

## Highline Public Schools | School Board Meeting - February 21, 2024

Well, good evening. Thank you so much for being here tonight. And thank the Lord for the earlier conversations at our work session around transcend and our secondary redesign. Please stand up for the Pledge of Allegiance.

--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 Tidholm.

Present.

Director Hagos.

Here.

Director Petrini.

Present.

Director Van.

Here. And Director Alvarez has an excused absence this evening. And to my right is our superintendent, Dr. Duran. Any calls or changes or additions to the board meeting agenda? I'd move that Item 9.3 to internal-- hold on here.

And make a motion during-- I would move that we move Intro Item 9.3, the 23-24 Board Goals, to be an Intro and Action at the 3/6 board meeting. The reason why I would like that to happen is a Director Alvarez is out this evening and would like to have the conversation with the entire board. So if you guys agree, I'd like a second, please.

Second.

Roll call.

Just to clarify, the motion on the table. So we're moving Item 9.3, the 23-24 Board Goals, to Intro and Action for the March 6 Board Meeting?

That is correct. Thanks for the clarification.

Thank you. And is that a second? I second.

Thank you.

Just-- do we-- can we just do an intro? Instead of intro and action, just to give President Alvarez a chance to ask questions and hold discussion? Or do you want to do the intro and action together?

We can do the intro and action together. The reason being is that we will also have a board retreat that we would like to roll that all in together and have the conversation there.

Got it, thank you. We're good.

OK. So the motion stands?

Yeah. Roll call, please. OK.

Director Hagos.

Yea.

Director Petrini.

Yes.

Director Tidholm.

Yea.

Director Van.

Yea. This motion passes 4 to none.

Thank you so much. Well, as you can see, we have a performance here tonight. I am happy and would love to welcome our Mariachi Band from Highline High School coming to perform tonight. Board directors, I would love to have you come on down here and have a seat in the front row. And I would like to introduce Gabriela Olivares, which is our cultural arts specialist, to introduce the band. Come on down.

[APPLAUSE]

Hello. Welcome to the Highline Mariachi performance. I am in the newly-appointed position of the music side of our Fine Arts Specialist Team this year. My name is Gabriela Olivares. We are really excited to have mariachi finally in Highline. This is a direct reflection of the community's request and a reflection of our student body here in Highline.

I also have the privilege of being in the classroom still in this position. So I am half-time at Evergreen High School also piloting the Mariachi Program. This year, we have three brand new mariachi programs-- Evergreen High School, Highline High School, and Cascade Middle School. Next year, we are slated to have another mariachi at Glacier Middle School, so that's really exciting.

Mariachi is a very special type of music because it involves the community. The community is very active in mariachi. Mariachi is very family-focused. So in Mexican culture, people sing with the mariachi. It gives our mariachis another-- or a different opportunity than they have in their other music courses here in Highline.

In mariachi, they have the opportunity to see what it's like to be a real gigging musician. Just like jazz, mariachi always has invites to go and play places. So I'm sure if Mr. A and I accepted all of our invites, we would have 10 a month. So we're very excited to play for you here tonight.

Just like I said, mariachi is a very community-focused event. So I'm going to have some community involvement before we welcome our mariachis. When I say "viva," you're going to say "mariachi!" Let's try it. Viva!

Mariachi!

[SPANISH], OK. I'm here to welcome Mariachi Tesoro.

[APPLAUSE]

[MARIACHI MUSIC]

[APPLAUSE]

So of course, this is the final product, but this gentleman that you're seeing in the front, the first time we're going to talk about the gentleman, they have been playing music for four months as a mariachi. Some of them started four months ago to play their instruments, some of them started before. And that's quite impressive because [AUDIO OUT] let's give a hand to them.

[APPLAUSE]

[SPANISH] These beautiful and wonderful and brave girls, they joined mariachi three weeks ago. And in three weeks, they have managed to learn the first position of the violin and the first to learn the first song. And that's the power that music has. Power has the-- music has the power to engage our students, to engage them with learning a different way, and to show a self-appreciation [AUDIO OUT].

You see, [AUDIO OUT] what we listen. And then it's not something that you buy, it's not something that you own. It's something that you work hard to get. So I want a big applause for our brave violin players here.

[APPLAUSE]

[SPANISH]

[MARIACHI MUSIC]

[APPLAUSE]

Mariachi is a musical style that could be instrumental, only instruments, and it also can have voice. So I want to introduce to you to our seniors. Guadalupe La Maestra, Maria Hernandez, Emilio E. Reynaldo.

[APPLAUSE]

Not all of our mariachi players here tonight. However, I want to introduce to you in the trumpet, Reynaldo and Kevin.

