

## Highline Public Schools | School Board Meeting - June 7, 2023

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Welcome to our regularly scheduled board meeting on June 7, 2023. Please stand for the Pledge of Allegiance. And I'm going to have RJ, one of our students from Tyee start it off.

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.

Thank you. Roll call, please.

Director Garcia,

Here.

Director Howell.

Here.

Director Alvarez.

Here.

Director Hagos.

Here.

Director Van.

Here.

Thank you. Any changes or additions to tonight's board agenda?

Yeah, I'd like to make a motion to move some items to the consent agenda. Item 8.4, 8.5, and 8.7.

OK, I have a motion to move action items 8.4, 8.5, and 8.7 to our consent agenda. We have a second?

Can I-- well, we'll finish this motion but I would like to add some others to move to the consent. So do we finish this motion first? So I'll second that.

All in favor?

Aye.

Any opposed? None.

So then I'd like to make a motion to move-- and let me see if I wrote down the correct ones for-- which ones did you just say?

8.4, 8.5, and 8.7.

So I'd like to add 8.3 and 8.8 to the consent agenda.

And I have another motion to move 8.3 and 8.8 to the consent agenda.

I wanted to make one comment on 8.3

OK, so then maybe just 8.8 to the agenda, content agenda. Is there any concerns with that one? So I'd like a second then.

I second that.

All in favor?

Aye.

Any opposed? All right, just for clarification, we're going to move 8.4, 8.5, 8.7, and 8.8 to the consent agenda. Thank you. All right, we're going to start with our community-- our recognition. Have Keisha come on up or Nikki, Nikki come on up.

Hi there. I'm Nikki Fogerty. I'm our community partnerships manager. And I'm here to introduce World Vision and highlight World Vision supports teachers and other school staff with school supplies for their classrooms. And the family and community engagement team and World Vision have a special partnership to support families in our district who are in housing transition and provide them with furniture and other household needs.

They also support our schools with incentives, and these help to promote attendance for Link to Learning family events. We are thankful for all they do for our Highline community, and we now ask for World Vision to come up here and say a few words.

Good afternoon, or good evening, which one is it? First of all, we'd just like to say it is an honor and a privilege to be here and to receive this award. We love, love, love supporting the Highline Public School District.

Our whole organization is about the betterment of children. And so we know that all that you guys are doing for your communities or the school district, the schools, the four Rs, they come down on a consistent basis to pick up product.

And it is an absolute pleasure to work with them and to know that the product that they pick up from our organization is going to help families that are struggling and students that are struggling. And so once again it is just an honor to be here tonight. Thank you so much.

My name is Thomas Jenkins, and I'm the partner coordinator. So they work directly with me on getting product and the four Rs will call me and say, hey, we need this, this, and that and the other, and we walk through the warehouse together, and we'll grab it for them.

So once again, we just want to say thank you so much. We are just like I said, honored to be able to support the Highline Public School District. Thank you very much.

This is Roberta Taylor. She is our oversight manager of the warehouse and so I'm going to let her have a couple of words as well. Or did I say it all?

Really. No, I will just repeat what he said, that we are really grateful to be able to partnership with Highline Public Schools. We're always grateful when we're allowed to even come into some of your schools and do some of the events and things that we need to get media for. And we're just grateful for just you trusting us.

Well, wonderful. Thank you. Why don't you come on up and we always take time to take a little picture and do a little recognition.

[APPLAUSE]

So thank you for all the work you do.

Thomas, Roberta, I know that quite a few of the board directors have some comments that we would like to share with you. I'm going to start with Director Alvarez, some comments.

I just want to say thank you for the amazing partnership. I know that supplying our families with some of the basic needs is some of our also passion but just a great partnership and also I'm just going to throw out a shameless plug as they say, for the volunteer opportunities that you also provide.

I know there's a lot of times that you have a lot of stuff in your warehouse, and that you need either sorting or stuff. So I'm just letting people know that they can contact you or World Vision, get online to volunteer. But again, thank you for supporting our families, supporting this community, and just for being you. You guys are amazing. We love you guys.

Any other comments?

I just wanted to say that as a young teacher, I was able to go to a World Vision like shopping event where I got to go and get notebooks and pens, and backpacks for my students. And it made such a difference for so many students to have brand new school supplies. They felt proud, and it was just-- it was so great and so fun and so easy. And so thank you so much.

As a new teacher, I really didn't know a lot of resources to help support my students who didn't have the funding for school supplies. And World Vision came to Highline and said, we have this event, you can come and get stuff for your students. So thank you. Thank you so much.

Yeah, in addition to that, my relationship with World Vision has gone back 20 years starting with working alongside Reed and the city of SeaTac with the back-to-school supplies. Your continued support with our district, our foundation, and all of our local communities in support of our kids. So bottom of our hearts, thank you very much. Appreciate it.

And say hello to Reed from all of us. And thank you for being here.

All right, that concludes our recognitions for this evening. We're going to move on to our scheduled communications. On behalf of the board, we would like to thank you for coming and speaking to us this evening. Our norms and rules are posted on the screens.

Please be mindful that you're here to speak to the board, and that there may be students here or watching that are paying attention to your words. In addition, the board will not be able to respond directly to you about your testimony during the meeting. Thank you. First up, James Payne.

Good evening. James Payne with two at North Hill Elementary. Tonight you're planning to do one of the most consequential things a governing body does, to approve a strategy. This vote will help guide and synchronize the efforts of Highline's many employees, and in theory, provide public value to stakeholders.

Your Highline promise will apparently remain the district's overarching intent, which is to know the name, strength, and need of each child, preparing them for a future of their choosing. And while this is largely meaningless happy talk, your promise is in fact a vision statement.

Unfortunately, your aspirations do not affirmatively communicate the actual purpose this government performs for the taxpayer. For example, nobody would ever task a school system to just know that Bobby is strong at basketball and needs help reading. Those objectives are far too silly and simplistic for us to spend \$20,000 a year per student and utterly void of public value.

Therefore, your strategy has a fatal flaw. Highline has no stated mission. You need both a vision and a mission to be effective. Your failure to have a stated mission, something every government has, partly explains Highline's extraordinarily poor academic outcomes and other negative externalities.

You're lost in a trivial vision, not anchored to a definitive accountable socially justifiable directive. You simply cannot approve this strategy without including a proper mission statement tonight.

Furthermore, because we have two unelected board members right now, voting on this highly consequential policy tonight would usurp the true will of the voters who did not choose these appointees. It's illegitimate and politically unsustainable. You must wait until five properly elected people are sworn in to approve a long-term strategy. You have work to do anyway. So this can wait.

Lastly, I reiterate, vote no on this policy 9000 change. It clearly violates your own institutional practice procedure by quote, "intentionally advantaging and disadvantaging certain groups." Vote no on both.

Thank you. Next up Alex Myrick.

Good evening, school board directors. Since the district's strategic goals are both important and of lasting duration they should have commensurate community input and buy-in. So far, they have only been perfunctory. Furthermore, the strategic goals should be voted on by directors that will be in office to oversee their implementation. As you know, we are a few months away from significant board turnover.

Fortunately, you have the power to solve both of these issues with a single stroke. I urge you to defer voting on this and solicit additional input from stakeholders in the community. Thank you.

Thank you. Next up, Christina Bayaniyan.

Hi, my name is Christina Bayaniyan. I'm an organizer with Local 66 Sheet Metal Workers. And I first would like to say thank you to the Highline School District for coming to an agreement on the CWA. I personally have benefited from working under CWAs and contracts throughout my career.

Going through ANEW, they teach you all the basics and you get to go through your career, they give you a spot to start at.

Then you get into the apprenticeship. CWAs do amazing things for apprenticeships because you have apprentice utilization. And that also benefits your taxpayers right here in your district. So we'd just like to thank you guys and I'll concede my time.

Thank you. Next up, Deborah Lipp.

Hello. Good to see everybody again. I'm on the same thing with the goals, the equity. Why are we changing it equity to goals? Because I know equity sounds bad, and it is bad, and it is divisional. BLM's gone bankrupt, CRT is divisional, mutilating of our children doesn't go along with good goals.

So why don't we teach these goals, like integrity, morality, honesty, purity, trustworthiness, kindness, respect? Because I work for the district all day. We need help. Our kids need something more than all this divisional that we've been putting out. Whether you want to call it equity or your goals. They need to be best for the kids. They need to be best for the parents.

Do you know who's going to hold the parents accountable for their kids? God. Not you. They're not your kids. They're not my kids, except for my own. And I'll take care of them. And I'm teaching them these things. And then they come home and they don't quite sound like it, two grandkids go to Midway. You know, they're not learning the respect. We can tell the difference in one school year being there.

I sit at another school I won't mention, a middle school. Makes me cry every day. They're not in class. They're not respectful. I care about kids. I thought that's what Highline was here for, the district was here for. And so wait on the strategic plan also. You need help. There's going to be some more board members come in. They'll help you. This can change. We don't have to stay in this old way because it's not new and it's not good and it's been around a long time. And it really has not developed our children.

Thank you. Joseph Lipp?

It's good to have these students here. We need to have more students here. I'd like to read something from Mother Teresa, who when you look at her life makes us a bunch of pikers as far as the love for our fellow man. "The greatest disease in the West today is not TB or leprosy, it is being unwanted, unloved, and uncared for. We can cure physical diseases with medicine but the only cure for loneliness, despair, and hopelessness is love."

There are many in the world who are dying for a piece of bread but there are very many more dying for a little love. The poverty in the West is a different kind of poverty. It is not only poverty of loneliness but of spirituality. There is a hunger for love. And there is a hunger for God.

Your job as teachers and school boards is not to love our children. The education system is to equip our children with the skills needed to become productive members of society, learning to know and learning to do. Take the knowledge and do.

We parents ask that you go back to the basics, reading, writing, arithmetic. Get the kids to graduate with honors, not at 25% level, not failing. Not kids that can't ever make change when you walk up to a cash register. Help them to graduate with honors. Let them change the world after that happens. Amen.

