staff are the wages of Highline's hostile climate. It's utterly self-evident that IRI is based on CRT tenets. Any intellectually honest scrutiny of IRI's language would conclude it's unambiguously rooted in CRT. It is therefore corrupt, divisive, and anti-American, providing you people with an infinite subsidy for future educational failure. In this, you are profoundly wrong and must eschew this evil ideology. Thank you.

[APPLAUSE]

Our next scheduled communicator is Michael Gudor.

All right. Good evening. Thank you for having me. My name is Michael Gudor. I'm a Mount Rainier volunteer assistant soccer coach, and I've also been a teacher in the district for over 20 years. I recognize some of you. I started my career at Chinook, and I'm currently at Aviation High School.

I'm here to speak to you on behalf of the student athletes at Mount Rainier High School. Some might claim I'm here to speak on behalf of their current head coach, who has also taught in the district for nearly 20 years as an elementary school teacher, middle school teacher, and currently as a dean of students. And the coach's future is in doubt with the team. But it's really not about the coach. It's about the players and the kids.

So the head coach-- sorry-- but really this is about what's best for the young men that make up Mount Rainier's boys soccer team. And what is best for them is to have their current coach continue with them.

You should know that we had over 120 players try out this year, and we were only able to keep about 40 of them. The first day, head coach was talking to the AD about adding a freshman team so we could bring more young men into the fold and have this wonderful experience. Freshman team are really rare in soccer. And I think it'd be the first one in Highline in a long time. But just to show, it's about the program and the young men.

The current coach recruited two volunteer coaches, myself and one other, and we're here because of our relationship with him. And then, of course, we stayed because our relationship with the kids, right? You can't deny that.

What I'm going to ask and hope that you take away from my statement and the student athletes who are about to speak is just how critical their current coach is to the program's success and more importantly to the individual growth of these young men. You will hear how the current coach has impacted these young men in terms of what it means to be part of something bigger than themselves, as well as how to help them individually grow.

What I'm asking the board is to listen to the students and consider advocating for their current coach to remain the team's coach. I thank you for your time.

Thank you. And with that, our next communicator is Harrison Emert.

Hello, everyone. Good evening. So I'm Harrison Emert. I'm a student at Mount Rainier High School. I'm also on the soccer team and a captain for the team. I'm here to talk about Coach Stan and how, as a coach, he really helps us, inspire us, and get through everything as a person and as a player.

So during preseason, you get with the captains and talk to them about how he wants his-- how he wants the season to go and how he wants to manage us as a team. It shows how he wants everything to be perfect and how he wants to-- how he wants to have the season go, I guess.

He checks in with the team very often. He's always making sure we're OK. If something's not right with someone, he wants to set up a meeting or something, just make sure we can get that set out.

And also, I knew Stan for-- I mean, most of my life. He's almost like a second dad to me. He was a neighbor to us for a while. And I would go-- I mean, I'd go to his house. He had a young kid-- his son Nicky. We'd hang out all the time. And he would just-- he just cares for me a lot-- give me food, whatever I needed really. So he really helped me as a person and really be someone I really care about. Thank you.

[APPLAUSE]

Thank you. Next up is Henry Oxholm.

Hi. My name is Henry Oxholm. I'm a student athlete at Mount Rainier High School and one of the captains as well. And as a senior at Mount Rainier, I think that it's important to keep in mind that our coach has only been at Mount Rainier as a coach for two years. This is his second year. And we're already getting very far into the league. We're already almost at the top of the league, and we're a very good team. And I think that is attributed to him.

And that has to do with two things-- personal growth and team growth, which is something that he focuses on a lot. In terms of personal growth, he always checks in with players. And actually, at the start of the season, we made personal goals for everyone. Everyone made their own personal goal. And mine has already been fulfilled, even though I didn't expect it to.

He also is always staying positive, making sure that the team always has a high morale. And even if we lose, if something happens, whatever adversity we face, he is probably the first one to make sure everyone is OK. So I think that's very important to keep in mind.

And in terms of team growth, he talks about team goals. We have a bunch of team goals. We have five team goals. And he makes sure that we know them before every game, and actually before everything we do, even before team dinners and any event that we have together.

He's also a very engaging person, not just as a coach, but as a actual person. I had him as my dean at Sylvester Middle School from four years ago. And he was just always able to captivate anyone he spoke to with a very loud voice-- well, not loud, but he projects to you. He's able to reach you.