[APPLAUSE]

The heartbeat of the mariachi, guitarron, Booker, Brady, Francisco, and Ezequiel.

[APPLAUSE]

The rhythm section of the mariachi, vihuela. Eric, Victor, and Alex.

[APPLAUSE]

And the powerhouse of the mariachi, the guitar, Logan, Jose, Wilmer, and Diego.

[APPLAUSE]

[INAUDIBLE] Inés, Guadalupe, Linda, and Mr. A.

[APPLAUSE]

Our next song is a love song. It's called [INAUDIBLE], "Darling."

[SPANISH]

[MARIACHI MUSIC]

[APPLAUSE]

Well today, our time is limited, so we have only one last song for you, but maybe you can join us in our fundraiser. Maybe you can join us in our next concert. Maybe you can send us a check if you want.

[LAUGHTER]

Music changes lives. And when you invest in music, you invest in youth. And when you invest in youth, you invest in our community. And when we invest in our community, we get a better place to live. It means that we all can win with music. And my invitation to you is, support our music programs. Support our students that are learning a musical instrument. It's not easy. It takes a lot of practice and a lot of years.

And even if they don't do the best, please don't forget to clap at them and encourage them to keep on going and to keep on going. Our last song is called "Cerca del Mar," "By the Shore," and it's another bolero, a love song because mariachi is about familia, mariachi is about love, mariachi is about [INAUDIBLE] and mariachis support our community. And since you already practiced, Francisco is going to call the mariachi. We're going to go pretty mighty with our last song.

[SPEAKING SPANISH]

[MARIACHI MUSIC]

[APPLAUSE]

Thank you so much for listening. We are Mariachi Tesoro from Highline High School.

[APPLAUSE]

Give them all another round of applause, please.

[APPLAUSE]

Photo, photo.

We're going to invite you all in for a photo here, but this is why we do what we do. This is living the promise here. Look at our talented students. We're so proud of you. Keep on doing it. Four months in, three weeks in, that's awesome. So, all right. Another round of applause. And Board, if you'd like to pose for a picture.

[BACKGROUND CHATTER]

[SPEAKING SPANISH]

[APPLAUSE]

One more picture.

[BACKGROUND CHATTER]

All right. Thank you so much.

[APPLAUSE]

All right. It's going to take about five minutes until we get reset. Board of Directors, you can back up to the dais.

Thank you. Thank you.

Thank you. Thank you. Thank you.

[BACKGROUND CHATTER]

I wanted to quickly say before you all run out, that was truly delightful. You guys should be really proud. You did a great job. Great job.

[APPLAUSE]

That was wonderful. I always love to get serenaded before a board meeting. That's great. They also booked for Valentine's Day for next year, so call in advance.

We're going to move on to our recognitions, our community partner. Can I please have Gina Garcia to come on up to introduce Play-Well TEKnologies.

Good evening, everyone. Dear Board Members, Superintendent Duran, and members of the community. It is a great pleasure that I present to you our distinguished partner, Play-Well TEKnologies. This organization is at the forefront of integrating essential STEM education through engaging learning experiences utilizing tens of thousands of LEGOs.

As an educator-- sorry. As a medium for children to unleash their creativity whilst simultaneously fostering their academic development, their contribution has significantly enriched our students' learning experiences across the district for an extended period providing their commitment to the positive influence that they have on our education landscape. In recognition to their invaluable services and the profound impact that they have made with our schools, I would like to invite Ms. Danielle Leider the Area Manager for Play-Well TEKnologies, to kindly accept the acknowledgment and for their understanding-- for their understanding work. And Danielle.

[APPLAUSE]

Yes, please. You're welcome to come up, share a few words. Yes, come on up.

Hi. I'm Danielle. I'm the Area Manager at Play-Well, and we've had the incredible opportunity to partner with the Highline Public Schools for the past two years. And we have, currently this year, been able to serve over 150 students in four different schools. And just bring that creativity and that love for STEM education through Building with LEGO, which is a really cool medium to use.

And I have had the opportunity to be in classes and teach some of these classes and just see how excited these students are to engage with the curriculum and the material that we have, and seeing them use that knowledge to build, to create, and to also go beyond what we give them, allow them to learn beyond and give them a space that they can use these STEM concepts without fear of mistakes.

And it's truly been a pleasure to be able to reach so many students and so many different schools with the Highline Public Schools. So thank you for the opportunity to work with you, and we hope to continue that.

Thank you so much, Danielle. Come on up here, we're going to do a picture.