Patricia Bailey?

Good evening, Highline school board members. I'm Patricia Bailey, a retired Seattle School District teacher, and Burien resident. I'm here to ask that you please postpone adoption of the strategic plan since a majority of the positions on the board are in an election cycle at this time.

We want to avoid the new board being hampered in the implementation of a strong academic focus due to vague language in the strategic plan. For example, it is unclear what percentage of students making one year's growth or more is expected, 1%, 50%, or 100%.

In addition, every strategic plan needs to be in full compliance with the Washington State RCW 28A.405.030, which reads as follows, quote "It shall be the duty of all teachers to endeavor to impress on the minds of their students the principles of morality, truth, justice, temperance, humanity, and patriotism.

To teach them to avoid idleness, profanity, and falsehood. To instruct them in the principles of free government, and to train them up to the true comprehension of the rights, duty, and dignity of American citizenship." Unquote.

All strategic plans need to be scrutinized to conform to this Washington State education law. Please postpone the vote on the three-year strategic plan until after the installation of the new board. Thank you.

Andrea Ornelas?

Hi. I'm Andrea Ornelas, a proud union mom. Sorry, proud union member with Laborers Local 242, and married mother of five. I am here tonight to thank you, the Highline Schools administration for working with the building trades to bring a community workforce agreement to the board. A CWA will help create economic opportunity for thousands of working people and all demographics but particularly, helps those that have been left behind, like women, BIPOC communities, and disadvantaged communities.

I personally have benefited from a community workforce agreement and can attest to the economic growth opportunity to those that take part, as I was near the brink of homelessness before I began my career. Working in the trades gave me a chance to not only afford my apartment but to save for a home for my family.

I have gained confidence, stability, and the chance to give back to my community, which I do on a regular basis because my community was there for me when I needed it, by recommending the ANEW apprenticeship program. Completing the program and working on the community workforce project allowed me to continue, and truly transform my life for myself and my family.

But I did not have to go through this financial hardship, instability, and more had I learned about the training programs, the construction trades and benefits at a younger age. And though I love what I do, it would have been a great job site to truly reflect the community, employing women, disadvantaged communities, and BIPOC persons.

So please do everything you can to help get a community workforce agreement approved and implemented so we can increase equity in the construction workforce on the Highline Schools' construction projects, and gain future generations. Thank you.

Leslie Sokolik?

Good evening. I am Leslie Sokolik. I am a part of the Rainier UniServ Council Board. And also the chair of our council's political action committee. I'm also a parent, a resident, alumni-- graduated from Evergreen, and an employee of our district. I'm speaking about item 8.1, the strategic plan, and item 9.9 Evergreen High School replacement contract.

First I want to just thank Highline administration for working on the building trades and coming to bringing the community workforce agreement to the school board very soon. I do ask that you act quickly on the agreement. A CWA will support our students, bringing our future ready. We want to by providing updated learning environments for students. But we could have done more for our students and our community. We could have done more if we had a community workforce agreement in place for Evergreen project.

A CWA brings a wealth of benefits to our students and our community. When the community passes \$500 million in bonds, we should be investing that money in helping our students be future-ready by creating career pathways to well-paying jobs with benefits that allow them to buy a home in the area where they work.

CWAs will also help create economic opportunities for thousands of working people, particularly women, people of color, veterans, and those otherwise historically disadvantaged from the community. We have been told that Cornerstone is committed to those hires. Given the poor track record that previous contracts had in hiring employees from among traditionally marginalized groups, we strongly urge the board to ask for the data. We ask the district to gather the demographic data from hires during these. Thank you.

Thank you. Sandy Hunt?

All right. Thank you all for being here tonight and for supporting our opportunity for public comment. My name is Sandy Hunt, I'm president of the Highline Education Association. I do want to-- I know it was probably not this way but point of personal privilege to introduce Jeb Binns who will be replacing me as president. He went through the certification process Monday. So let's give it up for Jeb. He's always given it up for me.

[APPLAUSE]

Also, Shawna Moore is certified to be our next vice president. So let's give it up for Shawna.

[APPLAUSE]

Leslie Sokolik will be the new middle school rep. So let's give it up for Leslie.

[APPLAUSE]

And then Katie Utesch will be the replacement as the elementary rep. So we have a half turn-- about half our board is turning over. They look forward to working on the new strategic plan. And I know technically that didn't show up as the comments that I was going to make but I think there is a real throughline here with being future-ready. And it's exciting to have so many students here and really focused on their future is a key tenet of the new-- and I would say part of the previous strategic plan as well.

And so CWAs really allow a whole segment of students to be future-ready in maybe a less traditional manner. In which-- than we traditionally think of when we think of college ready. So it's important that we are supporting that. And I think it's important as Leslie started talking about, to collect data.

We do have data that I don't know if it has been supplied to you that the building trades put together around the building of Des Moines, and Highline High School in Glacier, as to the incorporation of traditionally marginalized groups and businesses of BIPOC-owned businesses and women-owned businesses. So we have that data from that round. We will be getting new data from Cornerstone. So I encourage you to get that from the Tyee project as well.

Thank you. Jeb Binns?

That was unplanned. President Van, Board Director, Superintendent Duran, thank you very much for your service. My name is Jeb Binns. I'm a parent of a school in the-- or child in the Highline School District, teacher at Highline High School, and the president-elect of the Highline Education Association, which I'm really excited to take my new role coming up next year.

As to item 9.9, the community workforce agreement, I please urge your support for the CWA. It's unfortunate that it didn't go for Evergreen but let's hope we finally get it done for Tyee and would appreciate your support for that.

As to the strategic plan, please support. And I look forward to partnering with you on this important work. And I've appreciated being part of the process. So thank you, Superintendent Duran, for having me on that team.

I'd like to close with this, as a teacher in Highline Public Schools it is my duty to make sure that all of my students are seen, heard, and valued. And I think our strategic plan will do that. Thank you much.

Thank you, Annie Wise?

Good evening. My name is Annie Wise, and I'm on staff at the Martin Luther King Junior County Labor Council, also known as MLK Labor. And I'm a member of OPEIU Local 8. I know the difference a union job can make in a person's life. Before I joined the staff of MLK Labor, I was a Unite Here Local 8 member working in hotels.

My husband is a tattoo artist, and it's been my union job that's ensured that we have health care. I also don't think I would have been able to buy my house here in Burien without my union job.

So I'm here tonight to say thank you to the Highline Schools administration for working with the building trades to bring a community workforce agreement to the board very soon. A CWA will help create economic opportunity for thousands of workers, particularly women, people of color, veterans, and those otherwise traditionally disadvantaged from the community.

Please do your best to get a community workforce agreement approved and implemented so we can increase equity in the construction workforce on Highline Schools' construction projects. Thank you.

Thank you. Monty Anderson?

Hello. And thanks very much. First of all, I want to thank the school board for giving us this chance to speak, and the superintendent. I know these days, being a school board is a lot tougher than it used to be in the old days. And I sympathize with you and support you guys here. I know it's tough. And I want to just personally thank you for the work you do.

My name is Monty Anderson. I'm the executive secretary of the Seattle Building Trades. We represent about 15,000 workers here in Seattle and King County. A lot of them here in the district, here in Highline. When we came here in 2015 and '16 and spoke about a community workforce agreement, we met with people here at the district and we just didn't get it done. I'm not one to look backwards.

Then when I came back again and we came back around with Sandy and met with people like Scott Logan. Scott Logan was very honest with me and said times have changed around here, and we're starting to go around this equity lens and realize that these building trades jobs are good for people. And he's been excellent to work with, along with the superintendent and you all here. Just want to let you know that we are totally committed to this just like we've always been.

I mean, our job is easy, we just work with young men and women. People, foster kids, recently incarcerated youth, the unrepresented people. I mean, we don't get a-- I've been on my apprenticeship board for a long time and we don't get a lot of rich people applying for the apprenticeship. I mean, I don't have a lot of rich kids saying give me a shovel, let's get in the ditch.

It is the fabric though that builds a community is these middle-class jobs. So the fact that people that live and work here have a priority to work on their own projects in their own community, have that pride here at home, and then be able to make that money is going to be life-changing for the district and the community.

And like I said, I'm just very proud just to be a part of this thing along with Highline and people like Scott and Sandy, and the new people on the board, just looking forward to really bringing home the money, and stop the gentrification and the things that happen in a community like that when it grows fast. Thank you very much.

Thank you. One of our students, John Diaz.

Hello everybody. My name is John Diaz and I'm a junior at Mount Rainier High School, attending Running Start at Highline College. I have been an ASB secretary for three years now, serving the community, and now advocating for action to be made for boys' volleyball.



Over the years within the Highline district and other neighboring school districts, the need for male volleyball club or interscholastic activity has continuously grown. Volleyball is a popular sport that should be represented for men in addition to women. It is a sport that involves teamwork, fast thinking, adaptability, and a chance for all male-identifying students--

All right, mic check.

OK, yes. It is a sport that involves teamwork, fast thinking, adaptability, and a chance for all male-identifying students to have fun and enjoy a more structured approach to volleyball. Recently me and other representatives from different high schools such as Highline, Evergreen, and Tyee have sent out five paper petitions that have garnered 344 signatures. Here's the proof.

Recently, me and other representatives-- oh sorry, we are also collaborating with First Point Volleyball Foundation, a national organization that advocates the growth for men's volleyball in high schools.

Two days ago, we started an online petition on change.org that as of right now has 970 plus signatures. Though we are aware that you may not hold the power that the WIAA has, or have the backing of the rest of the state, you do have the power to advocate for the many students who need male volleyball and support our endeavors to make a club tournament or intramural throughout the district.

Our ultimate goal is to sanction boys volleyball across the state but while those efforts are being made by high profiled volleyball individuals, we can create a powerful impact here at Highline district.

Thank you for your time. I and the people over there Abdul, Malik, and RJ, and many others would love to have another conversation in the near future. Thank you.