And he makes sure that everything you do is incentivized, or it's enticing. But he makes you want to do something. And I think that's important. He's someone who really just wants the team to succeed more than himself. And that's why I think it's very important that he stays.

[APPLAUSE]

Next up is Brian McClurg.

Hello. Thank you for having me today. I'm not a very public speaker so I apologize in advance. I am not only a product of the Highline School District. I have three children, two of them are here with me today. I'm sure we've all seen in the news lately about public-- about the shooting in Tennessee. I'm here today to propose a change in the way we do that.

I noticed that the locks on the schools have been changed since my son, who is 23 years old now, went to North Elementary, and I applaud the school for taking that action. But as we've seen, that is not enough.

I have come up with a projected value for what it would take to put armed security, not only in just any of the public Highline School District schools, but as well as facilities like this one, for just merely dollars a day. I also plan on writing our congressmen in Olympia about it as well.

I was about Henry and Harrison's age when I saw, in school, first hand, the events that happened on April 20, 1999. And it's never really left me. Even though it never happened at my school, every day, when I sent my son to school, it stayed with me. Every day that I send my kids to school, it stays with me.

It's not enough to be using preventative measures that we see going on already. It's time to lead the way the world works. I always say that you don't need to raise your kids in the world they're living in-- sorry. It's not enough to raise your kids in the world that you want them to live in. You need to raise them in the way-- the world that they're actually living in.

And I feel like this would do it-- just dollars a day. Dollars a day from each student and staff would provide military-trained experts who are trained in first--

Thank you.

Thank you.

[APPLAUSE]

Next is Deborah Lipp. I think she signed up. OK. Next is Alex Myrick.

Good evening, school board directors. When I was spoken from this podium in the past, I have expressed disagreement with many of your policies. Tonight, I would like to start with the goal in which we have agreement. Highline students should learn reading, writing, and math.

According to OSPI, more HSD students are graduating but with lower skills than in 2018. Two-thirds of Highline students do not meet English and language arts standards. As you know, these results are affected by the numbers of low-income students and those for whom English is a foreign language. Let's take a look allowing for these handicaps.

Among native English speakers, standards are met in ELA and math at only 44% and 27% respectively. Among non-low-income students, ELA and math standards are met at only 52% and 39% respectively. This is not merely substandard. It is abysmal, especially since the district spends about \$20,000 per year, per student. What is the district spending taxpayer money on?

The district has a chief communications officer, a director of communications, a communications manager, a digital communications manager, a communications specialist, a communications assistant, and additional communication staff seconded from human resources. That's a lot of communicators for a district with the policy and practice of severely limiting communication with stakeholders.

Social-emotional learning has no beneficial results and is, in fact, a vehicle for Marxist indoctrination. Highline has SEL screeners, SEL specialists, and dozens of staff listed in the directory by name and email, but no job title let alone job description.

In preparing students for their futures, which is more important, indoctrinating them on oppression and victimhood or teaching them to read, write, and do basic math? In your next budget cycle, please abandon the misguided attempts of social engineering and get back to teaching basics.

Thank you for your comments.

Thank you.

[APPLAUSE]

And with that, our next person up is Patricia Bailey.

Good evening. There is a war on children to undermine, mislead, and depress them. This war is, unfortunately, being waged against them by the schools. Sex is determined at conception, but children are told they were assigned sex at birth. Some children will simply not believe this nonsense, but those who do are destabilized. Now they have to wonder what sex they are. This makes the child turn inward, uncertain, alienated.

Now they are at odds with themselves and perhaps those who love them the most-- their parents. This ushers them into a fantasy world, where there is no objective truth. Reality is what you feel. They have to decide what is true. It sounds like freedom, but it's confusing, depressing, and imprisoning, despite rhetoric to the contrary.

The purpose of school is to learn objective knowledge. But when objective truth is demeaned with ideas like choosing one's gender, students logically must ask, what else is relative and just based on what one feels? Perhaps without being able to articulate it, students sense this demeaning of objective knowledge and perhaps wonder why they even need to come to school.

Additionally, the extensive time spent on sex education makes students believe they will soon take part in sex. This is like expecting them to play with guns or play in traffic. They do not have the maturity to make these decisions. Most parents do not want their children to be sexually active before they find a life partner.

Schools need to stop deceiving and derailing students. They need to emphasize academics, the arts, technology, physical education, giving students the skills to fulfill their potential. After attending board meetings for a year and a half, I have yet to see any serious attempt to address academic deficiencies. Thank you.