[BACKGROUND CHATTER]

Thank you again, Danielle. And just one last thing about LEGOs. You're never too old to play with them. Just don't forget to put them away because at 2 o'clock in the morning when you step on them, it'll hurt. So, thank you again.

I wanted to also say, my son took part in Play-Well TEKnologies. There was a LEGO robotics class that he took. It was just fantastic and really propelled him to love engineering and just all those different things. So just a little extra shout-out that it's an amazing program.

Thank you. 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 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 again for coming in and speaking. First up is Joseph Lipp.

Good evening, board members and fellow community people. In the Bible, in Proverbs 22:6, it says "Train up a child in the way they should go, and when they grow old, they will not depart from it." Since it's Black History Month, I want to highlight Dr. Ben Carson.

He was raised by a single mom, Sonya Carlson, working two jobs in Detroit because she didn't want any handouts from the government. Encouraged-- she encouraged and made her boys stay inside and read when she was chastised by friends and family because she made them stay in and read books.

Dr. Ben Carson, Head of Neurosurgery at Johns Hopkins at 33. His brother Curtis Carson became an astronomical-- aeronautical engineer. What they just did with the mariachi band and showing their culture to me can go a lot farther than spending a whole month talking about people in the past. What they just did draws people together. Education is a benefit, and these two brothers showed that. Not a woke education, but reading, writing, and arithmetic. Thank you.

Thank you. Next up Deborah Lipp.

Hello, Board and everybody that's here. I appreciate people that show up and spend their time. I know how valuable our time is. Mine was what you passed on, but that's OK. Last time when Donnie was here and Alvarez and everybody-- these are my grandkids. These are three out of the 13. I have such a family. And I'm proud of every one of them. If you want to know their names, I'll tell you their names. That's all we need to know. All these kids here, they want to be noticed. We want to be noticed. Everybody wants to be noticed.

But you know what in the end? It doesn't really matter. Matters your character, your integrity, who you are. And I'm just asking we quit looking at the outside. They're mine. They're-- I won't tell you their names. But anyway, that's what you get if you talk to grandma. You get their names and who they are.

And my husband volunteers at the daycare-- or at the recess at one of our schools. And there's no issues. He's white and he says, yeah, I'm-- the two kids' names, grandpa. Nobody questions it. Nobody talks about it. The kids don't care. He's neat, he's cool, he helps them in the playground.

And this is what we saw tonight. We come together because we love one another. We are all human beings created by God, and we forgotten that or we wouldn't all fight over this because he's the one that gives us equity. And everything that we're so striving for, we just say it at the Pledge of Allegiance. Every time we come in here, equity for all. Liberty and justice. Boy, do we need justice to be on the land. I think we've forgotten that one also.

So that's why we're here, because we love the kids, we love everybody, and we just want you to quit looking at the outward appearance and look at the character and integrity and who we are. Thank you.

Thank you. Jennifer Sack.

Hello. Thank you to the School Board for giving me some time today. My name is Jennifer Sack and I'm the mother of Juniper and Laurel Sack. They are sophomores at Maritime High School and we have been proud members of that school since we started last year. And I am also a current Vice President of the Maritime PTSA.

I feel compelled as a mother and as a supporter of teachers to come and talk about grave concerns regarding administrative support and lack thereof for teachers and students of Maritime High School. We've received reports of both teachers and students receiving extremely poor or no communication of the proposed changes to the school, especially regarding math education, extreme curriculum, and vocational changes that were made for the students this year.

We're very concerned that the students who were not given an opportunity to go to Running Start next year as juniors and seniors will have no vocational or math education left for them on campus, and are now being placed in a high school that is in freefall for the projected next year with a projected 80% to 90% of current staff not signing contracts next year.

Teachers and industry stakeholders felt left out of the decisions at large and they feel vastly unsupported by the principal and her staff. They feel very discouraged by a lack of participation between administrators and teachers and students. There are many students that have faced what looks and sounds like very abusive verbal and emotional assault from the principal and her communication style needs grave change.

We have video evidence to back our claims. We believe that the principal needs immediate performance improvement, and we ask administrators to please re-engage teachers and industry stakeholders and students now to stem the tide of extreme loss and right the ship of Maritime High School. Thank you so much.

Thank you. Next up, J'Vani Holiday.

Hi, I'm J'Vani. I know many of you were here two weeks ago, so you may recall some words that hurt me deeply. I'm a proud young African-American boy and my people have come a long way from slavery to having a Black President and our own month. Some people don't like that, and they want us to shout, scream, and yell to prove whatever ideas they have about us.