[APPLAUSE]

Thanks, John. Next up, Renee Sullivan. No Renee Sullivan. OK, Greg Bowers? No Greg Bowers, Henry Winkler? No Henry Winkler. The Fonz, yeah. Edward Jezek?

Hello. My name is Ed Jezek. I'm here on behalf of Local 86. I am a business agent for the Ironworkers in Seattle, also specialize in our CWAs and our community outreach. I do about 40 job fairs a year in the schools all up and down King County, and Pierce County.

What I see a lot in these schools when I talk to these kids is I see about a quarter of them go over and talk to the universities, and I see the other three-quarters of them go and sit on the bleachers and play on their phones because they, like me, have likely been told that if you don't go to college you're going to be a bum. You're just going to go work at McDonalds and you'll be nobody.

Fortunately, for me, I was pushed towards an apprenticeship as a young man. 21 years old I joined the Ironworkers apprenticeship. By the time I was 24, I owned a house in King County. By the time I was 27, I had my first daughter. And my wife, who graduated from Mt. Rainier High School up the road there, grew up in Des Moines. Her dream her whole life was to raise kids at home.

Apprenticeship and skilled trades gave me the opportunity to give my wife her dream. Programs like community workforce agreements allow people to do that. They also allow people who don't otherwise have the dream to stay home to go out and join the workforce. They don't have to make the choice between college or a bum. I strongly urge the board to adopt the CWA. Give opportunities to your students who otherwise don't have hope.

I have 30 seconds, I'm going to talk about some personal stuff. I spent the first 10 years of my adult life volunteering in this community, through youth outreach and youth ministry. What I saw on those kids' faces was a lack of hope because if they weren't going to university, and they weren't from the rich neighborhoods, they were going nowhere. Give them somewhere to go. Give them an opportunity. Thank you.

[APPLAUSE]

Thank you. Karen Dove? Karen Dove? Marin Costa?

Hi, my name is Marin Costa. I'm here today as a Highline mom. I'll start by saying thank you to the Highline School District for working with the building trades to bring a community workforce agreement to the board very soon. And I ask that you act quickly on this agreement. As we know, a CWA will help create economic opportunity for thousands of working people.

As a mom of a special needs kid adopted out of the foster care system and in the Highline School District I hope for him to see many people like himself in all of the trades and on all worksites, especially those in his own school district. And I hope one of these days he can find work in the trades.

CWAs are a part of what can help make that true. He needs mentors and role models to help him see a future for himself and a way to have a good job with a living wage, which is what unions do. Please do everything you can to get a community workforce agreement approved and implemented so we can increase equity in the construction workforce on Highline School construction projects. Thank you.

Thank you. Next up, Fernando Arevalo.

Hi, my name is Fernando Arevalo, proud Local 300 painter. I urge you to support the CWA. And I hope other students had an opportunity like I had when I was younger and didn't really know a direction I wanted to go. My uncle came to me and said, hey, you should probably get into a trade. I'm like, all right obviously, I chose the painting trade.

And that career path kind of led me to my direction from starting as apprentice, growing up becoming a journeyman, and then kind of my career path becoming a rep and so on. I hope you give other students an opportunity have a career path like I did that wasn't college-bound like some of the people, I was always that one little person who's kind of like wandering off all these different directions.

It'd be great to see this CWA in the Highline School District which can help give other students out there like myself, like Latinos and others, BIPOC people out there, the opportunity to create a career, create a pathway for their families, their future people out there.

Please do the best you can to get a CWA because I think it's great to have people to get that four-year apprenticeship, that at the end of the day, it's earn while you learn. And by the time you're done and turned out, you don't have no debt and you have a trade you can always go back to if you decide to go a different career path. Please support the CWA and I think it'd be a good thing for the Highline School District. Thank you.

Thank you. We're going to move on to our waitlist. We have four people here. Jeremy Garton? Jeremy? Todd Springer? Todd? Toby Hoffman? Scott Oldham? Anthony Thompson? We're going down this waitlist. Christopher Winters? Christopher Winters? Francisco Rico? Karina Ebalá? Pedro Espinoza? Paul Williams? There you go.

Good evening, Highline School District. Guys, first of all, I would like to thank you guys for working with the Seattle building trades and getting a CWA. Myself, my name is Paul Williams. I'm an organizer and a member of the Sheet Metal Workers. I went to Rainier Beach High School and grew up in the Valley. And my first experience was metal shop in high school. And the Sheet Metal Workers came to us and talked to us. That was my first experience. But I wasn't on the right path yet. So it took me until my 20s to join.

I went through the apprenticeship, became a journeyman, and I bought a home in the Top Hat neighborhood in the Highline district. Shopped here at Fred Meyer's, lived here for about a decade. And CWAs helped me through my times as an apprentice and a journeyman working, pay the mortgage, pay the taxes, contribute to the community. And it's kind of a mixture of CWAs and private jobs and other things that get a tradesperson through their career and help make a living. If it wasn't for the Sheet Metal Workers I wouldn't be the man I am today.

And as a member-- as a person living in this community I was able to vote on levies for this district and we encourage all our members in their areas to vote and pass levies and school bonds all the time. I believe the school district is on the right path and we should continue doing CWAs for all your projects. That's all. Thank you very much.

Thank you. And the last person on our waitlist, one of our students, Malik Muhammad.

Hi. Thank you for having me. I'm a junior at Mount Rainier High School and I wanted to talk about boys' volleyball. John gave you all the facts but I just wanted to say that boys volleyball gives a lot of people an opportunity to play in high school, whether it be people of color. Many universities like Morehouse in Atlanta have recently added men's volleyball. And they're asking for players and they'll give them opportunities, scholarships.

It gives the people in our community, which is very diverse, a chance to play the sport they love, which even includes me because I had no idea about the sport because of lack of exposure to it until recently. And I fell in love with the sport. And I want to pursue a career in it. And that's why I believe that a lot of students should have the same opportunity that I did and have more exposure. Thank you.

[APPLAUSE]

Thanks, Malik. And that concludes our public comments. Moving on up to our superintendent's updates, Dr. Duran?

Yep. I'd like to start with a labor partner update and invite Melanie Bowman, who is a business agent for Local 763 to the microphone. Welcome, Melanie. Good to see you.

Hey, guys. I'm Melanie. I'm from Teamsters 763.

And hi, you guys. Most of you know me. I worked for the district for quite a while, worked in the schools of some of your kids. I'm here representing classified staff and all the trades actually in Highline. All the groundskeeping, janitorial staff, all of the kitchen staff, paraeducators, office staff, amazing group of people.

I first want to start off by saying there's been some displacements at the end of the school year like every school year, and sometimes that tends to have taken quite a while to get people secure in their positions for next year. So they were very unknowing and scared throughout the summer because didn't know if they had a position.

The district has dramatically improved on that. Almost everyone has a position before summer even starts. So thank you very much, people are placed in positions they're happy with. And some people are moving up, people are very excited. So I want to say thank you. There's been a big change in that. I appreciate that. I know that's very hard work on the district's part.

The CWA, I'm going to hop on that train. Please adopt that. People don't have to go to college to have successful jobs. Sometimes people can't afford the college or don't have the knowledge to do the writing to get an essay to go to college. Maybe that's not their strength. So please adopt that.

Teamsters supports a lot of different trades. We need those people to survive. And some kids will thrive in those areas. So thank you for that, even considering that.

I want to talk about some of our people who work with students. Those people need the tools to work with the students. Part of having those tools is being secure within yourself. Secure with your home. Secure with paying your bills.

That's not happening right now. People working for Highline in classified can't pay their bills. They're struggling to put food on the table. We have single parents. We want them to come to work prepared to love those kids and give them everything they have. But they have to be whole with themselves first.

We're coming up to negotiations this next year. Please keep in mind that we all want what's best for the kids, and this starts at the ground level of making sure that we have amazing staff. We've brought some new blood in, let's retain those people. Let's show everyone that we have an amazing classified staff that wants to be here, is excited to go to work, and feel secure because they know they can pay their bills.

But thank you very much, guys. I do appreciate it. And I appreciate you. And I appreciate the change I've been seeing. So thank you each and every one of you.

Wonderful. Thank you, Melanie. Appreciate that. All right, just a little shift here is going to talk a little bit more around the strategic plan from a student's perspective. So I'll invite Nikki Fogarty, our community manager partner to come up to the microphone.

And while she's coming up I just want to thank everybody in our community that has given us feedback and information that we can use to plan for the strategic plan. Really appreciate the engagement that we've had but I'll give Nikki the honor of introducing our next great set of speakers that are here tonight. Thank you, Nikki.

Hi again. I'm Nikki Fogarty our community partnerships manager. And I'm here to introduce our students from the superintendent student leadership team. The team is made up of a cohort of students from our comprehensive and alternative high schools. And together we meet monthly at different high schools across the district to discuss important issues and highlight, and work on leadership skills.

This year our students have been sharing their insights and feedback on our strategic plan. They've also worked with a coach who helped them with their writing and public speaking skills. And today, Jurnee, Brenna, and Nadani are here to share their thoughts on the strategic plan and their hopes and dreams for our schools.

All right, we'll start with Jurnee. Jurnee Robinson, welcome. Good to see you.

It's good to see everybody here. My name is Jurnee Robinson, and I am the ASB president at Tye High School. I learned about Marsha P. Johnson on social media, an advocate for gay rights and for homeless LGBTQ+ youth. I learned about the history of Haiti and its successes, and its resilience on TikTok. I learned about the resilience of African-Americans throughout history through my phone. I learned about the struggles of women fighting for their own rights way before the events that are mentioned in passing in my classrooms.

I learned what a micro-aggression was in eighth grade in a class that isn't even taught anymore. I educate my peers on a daily about the terms microaggression, the difference between equity and equality, and how they should be proud about their identity. The only place I have ever learned about my identity outside of my phone and social media has been in my eighth-grade social journalism class at Chinook Middle School, which isn't even taught anymore, and that needs to change.

I as a learner in one of the most progressive states and most diverse communities and of this school district should not have to rely on social media to educate me about my identity, especially when I spend the majority of my day-to-day sitting in classrooms for six hours.