[APPLAUSE]

Next person is Katie Kresly.

Good evening, directors. The Highline District claims, as a priority, to partner with parents and families to benefit students. So why are you making it so hard for parents to get real answers about what their kids are learning in the sex education classes?

Two weeks ago, Highline held a meeting to accomplish three things-- tell the parents about sex education required by the state, how to opt out of classes if they desired, and answer questions. After giving information on FLASH and SEL-- Social-Emotional Learning curriculum-- and passing around curriculum binders, they answered parent questions.

Parents were assured that everything was, quote, "age appropriate and medically accurate," and SEL for K to 3 contained absolutely no sexual content, nothing about romantic relationships. Parents asked a lot of questions, but it was definitely awkward for both parents and the presenters.

I know you could not attend-- you had other meetings that you were at. But I found one of the question and answer discussions particularly interesting.

A mom asked why a book was read to her first grader about two male penguins in love who had a baby. We had just been told K to 3 SEL had absolutely no sexual content being taught about romantic relationships. Apparently, districts have, quote, "flexibility," and those materials do not require the 30-day-- normal 30-day notification because they're not part of the sex ed curriculum.

When another mom asked about why the state gets to decide what's age appropriate for her child, the OSPI rep confirmed there is no specific OSPI requirement in sexual ed health to discuss sexual orientation or gender expression. However, since this is an inclusive lesson study, the lessons must include discussions on gay, straight, nonbinary, trans-identifying people. She continued, the requirement is not meant to lead students down a path. Instead, the students can feel like, oh, that describes me, and now I feel like I'm being respected and seen as a human being.

Thank you for your comments.

Please reconsider. Thank you.

The next person up is Sheri Dugan.

[APPLAUSE]

Good evening, school directors. My name is Sheri Dugan. I'm a Burien resident with two adult children, both of whom attended Highline schools. I am shocked by the Highline summary report card for the '21-'22 school year found on OSPI's website.

It states only 33% of students met language arts standards. Proficiency in reading and writing is essential for adulthood in the world of work. Furthermore, only 22% met math standards. And how can children stand a chance of succeeding in STEM programs if they can't even do basic math?

I would also like to understand how 84% of students graduated when only 58% attended regularly. That means 26% of the diplomas awarded go to students that don't show up. So maybe they're highly-motivated, independent students, but that doesn't add up in light of the 67% and 78% failure rate in the language arts and math standardized tests.

Diplomas should never be simply gifted but awarded as a result of showing up and doing the hard work. There are many in our community who are concerned about this issue. So please take a few minutes in the next school board meeting to explain your strategy to solve these shortcomings. Thank you.

Thank you for your comments.

[APPLAUSE]

And next one is an Anne-Marie Kebre.

Good evening, school board directors. I went to the March 15 sexual education night for families. And then I went to the 6:00 PM Highline school board meeting.

While at the Highline school board meeting, I overheard a conversation between two Highline staff-- district staff members, who are both at the same sexual health education night. One of the staff members mentioned how she had to carefully navigate a particular question from a parent. The other staff member agreed that she navigated successfully, as they laughed off the incident.

During the sexual health education presentation, I witnessed one parent's interaction with one of the staff members. A father was audibly concerned that the district was teaching his boy he could be a different gender. Do you teach the children to be whatever you want to be, he said. This same staff member responded, we teach children to show up as their unapologetic self every day, and how they choose to identify, that's who they feel they are.

She suggested that he could opt the student out of that lesson. Other parents were concerned about this response because it was not direct. It did not answer his question.

My questions-- why did they laugh? Was it something she was afraid to share? What caused her to be evasive? Does Procedure 3211 have anything to do with her response? If so, why?

Highline School Board, please assure our community that this type of behavior does not happen again, a disciplinary action is taken, and a policy of complete transparency on what is actually being taught ensues. Thank you.

[APPLAUSE]

Thank you. That concludes our scheduled communications. And with that, we move to our superintendent's updates. So Dr. Duran.

Yes, and I'd like to invite Highline Education Association Jeb Binns to the podium. He is our vice president for Highline Education Association, as well as a board director for the National Education Association and a teacher at Highline High School. Welcome, Jeb.

Thanks. I read that. And I was like, wow, look at all those titles. I should give some back.

Good evening, directors and Superintendent Duran. My name is Jeb Binns, and I serve in the role as a vice president of the Highline Education Association. I'm also a parent, a community member, and a teacher at the Highline High School.