But a king need not dismount his throne to address the peons throwing stones. Speaking for the young Black community, we have a dream that our experiences and feelings and needs are as considered and protected as every other kid's. Thank you Board Director Tidholm, Director Hagos, Board President Alvarez, Board Vice President Van, and Director Petrini for your support and celebration of Black History Month and is helping make that dream a reality.

[APPLAUSE]

Thank you. Next up, Deborah Strayer.

Good evening, School Board. I would like to introduce myself. My name is Deborah Strayer. I am an alumni of Sunnyside, Sunset, and Highline. Former staff member of Evergreen, Chinook, Sylvester, and Mount Rainier. I am now a substitute teacher in the district. I usually attend school board meetings, but in the winter, I work at the basketball, gymnastics, wrestling games and matches at Mount Rainier.

For the past 25 years, I have worked this part-time unrepresented job supporting athletes. It has been a wonderful way to connect with students and families. The sad part of this job is how the district isn't attracting other staff members to support our student athletic programs.

In the past, we've had gym managers, announcers, and ticket sellers at games. This isn't happening. It spreads our athletic directors too thin. Getting staff to work these additional hours isn't happening. This is a non-represented job. No group bargains for it, and thus, it has fallen behind in compensation.

In 1999, the pay was \$15 an hour. It is now \$18.70 an hour in 25 years. It is a wonder anyone does this work. I enjoy it, but as a 71-year-old, my days are numbered. In times-- let's hope soon, but in times of affluence and in times of shortfalls, this unrepresented group has been ignored. OK.

I would like the district to explore ways to increase compensation so we can continue to have safe, well-managed athletic programs for our students. I would like to thank Phil Willenbrock for the last raise he advocated for our event staff. It was the first raise in over 20 years for certificated staff. \$15--

Next up, Stuart Jenner.

Thank you. I have a few comments-- I'm Stuart. I have a few comments on the high school redesign. The first is, I looked at the Transcend website, and it's really hard to tell what the outcomes are or case studies. Second is on what classes are actually what's the difference going to be? And what classes are available, what the opportunities are.

I was talking the other day with a student from Mount Rainier who's in 10th grade and looking at Running Start. And it was quite a conversation because first of all, her mom is an employee of the district. And second, because she said-- I said, why do you want to go to Running Start, and she said, well, I really don't like the group projects that I'm doing. I am just tired of doing all the work for everyone in the group. And this is at Mount Rainier.



And when I heard Jacqueline mentioned project-based learning, I thought about that story, and then I also thought about my son's experience in geometry where they had a lot of projects. And he's had some real challenges in college with math and engineering. And I directly blame that on geometry class. It did not set a foundation for what he needed. There were some other times also when classes, I think, did too much projects. Now there is a role for projects, but it's really, really important to have the foundations.

So speaking of foundations, one of the big challenges is how is Highline really doing? And I've written some articles on the grad rate. The reality is two schools are up, two schools are down on test scores. 3% of Tye students in 10th grade are meeting standard. SAT, IB, AP, the last data from those was from 2018. And especially the University of Washington GAP score, which is looking at how students do at the UW were graduates of Highline. The results of that were pretty dismal, as in bottom, bottom, bottom, close to bottom, and then average in the case of aviation.

So my hope is that this actually can do some good, this redesign, and that it won't be a flop the way that the Small Schools Experiment was, having four classes at Highline High School was, and many other experiences that people have had over the years. I will send some links with the stories. Thank you.

Thank you very much. And our last speaker is Linda Anderson.

I stand here tonight because I care for the humans at Maritime High School. We are a tiny school family of humans with about 120 students and 29 staff. 10 of those are teachers and a para. Stand here because I am disheartened. I fear that many of the teachers will leave our school, our kids. The school is too small to lose teachers with marine-centered and project-based expertise.

I would like you to all now put your perspective pants on for just a minute or two. If you are a teacher or a student or had a child in a school where the teachers were frustrated, tired, stressed, worried, and had lost hope, what would you do? If they leave Maritime, the school will experience a devastating loss. These humans are experienced educators who love teaching because it's meaningful work for them.

I've worked in about 10 different schools across two different districts. These teachers are some of the most talented and outrageously dedicated people I've ever collaborated with. They are superheroing phenomenons and they are a quintessential fit for our project-based maritime dream school.

There's three board-certified, two with PhDs, four have taught at Big Picture and Wells, one taught at Harbor View School-- Harbor School in New York, a Gold Star Teacher and a Nominated Gold Star Teacher ranging from two years to about 20 years of teaching experience.

The district has preached about how educators need to work on building relationships to make and improve connections with students as it is essential to students' success in an overall well-being. Where is the bridge for building relationships between teachers and with administrators and district folk? How will you address the dissatisfaction and unhappiness of teachers who love and excel at what they do? What can you do for our Maritime? And my name is Linda Anderson. I'm a parent of a student at Maritime High School and an SLP in the district. Thank you.