I encourage the board members here to work together with educators and the students and the community you serve to educate us about ourselves, to include classes like social journalism, to include classes like social justice, and classes that teach us about the beauty of our individuality and to find power in our differences and our disadvantages. To teach us about more than just 9/11, to teach us about more than the wars we've either started or won.

I don't know what you imagine but I imagine my little brother coming home telling me about his day and he's able to educate me about Black History outside of Martin Luther King, Rosa Parks, and Malcolm X. Thank you.

[APPLAUSE]

Thank you, Jurnee. And next in right, Brenna Nicholson at the mic.

Hello school board. My name is Brenna. I am a junior at Mount Rainier High School. One part of your strategic plan that I really like is future-ready. One thing I will be speaking about is for my teachers. I care a lot about my teachers at Mount Rainier High School but it seems like my teachers aren't being represented in school board and in district meetings.

I've spoken with a couple of them and here's the needs they have to say to have our students be future-ready. They need to have student expectations. They need to have standards, and we need to have discipline. We need to go away with standards-based grading because we are working with teenagers, and the teenage mind won't want to do assignments unless it is graded.

I want to be a teacher. My brother is currently in school to be a teacher. I feel great concern for my teachers. I want them to have a good life but currently, their life is filled with-- is riddled with anxiety.

I feel great concern for my brother who is going to be a teacher in a few years. Right now, I want to be a teacher but right now the way the education system is working, I don't think it's a good career choice. I want my teachers to continue being teachers because they are excellent at their jobs. And I want all potential teachers to seek out opportunities in teaching because they will be excellent teachers. Thank you.

[APPLAUSE]

Wonderful. Thank you, Brenna. And finally, Nadani Singh-- is she-- there she is. Thank you. So you're welcome.

Hi. My name is Nadani Singh and I'm a senior at Big Picture High School. My time at Big Picture High School has shown me the importance of interest-based learning. When students are offered a space for creativity to support their passions and interests, we support ideas of lifetime learners. Us students can independently learn the value of taking advantage of their education and fostering a successful future.

By helping students in their interests real-world learning can strengthen engagement with their passions, and in a traditional school environment, creating a stronger emphasis on exploring their passions through internships. I think it would be really impactful and students would be more inclined to focus on something that matters to them.

This could start off as group internships, promoting both group work and independent work. For example, a traditional English class could integrate interests such as law and psychology by working with an off-campus group to gain real-world experience. This also gives a student a solid start to a resume, leading to various work opportunities.

With student engagement falling short post-COVID, we see students throughout all high schools resorting to skipping class, partaking in recreational drug use, and simply disconnecting from their peers and community. If more students had access to interest-based opportunities, we would see increased engagement and excitement from eager students who want to be present.

As someone who started off at a traditional high school with drive but a lack of interest in my classes, my time there became frustrating as it felt as though my work had no real value outside of the classroom. Considering high schools serve many students. I can't be the only one that feels this way.

With my last week of high school, I can say with confidence I'm thankful to have been shown that world of interest-based learning, and leaving high school with a career that I feel satisfied and accomplished with. Yeah, thank you.

[APPLAUSE]

Wonderful. Thank you all very much for being here. We get the pleasure of being with the students on a monthly basis and we're lucky being able to see you all in your schools but I just know from what you all shared tonight, you are getting ready for the future. You are the future. And I know you all are going to make and do amazing things. But thank you for all you do to serve other students, being the voices for other students, and helping us learn.

Because one thing I know that I've learned over this last year is that you all definitely know what you need. You all know what you want. And it's really up to us to do better. So thank you. So let's give one final round of applause for students on the student leadership team.

[APPLAUSE]

Board directors, would you have any comments for our student leadership team?

Thank you so much for coming tonight and speaking to us your own truth, and on the behalf of other students and teachers. I so appreciate hearing student voice. I think it's central to our work. And if we're not constantly listening to what our students are telling us, we're not doing our job. So thank you so much for the time and energy you've put in, to really trying to make Highline better not just for yourselves but for everyone. So thank you.

I also want to just say thank you as well. I think it's so important for us to really listen so we can really see. There's this quote that says nothing about us without us. And if we don't understand what the needs are, how can we really plan for the future? So thank you for like Director Howell said, speaking your truth, and for being here tonight. I know it takes guts just to come up in front of everyone to tell your truth.

And continue to tell your stories, your stories are important and they will I think support others on their journey. So continue to tell your stories. Thank you for being here.

I can't repeat-- I can't match what they said but you guys were amazing. I don't think I would have had the ability at your age to come up and say my truth back then. So I just really, really admire what you guys were doing today. And I hope that you continue to push us. This is just one step in the process of getting us to where we need to be. So thank you.

Ditto. And also, I really did appreciate hearing that within this leadership team, there is plenty of opportunities to learn and grow and use your leadership skills. So thank you.

And with me ditto, ditto. I can't-- I'll just echo what the rest of the directors say, just keep on speaking your truth. And just proud of you for being here tonight. And know that you were really anxious being here. You did a really great job. So thank you. And for the parents that were here supporting them, thanks for being their crutch and being there right beside them. So appreciate that.

Wonderful. Thank you all. Final thing I have is that we have a number of curriculum items that are on our agenda. So I just want to thank members of the curriculum adoption committee for all the work that they have done to support that process. So if you've been any part of the curriculum adoption process will you please stand so we can recognize and give you a nice round of applause.

[APPLAUSE]

Thank you all for all the work that you have done to get us where we are right now. Appreciate it.

Thank you, Dr. Duran, and students. Moving on to our school board reports. 5.1, legislative reports, nothing on that front. So we're going to move to our director's reports. I'm going to start with Director Howell.

Thank you. Well, it is time for graduation season. We've talked about this before as board directors, this is the best part of the year for us because we get to show up and see all the hard work that everybody else has done, and kind of bask in it. So if you would like to celebrate our graduations this year and are unable to make it, we are now going to be live-streaming graduations. And if you'd like to see those ceremonies you can go to [highlineschools.org/graduation](http://highlineschools.org/graduation) and you can watch those along with the ceremony.

In addition, on May 25th, right after our last board meeting, I was able to be a chaperone on a field trip to the Olympic Sculpture Park with Ms. Myer's second-grade class. And students learned about ecosystems and how art interacts with nature. And I just really want to thank all of our teachers and building leaders and PTAs that have really worked hard to make sure that field trips can happen again.

I know that my daughter, who started kindergarten and did kindergarten on Zoom is really enjoying the learning that she's able to do through field trips now. And so I just want to shout out all the teachers but especially Ms. Meyers. And that's my director's report.

Thank you. Director Alvarez?

So as you mentioned graduation, I'm going to-- today I had the privilege and honor to attend our ELL ExCEL High School Success and Pathway to College celebration at the Highline College. And a shout out to Riley for being there and really supporting Michaela, supporting our students. But what a great opportunity to see the diverse-- of students being there from different ages but really connecting back to school.

I know we're going to be reviewing some of our Open Door there for review this evening. But just what an amazing opportunity to see things in action and to see how engaged our students are and being celebrated. And some of them having perfect attendance the whole time they were there. And I'm like whoa, like with all these things happening in their lives, and yet they're choosing to change their future. So it was just a pleasure for me to be there today.

And with that, also just a little bit about launching of our ParentSquare. We're excited to announce the adoption of a new platform for school-to-home communication. The new platform is ParentSquare. This tool is designated to keep parents and families connected. We'll launch ParentSquare in August just in time for back-to-school.

We'll use ParentSquare to share information from schools in the district, teachers and parents can also use the two-way texting tool that is on ParentSquare so I'm excited about that. As a grandma, I'm going to be signing up so I can learn about my grandson and what's happening in the day.

So I'm just excited about that and excited for graduation season. Just watching our students walk across that stage being so proud. Just excitement around the air. End-of-year excitement. Thank you, Director Van.

Thank you, Director Alvarez. All right, Director Garcia?

All right, all right. Before I start-- well, I want to start off by thanking the Highline Schools Foundation. This weekend they were putting in the work. They were at the PSSC Car Show and Carnival. It was an amazing opportunity to see our students just demonstrating their labor of love. So cooking, nursing, construction, criminal justice, cars, like they had it all. The best tacos you could ever have. Highly recommend you get out there. Delicious.

And also yeah, the Highline Schools Foundation was also at the Burien Pride Pancakes and Bingo. Completely felt like they sold out. I waited for close to an hour. And I'm not angry, it was worth every hour of waiting because they just had so many people who were attending. So I just wanted to give the Highline Foundation team some love for that hard work.

I also got to talk about the Evergreen groundbreaking, woo. Woo, so just so you guys know, at some point, it was me, Scott, Catherine, Rose, in the bat computer lab like half a decade ago trying to figure out how to make this happen. There was a storm that happened, power went out, and we kept on plugging along to figure out how are we going to make this happen.

And half a decade later, here we are, a small and mighty crew of people who came together for the greater good. And we got close to 70% voter turnout. Like I got to emphasize that. It's very hard to get 70% of the electorate to agree on anything but they agreed on our kids. So I'm just so, so proud, so thankful. This says there was 150 people but I swear I saw like 400, 500 people come out and celebrate. So thank you, thank you, for everyone who came through and made that an amazing groundbreaking event.

And last but not least, I want to give a special shout-out to Matthew Fiso of Evergreen High School, who scored the only area championship at the State 2A, 3A, and 4A track and field event. Fiso captured the first place in the class 2A a boy triple jump with an effort of 45 feet, 8.25, a personal PR. So mad love to the Fiso and Fiso family.

Thank you, Dr.-- or Director Garcia.

I can be a doctor.

Upgrade there you go. Dr. Hagos?



I should have went before you. That energy level and that radio host voice, I don't got that tonight. Sorry, guys. But I did want to say I appreciate Director Howell bringing up field trips. I do-- I have noticed an increase in field trips and educationally-based field trips that have been of deep value to our kids. And I see program guides that go home with them as well. And so I'm really excited to see these rich field trips that our kids can go on to experience different kind of things.