As we always do, wish to thank you for your service to the staff, students, and our families. Thank you, our community and our students, for the efforts that are and have been put into developing the strategic goals that will guide our work in the coming years.

I've appreciated being invited to be involved in the process and for the extra effort that has been made to include more classroom teachers and other educators in the process. And I also would be remiss if I did not also thank my fabulous facilitators, who are located in various parts of this room behind me.

We have been busy working in groups, by levels, of each one of these goals. And I'm part of a high school group-- go figure-- that, in each of our three sessions, we've started working on the following strands-- one, the culture of belonging; two, student learning; three, future ready; and in April, we'll continue our work on bilingual and biliterate.

All of these strands are driven by our students who are serving on the Superintendent Student Advisory Group. And these kids are thinking well and deeply and are pushing us as well. And I greatly appreciate them and their hard work.

Some of the things that were emerging as important for you all to consider are the following things. Core 24 isn't all it's cracked up to be. School is more than three Rs-- Reading, 'Riting, and 'Rithmetic. Crosscredited life skills are key. An interest in community schools is emerging. And as an NEA director, I'd love to work on this one, so hit me up because I got some people.

Some of the things that have surprised me in this work is the culture shift in our high school team. It was really interesting. The first meeting, only one of the groups, which was mostly populated by school-based educators, wanted to vastly change the system. And as we've moved on and we started to look at it and we really started to dig in, we're starting to see more and more people really looking to innovate and really looking to provide more of a dynamic shift.

And the tables are dreaming bigger and providing some next-level experience. And I'm pretty excited about what we're leaning in towards and the work to have a great experience for our students.

Now, I got an idea for you. So I'd love to suggest that we add an additional meeting, because apparently I can't get enough of them, and where, in this meeting, the idea would be some sort of a crosswalk or intersectionality between the goals and the levels.

Right now, the work we're doing is being siloed by age level or teaching level. And it would be really interesting to see what would happen if the conversations-- we got all in the same room together. So we're hearing what the elementary school teachers, the middle school teachers, and the high school teachers are all thinking about these ideas. Because right now, we're in our own grade-level thought bubbles.

And it would be really cool, potentially, so I can add another meeting for you all, maybe a school board work session, where you all can hear these things. And we can all engage in all of the work, and we get to talk to some school board directors about this really cool work. So I'll throw another meeting in there for you as well.

Flipping subjects a little bit, budgets, as you know, are moral documents. And I say the same thing when I help create the budget for the Highline Education Association. And in there, we budget our priorities.

In the light of the concerns around the budget that Dr. Duran has been communicating with staff, we have some concerns around cuts to social-emotional supports that our students pre-K through 12 will need in the coming year. We recognize that ESSER funds are going away. However, we cannot ignore the big behaviors and the big traumas that our students are communicating to us.

In your role, please act upon some reprioritization of funds, whether they be district funds or building funds, in a way that ensures social-emotional staffing is prioritized. Our elementary schools need behavior specialists. Our secondary schools need counselors and trained mental health specialists.

You heard from Andi Newman at the last board meeting about the incredible trauma experience for her students. This is the case across our district. We need to have and to be the first line of support for our students. Please ensure social-emotional supports continued to be fully funded in next year's budget.

I appreciate your time. Appreciate the opportunity. Have a wonderful evening. Thank you very much.

Thank you. Dr. Duran, any other updates?

Nope, that's it.

So with that, we move to our school board directors' reports. Any legislative reports? I know, Joe-- thank you. We'll start with Director Garcia. Any reports?

Nothing to report at this time.

And Director Hagos?

I can speak to one thing. The Parkside Elementary School community participated in a planting party. It was organized by-- I believe the name is Chunteva Smith. It's a Green River College student in partnership with the Environmental Science Center as part of her capstone project. And the students helped plant Pacific-Northwest-native plants around the school building.

The planting party was also dedicated to Mr. Tyrone, who is-- was a long-time Parkside volunteer and who recently passed away. He had planted some native plants around-- in and around the buildings, as well as some fruits and vegetables. And it was really neat to see the work that he did and how much it meant to the kids in that school community. And his passing was felt by many. So it was a good event all around.

Thank you, Director Hagos. Director Howell?