And the places that they're going are working really hard to match their experiences and their learning to state standards. What I've noticed the most is science. So I'm very excited about this. So thank you for bringing that up. I forgot all about that until you mentioned it.

Also, I wanted to speak on the biliteracy skills in class of 2023. So as of June 5th, we have 288 Seals of Biliteracy that have been awarded to the class of 2023. 23 languages are represented in the 288 Seals. And the number of Seals will continue to increase.

I know in our very rich and diverse communities with quite a few folks having English is not their primary language are coming in with those strengths to be able to earn the Seal of Biliteracy, and use their time to go in and invest in courses and course selection to advance the things that they're interested in doing without having to do a second language, especially in high school.

Well, actually, you can do it in middle school. But I value that. And I am excited for our kids to be able to earn that Seal of Biliteracy by graduation, and just open up a whole new world of things for themselves. So I'm excited about this.

Thank you so much. And it's my turn. With Tyee soon to be moving to the Olympic interim site for two years, it's starting to happen. I'm looking forward to starting the plan for the Tyee groundbreaking, which is we expect to be in late August, early September. So we'll finalize the date after the general contractor is selected this summer. So we're going to try to have 400 to 500 people alongside with the Evergreen team there.

So as tomorrow night, you're all welcome to join us from 5 to 6 in the Highline High School Theater to celebrate the Environmental Club students and alumni who inspired and drove the Highline High School solar panel project. What a great team.

I hear the new director of the State Department of Commerce, Michael Fong plans to be there, as well as Burien mayor, Sofia Aragon. Come to the Highline School Theater tomorrow and celebrate the student power and solar power. Please enter through the south courtyard.

In addition to that, this last week, Dr. Duran and I were joyfully part of the celebration of years' service and retirement to a lot of our teachers. A lot of those teachers I knew from when I graduated in the late-- and my students or my kids also had them. So it was really great to see them all sharing the love for our students and our community. That's it.

That is it with our school board reports. Moving on to our consent agenda. Can I please have a motion to approve our consent agenda?

I'll make a motion we approve our consent agenda.

Can I have a second?

I second.

All in favor?

Aye.

Any opposed? None. All right. Thank you. Action items 8.1. This is for the adoption of the '23-'26 strategic goals. Any questions or comments?

I was thinking of a comment, just thank the board for all your conversations up to this point to get to the point where we are with the goals. I'm really appreciative of all the involvement that we have in this process, and in introduction, we shared a PowerPoint. And just want to say I'm pretty excited about where we're going to be going and looking forward to what we're able to accomplish together.

Thank you, Dr. Duran. Directors?

Earlier during the budget talks I mentioned the Duran factor. And I'm so excited to support the strategic plan. And I believe it embodies the good and the future that we're about to see. And it wasn't part of that conversation. So I'm happy to support the strategic plan tonight.

Thank you.

So as we are moving forward from the impact of the pandemic on our kids' education. To me, it's clear that we need an approach towards academic recovery with an unrelenting focus on quality instruction, robust family and community support, dedication to operational excellence, and strong leadership.

So thank you, Dr. Duran. I appreciate your work and expertise in helping to carry out the strategic plan refresh. Although we could use a little bit more work with our civic leaders in engaging them and some other folks in our community and our region. I do know that you and the leadership team have engaged in a wide range of engaging stakeholders, and ensuring that you all fiercely work on this for the betterment of our children. And I see that, and I value it. So thank you for your work.

Thank you.

I also just want to add that it was good to hear from the students today. I kept thinking about we talk about our future and waiting for our future. Superman's not coming. We are the ones who need to really think about what's going to be the impact that all of this has.

And so I am thankful today to hear from the students themselves what has impacted them, what they wish they could have done, what they themselves tried to do to get ahead. So I'm also in support. So I'm just thankful to hear from the students here today.

Thank you.

And I'll add that students were centered throughout this whole process. And to me, that is what is most significant about this. That student voice has been a part of refreshing the strategic plan and the listening sessions from the very beginning. And I really appreciate that we're considering who the students are in 2023 and what they need.

And this plan is relevant and has a sense of urgency around it that I think is necessary. So thank you for all the work that you've done. And I'm very impressed with the plan that we have.

Thank you. Have a motion?

I move that the Highline School Board adopt the 2023-2026 strategic plan goals and descriptive outcomes as listed in the background information section of the board action report.

Can I have a second, please?

I second.

Roll call.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Van?

Yea.

This motion passes five to none.

Thank you. Action item 8.2, this is to improve the K-8 proficiency and growth assessment tool. Any questions or comments?

I have some questions and comments. Thank you, Jennifer. So as you know, I use i-Ready as a tool in my role as an instructional coach on a weekly basis. And I definitely think it can be a really valuable tool for MTSS A intervention.

And I also noticed that this is not our traditional five-year contract. This is just a one-year contract. Can you talk a little bit about-- I know one of the concerns I've heard is that as a DL district who just implemented a strategic plan moments ago around being bilingual and biliteracy, biliterate, that we have a concern about this adaptive diagnostic not being available in Spanish. So can you talk a little bit about where we are with that and what we're hoping to do in this next year around that?

Yes. Absolutely. So you are right in noticing that this is a one-year contract. I think of it as an extension of the current work that we're doing. A team came together that included our joint assessment team members, as well as our members of our dual language teams. And that was really one of the main considerations that led to this one-year extension approach.

We don't yet, even though the teams sought it out, we have not seen great opportunities, great products that will authentically support understanding of students' biliteracy development. So i-Ready provides an adaptive measure of growth in English. It does not provide that in Spanish, nor does it provide it in Vietnamese.

What we are doing this year and our plan to continue to do into the next year to accommodate that is we have at our elementary schools are IRLA and ENIL, which is part of our ARC curriculum, does measure reading growth in English and in Spanish, still not necessarily biliteracy growth but it does do that.

And then for our Vietnamese dual language programs, we will continue to use IRLA for English proficiency growth measurement. And Fountas and Pinnell for Vietnamese, which is the same practice we're using this year. We have been in great conversation with i-Ready. They know and have heard repeatedly our strong interest in getting to a place where we can authentically measure students' biliteracy development. And unfortunately, we're just not there yet.

So this allows us to continue on and use i-Ready for the ways that it's currently being used in Highline without causing a disruption while continuing to seek out and search out the right tools for our district and our students.

Thank you. One more question, only one I promise. OK, so one of the ways that we use i-Ready, I know that there's some tutoring opportunities and learning support. But one of the major ways that we use it is through the diagnostic. And it gives us formative assessment data throughout the year about how we're doing.

And I know we've talked about MTSS A and interventions. And how i-Ready can help us identify those. And I know that there are MTSS tools in Highline but where are we with those and how i-Ready can help us kind of implement intervention when we see those needs?

Yeah. So where are we, I think there's not one spot that we are. So our schools are in different places with implementation of MTSS. In terms of the development of tools and the centralized approach to MTSS, we're making progress. So just in the last few weeks, two key events occurred.

Our DoTS team has been really partnering with us in creating a synergy module that allows-- that will allow staff to track to identify student needs and then track progress towards those needs in one place. And that sounds so commonsensical and it has taken us a long time to get there. So lots of appreciation there.

We've also mapped out instructional resources and social-emotional resources that can serve as interventions. So teachers ultimately will have a bank of tools that they can use to support those needs. Tools like i-Ready will support the identification of where students are, and then be able to-- then teachers will be able to identify the tools to support those. It is a work in progress but that was a big milestone.

Also just in the last couple of weeks, we gathered a centralized team of leaders who all have a part in MTSS development and implementation across the district. And we learned a lot. We learned a lot that we have a lot of skill, we have a lot of knowledge. And we have work to do to make sure that we are all thinking the same thing when we think MTSS. And that is the work that will be cross-departmental and moving forward into next year.

Can I add to that?

Yeah.

Just to follow up to that, we were talking before the meeting got started about how i-Ready has-- it's a great tool. All this great but it's not as effective with not just the interventions but having a system in place of when those are happening.

I was talking about my daughter who was in sixth grade and by the time she got to sixth grade they discovered she was three years behind. And so now in sixth grade three years behind going in a junior high like if we already knew and we were tracking that she was getting behind and behind and nothing was-- the test scores reflected that.

So how are we now putting systems in place so yes, we have all these tools that can help us know where kids are. And yes, now we're planning interventions but when are those interventions going to happen? And so having something in place where it is-- whether it's a process but it has to be district-wide because there's amazing work happening.

Some teachers are on it, and we'll see them themselves request the intervention or then themselves doing it but not everybody is there. Everybody's just trying to keep their head above water and trying to deal with all this stuff that is happening.

So my concern is that it's like we have all these great tools but if we're not effective in using them to really not just support our students but finding out where they're at, and whether they're even doing great. They don't even have to be behind but maybe they're advancing, how are we even advancing them even more?

Yes. Absolutely work in progress. Our focus right now we know that the best intervention is strong core instruction. And so really making sure that we are preventing gaps rather than responding to gaps that might show up for students. So that has truly been our focus, particularly as we are still recovering from the pandemic and all of the impacts there.

But yes, your point is well made that in addition to strong core instruction, we need to have predictable systems and structures. And again, that is work that will continue to be in progress and came up as recently as last week at that meeting I was talking about. So in progress.

Thank you.

I'm excited to hear that these meetings are happening. And poor, Dr. Duran hears me talk about MTSS all the time. But it is something that Val said a few weeks ago, Val Allen, said that if we're going to give an assessment we have to be able and be ready to give the intervention if we see that there's a need.

And so I just want Highline to really be responsive around that. And so I'm excited and eager to see what comes of that. And i-Ready being a part of that, I definitely, I mean, I see it in my own building. So I know it's possible. I'm just eager to see it happen consistently and systemically. So thank you.

Thank you. Any other questions? Thank you very much, Jennifer. Please have a motion?

I was like, you go, you go. I move that the Highline School Board approve the contract with Curriculum Associates i-Ready for one year contract in the amount of \$525,729.16. And I'll need a second.

I second.

Roll call, please.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Garcia?

Yea.

Director Van?

Yea.

This motion passes five to none.

Thank you. Action item 8.3, this is to approve the interlocal agreement partnership between Highline Public Schools and the Port of Seattle. Any questions or comments?

Just a comment. Tremain Holloway the administrator there, is an exceptional leader and was recognized as a public official of the year for his work in the field of maritime education. I especially am excited to see our students exposed to these project-based educational opportunities in the industry and also have work-related opportunities as well.

It's offering a robust employment opportunity for our kids. And his execution of opening a school and building a new program was executed very well. And I look forward to seeing its continued success.

Thank you, Director Hagos. Any other comments? Can I please have a motion?

I move that the Highline School approve the interlocal agreement for partnership and cooperation between Highline Public Schools and the Port of Seattle.

I second.

Roll call, please.

I'm sorry, I did not hear the second.

Me, I second.

Thank you. Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Yea.

Director Howell?

Yea.

Director Van?

Yea.

This motion passes five to none.

Thank you very much. Action item 8.6, this is to approve the revision and renaming board policy 9000. Any questions or comments? I hear none. Can I please have a motion?

I move that the Highline School approve the revision to board policy 9000.

I second.

Roll call, please.

Director Garcia?

Yea.

Director Alvarez?

Yea.

Director Hagos?

Nay.

Director Howell?

Yea.

Director Van?

Yea.

This motion passes four to one.

Thank you. And that concludes our action items. We're going to move to our intro 9.1, this is motion to approve resolution 19-23, fixing and adopting the '23-'24 budget. I just want to let the community know that right before this board meeting we had a work session. And you can access all of the materials online that we have on our website. So any questions or comments?

9.2, motion to approve grades six through eight and science instructional material adoption any questions?

I'd actually like to bring Bernard Koontz, Executive Director of Teaching, Learning and Leadership to talk about a few of these curriculum adoptions up here and have him do them all at the same time.

And while Bernard is coming up. I also just want to take a moment to acknowledge Jocelyn Co. She was one of our team members who recently passed away. She was instrumental in leading our upper-level math department. So really grateful for all the work that she did. I know that we're still in processes of grieving the process and the loss that we have but I know she had a big impact on all of us but we're deeply grateful for she had done to get us where we are today. Bernard?

All right. Good evening, board. We're very excited to be here tonight to share not only one but three recommendations with you. And just a reminder about the board action that this represents. This is all about policy 2020, our policy and procedure that helps guide how we do our materials adoption. And it, of course, supports our broad strategic plan goals, both the strategic plan that we've been on, as well as the one that we're entering and embracing.

And really when we think about the goal of innovative learning we know that we need to have the materials in our teachers' hands to be able to really move forward with that instruction, and be able to move forward with that so that they can focus on kids and what kids are learning, and not have to spend time searching for materials. That's really one of the reasons why understanding how to get those materials quickly and easily, having materials that are culturally responsive and at grade level really is a key equity strategy to make this work, work well.

So our teams all when we guide them through the curriculum adoption process is they're looking at materials and seeking out criteria. There's a very intentional process in place for that. Some key drivers really include, of course, standards alignment to make sure that we're picking the materials that are aligned to current standards. But more importantly, that they're meeting our students' needs and that they reflect our students, and they reflect the programs that our kids are all in.

One of the things you'll notice is that there's not a single material that meets all kids' needs. And so sometimes what we do to make sure that our adoptions address all kids' needs is sometimes you'll see multiple things come together to form an adoption.

And more importantly, I think what you're going to hear about from our teams a little bit tonight is how the implementation plans for these are as important in some cases as the materials themselves because it's in about how we use those materials, how we engage our teachers to use those well, and how we introduce them to our families to use them well.

And then the other thing that I wanted to just mention that's a similar theme that really is across all of our adoption teams is having to take thoughtful approaches about how we receive and engage in feedback about our process, and about the materials that we're choosing.

Getting student input, getting community input can be challenging sometimes. And coming on to a adoption committee for a long term is great and awesome when it happens. And I think again what you're going to hear about tonight is some other ways that our teams sought out student input and family input about the materials that we've heard.

You'll hear about one thing that we did across the board with these is oftentimes with the adoption team selection process we paused and waited to get more folks engaged and involved and so that has been a very intentional process. And I wanted to let you know that.

And around the theme of intentional community engagement, it's an area where we're going to continue working. And we're going to be looking at that policy next year, and those procedures next year to figure out how we can continue to strengthen that.

So with that, that's sort of the quick overview of policy 2020 and the instructional materials committee which oversees the process. But I want to get out of the way now. And I'm going to be introducing my colleagues. You're going to hear from Adina Thea. Right there, all right. She was sitting over there before, and she's going to talk to you about our secondary music adoption.

And she will be followed by Nicole, where's Nicole? Right there. Who's going to be talking about our math adoption? And then my colleague Stacey and Darryl, who will be up about math. There we go, OK. And so I'm going to get out of their way and let them talk about those things.



Making it to lower this just a little bit. Thank you. Hi, I'm Adina Thea. I'm actually the elementary language learning director and the K-12 fine arts director. And I had the pleasure of leading the secondary music adoption.

And one thing that was really wonderful about this year, last year we did the elementary music adoption, was we had students, we had more community members and students than we did district representation. So it was actually really fun getting feedback from the kids and to really see what they liked, as well as the community members. And I think you're going to see that really reflected in the last few slides that I have to show you tonight.

So the first items that we really had to make sure that we adopted is like the big kind of core curriculum that's going to take care of lots of the classes. And in secondary it's all about courses like jazz band, band, orchestra, choir. And so we have MakeMusic Cloud, which is a digital platform. And this basically has access to thousands, thousands, thousands, of digital sheet music, as well as some other online functions like practice, sight reading, and also composing.

And so it really ups and modernizes what we're doing for music and how students will interact, and also the ability to play music at home by taking their Chromebooks home. And then we still do have a use for the kind of traditional books which is more about like methodology. And so we still are going to be working with Alfred, and getting their Alfred student books for our various courses.

And then we're super excited that we are implementing a mariachi program for the first time. So this has taken some work. And we will be implementing this to start at Cascade Middle School, Evergreen High School, and also Highline High School.

We also got an elementary component that all of the elementary classrooms can teach to kind of introduce mariachi, and have that as part of the mainstream kind of curriculum in elementary, as well as some actual courses that is going to be mariachi starting next year, outfits and all. And we are looking forward to you seeing that maybe here after they have a few months to get it together. That would be exciting.

And also just a side note, they have started some of this work this year and started registering. And participation in music has gone up with where this is happening. And I think it's really meeting the cultural needs of our students. And for some of our students, it's good to know about music because it's just culturally good to know about music.

But for others, that is why they are at school. That is what they are connecting to. That is part of maybe what they're going to do for a hobby or for a living. And so it's great to be able to get more of our kids to have something that they're passionate about at school.

We also have a committee that is focused on purchasing sheet music that just represents diverse cultures. So our online curriculum has a lot of the standard stuff. But we also saw that it didn't quite have the variety of genres of music and also representing artists of color and different backgrounds and our students and from everywhere they-- everywhere that our students come from and can connect to music.

So we want-- we have already teachers that are on this committee. We have a base curriculum but we also want to spend some time getting some additional student input and make sure we really have a centralized library that represents music pieces from many of our cultures, as much as we can get that are in Highline School District.

And then last, this was the strongest student feedback piece, was they want to make music. So they want-- students really like that we don't actually have a class specifically about making music, producing their own music but that is something we want to add to the curriculum. And then also something we saw as a future that we want to perhaps even have additional courses.

And so there is a curriculum called Soundtrap creative music production. And this allows students to create their own music and their own podcast. And it is meant for a school education environment. So it has Spanish resources and lesson plans, and classroom ideas. But it's kind of taking that to the next level. And so we are just super excited about that opportunity. And I think that's it. I'm going to now introduce Nicole Flynn, who's going to talk about science.

Can I make a comment about music? Last night I went to Cascade, my grandson plays for the orchestra, he's a sixth grader. And the amount of community that showed up, we didn't fit in the gym. They had the largest sixth-grade class orchestra that they've had. They had over 40 kids for the first time in there. So talk about just the elevation.

And so I heard last night Ms. Baker talk about the mariachi class and I poked my grandson, I'm like you're going to be in the mariachi band. He just looked at me and said, OK, grandma. But just the excitement of all the kids and the parents, the diversity of the parents, there was a mama there that was Vietnamese.

And she sat next to me for a little bit. And she was just like, she was like trying to tell me that she didn't speak very much English. I don't speak very much Vietnamese. She didn't speak Spanish but she was so proud that her son was playing the cello. And she kept trying to point to him like, that's mine. And I'm like that one over there, that one's mine.

But just the pride that comes and you could see the kids with their instruments and I thought you know, I never thought my grandson would join an orchestra band but he was just so excited. So thank you, and just the opportunity for him not just the mariachi because I'm not sure I sold him on that but to create music. And then for them to really just do their own music. I think it's just going to be amazing.

And in my day, being in sports kind of saved me by being out in the gangs in the streets. And I think for my grandson it's going to be music because he just picked it up. It's the first time he's been in an instrument and he's playing the cello, and I'm like the cello out of all things? And he loves it. And he was over there playing with the strings and I just felt so proud to see that.

For some kids, it's sports, for others, it's something, and for him, it's just band. I mean, the strings. So thank you. I'm excited about the new materials and so I'm looking forward to see what happens next year. So thank you.

That's so happy to hear that. Thank you.

Can I add one? I'm so sorry but as a proud band mom I have to say my daughter just got back this last weekend from an overnight trip that Sylvester band and wind ensemble went to Idaho. I cannot believe people would take middle schoolers that far voluntarily. But thank you to Mr. Radford and all the parent chaperones that went.

She had an amazing time and they-- I think the band and the wind ensemble both placed first or second or something like that. It was really impressive. And she's a sixth grader, and her identity and her joy comes from playing her flute so she can be just like Lizzo. And I'm really excited to see that you have enriched and augmented the curriculum with more diverse cultures. I think that that's really important.