Yes. First, I'd like to talk about the Bow Lake Family Learning Night. Over 150 families attended Bow Lake Elementary's Family Learning Night. It included dinner and activities. Each grade level picked a power standard to focus on and teachers shared information with families. Then, students and families participated in activities and games to reinforce those skills. And parents left with materials to continue learning at home.

I also attended, after our last board meeting, a Marvista PTSA family skate night at Southgate and only fell once. So thank you very much. I didn't run over any small children, which I was really proud of myself about. So it was really, really fun. And I just want to thank all of our PTSAs for all the work that they do to build school communities. That's it.

Thank you, Director Howell. And then for myself, I'll just give you a quick update on the strategic plan advisory groups. Last week, our strategic plan advisory groups gathered at Highline High School. They discussed our emerging strategic plan goals and brainstormed strategies to meet those goals.

This was the second of our four advisory group work sessions to develop and recommend strategies for our new strategic plan goals. The advisory groups are comprised of teacher, principals, and central office representatives, broken out by elementary, middle, and high school, like teacher Jeb mentioned.

And in the other quick update is McMicken inclusive classrooms. So McMicken Heights Elementary welcomed leadership from the Office of Superintendent of Public Instruction in the Utah State Board of Education. The guests were there to observe and learn from students, staff, and administrators about their inclusive practices.

McMicken Heights is recognized as a leader in our state for including students with special needs in their general education classes. Teachers provided differentiated instruction and support to all students, and students have seen improved outcomes as a result.

So these are just two amazing updates for you all. And that concludes our school board reports. And with that, I'll ask for a vote for consent agenda. So all in favor, say "aye."

Aye.

I'll make it a motion in a second, please.

[LAUGHTER]

Oh. Hey, I want to get us going. So I ask for a motion to approve our consent agenda. Thank you.

I move we approve the consent agenda.

And I'll need a second.

I second.

Awesome. Now, all in favor, say "aye."

Aye.

Any opposed? Thank you, everyone. Our consent agenda has been approved.

And so we have one action item, and it's a motion to approve our Resolution 14-23 settlement in Juul litigation. So any comments or questions?

Seeing and hearing none, I need a motion. I need a motion to approve that consent agenda item.

I move that the Highline School Board approve Resolution 14-23 authorizing the superintendent to execute the necessary documentation to finalize the settlement with Juul.

And I'll need a second.

I second.

Roll call, please.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

This motion passes four to none.

And with that, we move to-- we don't have any intro and action items. So we move to just introduction items. So I'll go ahead and read them into the record.

So motion to approve purchase order increase of \$500,000 for the annual contract with Everdriven LLC for '22-'23 school year. And if we have any questions or anything, we-- comments, we can ask. Steve is here. So any questions or comments currently?

Seeing and hearing none, our next intro item is motion to approve purchase order increase of \$250,000 for the annual contract with HopSkipDrive for 2022-'23 school year. Any questions, comments, concerns?

Seeing none, we move on to the next intro item, motion to approve Evergreen High School replacement project, approval of constructability review report and implementation plan. Comments, concerns, questions?

Seeing none, next motion is-- next intro item is motion to approve Tyee High School replacement project, approval of constructability review report and implementation plan. Comments, questions, concerns?

Seeing none-- and again, all these, I know I'm going by them really fast, but we have time. So you guys can email, ask questions for these.

So the last intro item is motion to approve Evergreen High School replacement project, approval of guaranteed maximum price contract amendment number 1 and purchase order number CP230035 with Cornerstone General Contractors. Again, comments, questions, concerns? And again, this is not your last opportunity. You can always email and ask.

And with that, I'll just ask, are any of these items that you feel comfortable moving to added to the consent agenda?

Yeah, thank you. We normally don't move anything without all of us being here. So thank you for that reminder.

So with that, I'm going to ask that we get excused to an executive session for the purpose of an informal meeting pursuant to RCW 28A.405.230. So do I need that to make a motion-- so I need a motion for us to recess to an executive session.

I move that we move into executive session.

I second that.

All in favor?

Aye.

Any opposed? So then we are starting a session-- executive session, and it's in the north classroom.

OK.

So we will head out over there. And then we'll return here to reconvene.

Yes, please, in approximately 50 minutes.

OK.

No bueno.

So it is 7:22. We're reconvening from our executive session. And so now I'll ask a motion to adjourn.

I make a motion that we adjourn.

I second.

All in favor.

Aye.

All right. We're all adjourned. Good night, everyone. Thank you for hanging out, Tara and Shawn.

Thanks for stepping up, Director Al--