I was just at the Kent Meridian band exposition, where they try to sell the middle schoolers on joining the band. And all the music classes at KM engage in West African drumming as a way to learn rhythm and to develop community. And it is the most powerful thing I've ever heard and seen. So yes, mariachi and also other more diverse music programs would be fantastic. So thank you.

Absolutely. And that's also going along with the sheet music, is different types of music from all over. We've also purchased some Vietnamese and just yeah, different music. So thank you so much.

So just a quick comment. I don't have a personal story, I just, I'm looking forward to seeing our kids' performance. It looks-- it sounds really exciting. But also, the kids that had brought up their voice about saying that they would like to have an opportunity to make music. The King County Library system has a sound music room, where kids can make music. I forget which library it is. I have to look it up again. But if they would like an extracurricular activity and to plug in to their interest there is space for that.

That is really cool to know that. That didn't exist in libraries when I was growing up.

It does now.

That's awesome. Thank you.

All right, before you leave, Director Garcia?

Ditto what everyone said. And I will say I am an honorary band geek. I played clarinet for seven, eight years. I wish I would have continued doing it. And if my parents knew that they could go to mariachi night, they would have gone to a lot more of my performances.

Thank you. Nothing for me.

I'm excited to be at this junction because music and science were my two places that I found myself in school. So I definitely felt that music was my place in school and my reason to be there. So I agree with everything I heard on that.

I also feel privileged to share the work of our science six-eight adoption committee, which included science and engineering teachers from three of our schools, three family members, one dual language specialist, and one science specialist. We also had another dual language Spanish teacher and a teacher from Sylvester join as added perspectives during later rounds of our evaluation.

And additionally, during the pilot, we received feedback from teachers and students at four schools across a variety of programs, including dual language Spanish, remote learning, and classrooms with special education co-teachers.

And then in April, we received additional family and community feedback through adoption showcase events and website. And I want to honor that there are five members of our community and pilot teachers here to support and answer questions that you might have. So if I can get them to stand up. Some of you did already but thank you for being here and thank you for all your hard work.

[APPLAUSE]

So throughout our robust and extensive evaluation processes completed by the adoption committee, and in the pilot feedback, the Twig Science program from Imagine Learning consistently rose to the top for high quality in these key areas that are important for our students. The science six-eight adoption committee is recommending the Twig Science program for adoption.

The Twig Science program frames every unit around an engaging phenomenon or engineering design challenge that helps students anchor their learning in grade-level, next-generation science standards, such as this example design challenge which is using chemical reactions, which are some kind of a dry subject, to actually create stage effects for music performance. So back in the music piece.

And then another really important piece that we found through this adoption process was language access, specifically for our dual language programs.

So Twig Science was rated by our dual language evaluators and pilot teachers as having Spanish materials which are strong supports for teaching in dual language Spanish classrooms. Student textbooks, videos, handouts, online resources, and prompts, and even example student answers for teacher use are all available in Spanish. Additionally, the digital edition is compatible with online translation tools for access in other languages.

And sorry, I got confused. And then the digital platform for Twig Science is really innovative and it includes robust supports for accessibility, remote learning, and for standards-based assessment. It has an assessment engine all built into it. It's pretty great.

And students are able to type, draw, and upload materials to share their learning. This example here is a place where students can actually draw models in the online program, which is really great for a remote learning program because modeling is such a big part of science.

And then most importantly, the Twig Science program provides structure, supports, and resources that help students-- sorry. That help teachers make science teaching more culturally responsive. The instructional strategies embedded in the lesson plans put students in the driver's seat and help them become more independent and expert science learners.

The phenomenon and problem-based learning opportunities have students act as knowledge makers and creators. The images and stories in the materials represent people who are as diverse as the students in our classroom and across the world, across multiple facets of diversity.

Each unit also includes featured modern scientists and engineer profiles, as well as historical science contributions from all around the world. And so for all of these reasons and more, the science six-eight adoption committee is excited to recommend the Twig Science program for our students.

And then I have one final slide that shares some direct quotes and themes from the feedback the committee reviewed while they were making their decision. And these are all about the Twig Science program here. School board directors, thank you for considering our recommendation. And thank you again to all of those who participated in the evaluation and feedback process.

Does this total include consumable lab stuff?

It does. So it will include everything we need for first year of implementation. It includes eight years of digital access and it includes consumable kits for years two through eight--

Wonderful.

--to refill what they'll need.

Great. Thank You.

Any other questions or comments?

I just want to shout-out, another one of my daughter's teachers, Mr. Saunders, who piloted Twig and emailed me about how excited he was about it. And one of the things I really like about so far, all of the curriculum adoptions that we're doing is that they do align with our standards-based grading, which I think is so important if we're measuring growth and learning. So thank you.

All right, and next we'll hear from Stacey Snyder and Darryl Edmunds will share about the upper-level math adoption.

All right. Well, thank you, school board, for considering our upper math recommendation. And I just want to say that we feel privileged to share this work, that includes pre-calculus, AP calculus, and AP stats. Over the last year and a half this work has been led in our committee, the piloting has been led by the late Dr. Jocelyn Co. So thank you, Dr. Duran, for your words to start this.

She really as Darryl said, he said, she was our engine in this process. Normally, our meetings for these things, we get sub days. And that wasn't an option. And so to have multiple, many, several after-school meetings that were shorter over a year, we needed her as our engine. And so when we wanted to just throw in the towel she kept us moving. And so it is our honor to present this for her.

Our committee included high school math teachers, who have taught pre-calc, AP stats, and AP calc. It also included a central office specialist, who has also taught pre-calc, and AP stats, AP calc, and pre-calc. And one of our beloved APs, Pedro, who was a former math teacher at Evergreen High School. We also had a director and faculty member from the Evergreen State College who was a former high school math teacher as well.

We had several math teachers pilot. So by the pilot, we were able to include all of our high schools that offer these courses. So it felt really good to come to a unanimous decision from students based on the two programs that we narrowed it down to. And so we had an all-hands-on-deck situation, even though it seems like we had smaller numbers than music and science but we had input and feedback from all of the schools that offer these courses.

Hello. My name is Darryl Edmunds. I am a math teacher at Highline High School finishing my 26th year at Highline. Our pre-calculus books are finishing their 28th year. So it'll be nice to have a pre-calculus book that refers to 2008 as 15 years ago instead of 15 years from now.

Our goal when we started was not to end up with three books from the same publisher. That was entirely coincidental as the subcommittees worked somewhat independently in their selection process. However, we did end up with three different books from the publisher Savvas that works through the Pearson website.

This is fortuitous actually because as we piloted both of the books in both-- in all three areas that we had narrowed it down to, in all three, the feedback from the teachers, the feedback from the committee, and the feedback of the students all landed us with Savvas. And because we did that, there are some advantages for adopting these three new curricula. And that is there is a digital tool, MyMathLab. I am technologically backward. This was the easiest online program that I have used in 26 years.

I had very little tutoring. One of the other colleagues on the committee, Kurt Salvatore, who had used this website before in another capacity and was able to show me a few things. I figured out the rest very quickly.

I was able to create assignments, create assessments, both formative and summative that were adaptable to the student and was able to use this software to take some of their preprogrammed materials, PowerPoints, and so on, which I'm really bad at making, and use those PowerPoints and adapt them and be able to use them with my students, who followed right along and jumped right in.

So this teacher instructional support, there's very strong support because within the Pearson website, this is just outside of the book, there are PowerPoints, there are videos, there are adaptable assignments and multiple versions of the same assignment. So two students working side by side might not be working on the same problem but the same type of problem. And they can work with each other and help each other out.

I'm looking forward to using that in both pre-calculus and AP calculus to help my students with a variety of things, such as not only traditional assignments from book but adaptable assignments online, plus the other stuff that I create to supplement.

But student feedback was essential to what we said, what we did. And the student feedback we got, especially on the pre-calculus between the two books, it was heavily in favor of Savvas. They said this is easy to use. Our teacher used it well. We understood what was going on and we were able to use it effectively.

And then for the two AP courses, there was stronger alignment with what AP has done in the last five or six years to implement and standardize AP stats and AP calculus across the country. And so these books fit in with that scope and sequence wonderfully.

OK, so now what? If we get the materials that we are recommending, what is implementation going to look like? And how will it be culturally responsive? So we're going to support-- we commit to supporting our teachers through summer professional learning and job alike collaborations throughout the school year. In these professional learning events, we will focus on standards-based instruction and grading.

What is that going to look like when it comes to upper-level math? I really appreciate the student that brought out how her identity and how she had to work so hard to see herself in what she's learning within the school day. So that's a big question that we have added, how will our students see themselves in the mathematics? No matter what level, pre-K through now 12th grade, what is that going to look like? And that's part of the work that we're going to dig into.

We're also going to prioritize collaboration through the job likes. Teaching upper-level math can be lonely. And this is because that all of our upper-level math teachers teach something else. No one just gets to teach AP calc or pre-calc. So they've got courses like algebra 1, geometry, bridge to college. And so they're-- the focus of the collaborations will land almost always in those core content areas.

So we're committing to foster this collaboration amongst the district AP calc, pre-calc, and AP stats teachers together. This is important because it's a hard job to make classrooms where all students can be successful. I'm sure that many of-- people in this room and for sure in society can say they have their own stories of being a math learner or not, who was included, who wasn't included?

And so we want to make sure that not only can we get all of our kids in these doors of these classrooms if they choose but that once they're there, they will succeed. And as Jocelyn always said, we are smarter together. And these courses it's no exception. So I'm excited for the collaboration in the school year.

OK, so school board directors Thank you. And I would love to hear some of your math stories to match.

Yeah, maybe a little more enthusiasm.

Well, I have just a quick story. When I was over-- I was at your open house when you were showcasing the different materials and I perused over to the math section. I love statistics and I saw a statistics book, and it looked engaging, and all kinds of things just by the picture. And you reminded me, no, Director Hagos, open the book. Look inside.

And so anyway, I did that, and the book that I was drawn to by face value was nowhere near as engaging as the one that you've selected today. And I just want to tell you I appreciate the dedication and effort you've made after school hours to work through pieces of information and to identify and recommend material that you believe will be best for our kids. I know it took a lot of time, heart, and dedication. And I just wanted to say thank you.

Any other stories?

You don't want my math stories. Yeah, math 126 was the last math class I'll take, so thank you. So I was wondering, I notice in the district where I work, we have a very text-heavy math curriculum. And really complex sentences on the slides, lots of texts, lots of like I said, like dependent clauses and things like that.

I'm wondering, since I've heard about language access for some of our other curricula, do we have Spanish as an availability? How are we planning to modify for our DL students or MLE students?

Unfortunately, the materials that we looked at, including those that we're not recommending at these levels didn't have-- I believe there was one that had a Spanish version but so that's not something that we were able to consider. So I think that part of the implementation and what teachers-- what our math teachers have already committed to is to providing ways that support students, no matter what barrier is in their way to break through them.

And part of the shifts that I think will support what you're talking about is students learning together. And so part of what Darryl was mentioning about the power of the technology MyMathLab, and what it has already afforded as far as access to students is it gives students ownership of their own learning for themselves and with each other.

And working with our digital learning team with Kim leading us being able to translate if needed to be able to translate, we are able to do that with Google Translate, which isn't the best, it's not as good as having the materials already translated but-- and now I'm spiraling.

That's OK. I was just wondering.

Did I answer your question?

Yeah, as best-- yeah.

And just one thing I'll add to that too, right now in our dual language programming for Spanish we're doing algebra 1 and geometry. That may or may not continue depending on the shape of dual language in Spanish at the upper levels and if that happens, part of what we would be doing would be looking at this resource to figure out if translation makes sense, or there's millions of people that speak Spanish in other countries that study pre-calculus and calculus and statistics. And we'll be looking at some alternative texts there to figure that out. But we're a couple of years out from that.

OK. Thank you. Darryl, how did your students do on the AP test? I mean, how did they feel they did?

Well, this year, unfortunately, we did not have AP calculus in the classroom but it will be back next year.

Excellent.

Because we were able to do the algebra 2 plus pre-calculus hybrid class that I taught this year, and that's where I helped pilot the pre-calculus part of the pre-calculus book was as part of that class, and plan on using that again. So one nice thing about having Savvas is I will be able to access the same online site for both the pre-calculus and the calculus and be able to use one tool rather than trying to go to six different places to plan my classes.

Great.

So bonus for me.

Thank you.

Thank you very much.

And thank you.

I just wanted to just say thank you also for even planning ahead we're supporting our teachers. And there's not a one-shot deal where they go and they learn, and they learn the workshop, in the workshop about the framework but the continuous support and seeing that from 2024 to 2030. We have that support for our teachers. So thank you for that.

I got so many ideas, all that to say can maybe can we schedule a follow-up just to be able to process some of the questions that I have formulating that I haven't quite figured out what I'm asking. But in the genre of questions that I actually do have, are there alignments or what are-- how can we see that this is going to help with placement post-high school?

Because one of the areas that I've seen our feedback is that our young kids do great, they pass these courses, and then they go take the college placement test and sometimes they don't place where we think they should be placing. So I'm really curious to see how that connection is.

And then we heard a lot about the trades and just what are some of those like life skills? How do you learn those things? So those are the two different things that I'm chewing on. I don't have the questions fleshed out.

And the last thing just a personal sharing, I really, really, really struggled with anxiety with math. Like I didn't honestly learn how to learn math until I got to college. And then I learned that that's what I was struggling with. It wasn't the math or the content itself, it was whatever this idea that math wasn't for me. And math is for everybody. Math is universal.

So I really would be curious to know how our sell work is aligning to this body of work so anyway, those are the three areas that I would love to do some follow-up.

Yeah. Thank you.

All right and one last comment, I know that we just went through 9.1, or 9.2, 9.3, and 9.4. Bernard, with a lot of these being long-term implementations like with the math that's six years, music seven, science is eight-year implementation. How are we going to gauge success? When are we going to step back and reevaluate and say, is this working? Because eight years is a long time. Six years is long. So you may not need to answer it tonight but that's one of the follow-up things I'll come back and ask about.

Yeah. And I can answer briefly on that. A lot of these do have an annual cost and you'll see that in the detail in the memos that talk about those annual consumable costs. So obviously, one of the things we'll be doing is by mid next year we'll be making sure that it's a good idea to buy those annual things for the following year. So you can expect updates absolutely next year.

The first wave is really around implementation. Were we able to do the initial training? Are the materials out in kids' hands? So you can expect to see that in the fall or the winter. And then by spring, we'll start to have some results. So those will absolutely roll out over that time for sure.

I appreciate it. Yeah, one of the things Dr. Duran has heard a lot about from us is talking about KPIs or in other words, KPIs with solos, the OKRs that staff is looking at. So looking at results and making sure that it works. And if it doesn't that we can readjust or check and adjust. So appreciate that.

One last thing I wanted to mention if I can, is that we will-- well, two things. The first thing is that we are-- to assure you, we are ready to roll with all this pending your action on June 21st. So we're ready to move forward with that and we're looking forward to that.



The other thing is on June 21st we will be back with a recommendation around K-5 science. So you'll hear about a fourth adoption this year. So we're real excited about that part.

All right. Thank you.

I'd say wonderful again. Thank you for all our teachers for all the work for being here tonight, and for sharing your knowledge. Appreciate it.

All right. Went through 9.3, 9.4.

Dr. Van, if I may, will you please read those for the record?

Most definitely. So I read 9.2. 9.3, this is to approve grades 6 through 12 music instruction materials adoption. Any other stories there, Director Howell, about music?

9.4, this-- 9.4, this is to approve upper-level math instructions material adoption. Any questions or comments? All right. 9.5, this is motion to approve the revisions policy 2420. Questions or comments? I do have a comment. I just want to thank Holly, Jennifer, and Bernard for going over this with each board director, and just giving us the reasons why. And greatly appreciate the partnership and to be able to learn alongside you.

9.6, this is to approve South Seattle College Career Link Open Doors 1418 program. Questions or comments?

So this is 9.6, 9.7, 9.8, are all Open Doors and our partnerships.

Yeah. And then--

So just one, I had the opportunity to talk with Riley earlier during the day, and he had some really good just data around like how many Open Door programs Highline has, and how support of this for his students, and all of this. So I'm not sure if you guys are interested in hearing any of that. But I was really interested in hearing just how impactful it has been. And even comparison to other schools or other districts and their programs they have compared to what Highline has. So I don't know if you guys are interested to hear any of that.

I'm interested in hearing an update.

Riley, ready to come up?

Sorry to put you on the spot, Riley.

Good evening.

Had a good practice with me today.

Yeah. Thank you for that. Open Doors is a cool thing. So Open Doors is tier three re-engagement programming for students who are 16 to 21 years old, highly deficient in high school credit. Have tried one, two, or three of our high school programs that are Highline ran, and just didn't find success there. And the spirit of Open Doors funding encourages districts to partner with a community agency to offer something out of the box, something different that's very specialized to meet their needs.

And so we have five Open Door partners. We're planning on adding a sixth next year and we are a leader in this level of work. They're an ultimate safety net to provide support to students that no matter what your stage in your high school career, you always have an on-ramp to keep moving forward. You can pursue a GED in Open Doors, you can pursue a diploma in Open Doors. And you can pursue career credentials in Open Doors up until you're 21.

And so one point of correction on that, I think on the agenda items, is actually a purchase order because this is pass-through funding. Just like we spoke with at ALE a couple of meetings ago, this is a cost-neutral item for us. They're not entitled to this money every year.

Open Doors' partners take on a big risk to their budget with this work because they only receive reimbursement if students make indicators of academic progress. They don't receive funding based on attendance like our Highline ran programs. So they're taking the students with the most barriers to success and promising to work with them. And they're only going to get paid through the state if students are successful, which is a pretty valuable part of our work.

Thank you. Any questions or comments or?

Appreciate that. Thank you.

Thank you, Riley.

All right, we'll read 9.7, motion to approve Highline College Open Doors 1418 program. No questions or comments? 9.8, this is to approve the Southwest Youth and Family Services Open Door 1418 program. And then 9.9, a motion to approve the Evergreen School replacement project of the guaranteed maximum price contract amendment number two, and purchase order number CP 230035 with Cornerstone General Contractors. Any questions or comments on 9.9? I hear none. Any items that you directors would like to add to next consent agenda?

I can start by saying to move 9.5 to our consent agenda.

I have a motion to move 9.5.

I second that motion.

Have a second. All in favor?

Aye.

Any opposed? Hearing none, so we're going to move 9.5 to our next board meeting's consent agenda. OK, with that said, I'm going to ask for a motion to recess for an executive session for approximately 20 minutes in accordance with the provisions of RCW 42-30-110. The purpose of this executive session is to review the performance of a public employee.

Director Van, I think we're going to recess for longer than 20 minutes.

Did I say 20 minutes?

Yes, sir.

I meant 10. Just kidding. For 60 minutes. I apologize.

Thank you.

Thanks for the correction.

Is there a motion? Yeah.

I move that we adjourn into executive session for the purpose of reviewing performance of a public employee.

So I'll second that.

All in favor?

Aye.

And then we'll be back to adjourn. Thank you.

All right. Well, good evening, everybody. We are currently still in our executive session. We are going to extend it for approximately another 30 minutes. We're having great dialogue. So we'll be back in approximately 30 minutes. Thank you.

Well, good evening, everybody. We have to do another extension for approximately another 30 minutes or so. So I would like to extend our executive session for approximately 30 minutes. Thank you.

Well, good evening. Welcome back. We're coming back from our executive session. Can I please have a motion?

I make a motion we adjourn.

I second.

All in favor?

Aye.

Thank you, Adriana. Thank you so much, my friend.