Thank you very much. That concludes our public testimony. Thank you so much for all that come out and spoke to us tonight. Our Superintendent's Update. Dr. Duran.

Thank you, Director Van. I just want to thank the Board for the conversations we had this evening on the secondary redesign work that we're embarking on. We're in the middle of a community journey to rethink how we approach secondary schools to support all of our students.

I think it's also important to note that we are really building upon the innovation that has already been in place here in Highline with the number of choice schools, that we have schools that are working and trying how mastery-based learning can be applied to our students and really just building upon those opportunities.

So I really look forward to the work that's being done and really look forward to see what we actually end up creating in order to support our students' ability to be able to have different learning experiences, and most importantly, the outcomes will hopefully change for our students.

Last week, I had the opportunity to attend the American Association of School Administrators Conference, and one of the main focuses for the conference was artificial intelligence. It was both inspiring and a reminder that our world and how we think about learning will change dramatically with the use of artificial intelligence and other technologies.

One of the keynote speakers that I was just really struck by was someone named Abran Maldonado. He was a former classroom teacher and is still a teacher today, but has really been on the forefront of testing and trying out these new technologies to see how they can impact classrooms.

And one of the things that, Director Van, you said earlier around this idea around embracing artificial intelligence, that's exactly what he challenged us as educators to really think about, how we can embrace artificial intelligence and really help our educators and students learn how to harness the benefits and opportunities of what he calls a cultural shift that will change dramatically.

Every time he does the presentation, he spoke about how there's something different and new that he gets to demonstrate and show. Most recently, he was showing the use of artificial intelligence and how it's impacting the world of videos, and literally with a few lines of text, being able to create a video literally within seconds. It just-- was just really amazing to watch how that came to being so quickly.

So opportunity for us to learn more about it and actually apply it. And I know our Chief of Digital Transformation, Teshon Christie, is on this and really trying to provide more opportunities for people to learn about it, both to understand what needs to be concerned about, and also the opportunities for us to be thinking about this.

Right now, I like to just continue our partnership that we have with our labor partners. We have, tonight, a wonderful opportunity to have both our President of the Highline Association of Washington School Principals and our President from Highline Education Association. So we'll start first with Clint Sallee, who is the President of Highline Association of Washington School Principals as well as proud principal at Highline High School. Welcome, Clint.

Thank you, Dr. Duran and Board Directors. I have a blank sheet in front of me because I couldn't quite come up with everything I wanted to say, but I've been reflecting a lot in my role as principal of Highline High school, but also as President of the Highline Association for Washington State School Principals.

Reflecting a lot because as a district, we-- as an association of principals and assistant principals, we work with and we support school leaders that go all the way from pre-K all the way through high school. And reflecting that it's been an especially trying year across that whole spectrum. Since the last time we addressed you at the school board meeting, we lost Principal Kim Nelson from Valley View. And we know that really devastated that pre-K and early childhood ed community.

And speaking for myself now as principal of Highline High School, we lost our fourth student of the school year just a week ago. And it's been incredibly difficult to lead through those tragedies.

But what has been so important to sustain effective school leadership even through the most difficult times is the association, is the partnership and support that comes with not just being in a principal and assistant principal association where we look out for each other across all the different grades, but also being in a district that's committed to embracing that partnership and working together with-- in collegiality and collaboration with our principal association.

We know that this is an incredibly difficult job leading schools at all grade levels. And it's-- even speaking for myself now, come to appreciate as the tragedies have mounted at Highline High School this school year, that we can't do even-- the principal is one person in a building, but you cannot do it alone. You have to invest in community at all times because it's only with the community, that even through the trying times, you can persevere. You can create wonderful learning environments for all of our students to do really magical things.

It's great to be here this evening, not just to address the Board, but also to be here and see Mariachi Tesoro open up the school board meeting. We even in the most challenging times, when students are given the opportunity and the right support, they can do amazing things.

So I commend Highline Public Schools for the commitment to support working with the Principals Association, to investing in the community of school leaders and supporting each other so that they can do wonderful work in service of their school communities. So thank you.

[APPLAUSE]

And next, I would like to welcome up Jeb Binns, our President of the Highline Education Association. Welcome, Mr. Binns.

Had to tip it down. Jeb Binns, President of HEA. Dr. Duran, School Board Directors, appreciate you. Just a few things today I'd like to talk about, the Joint Panorama Survey that just came out. We created a collaborative team, Principal Sallee and myself, UniServ Director Elizabeth Beck, and Project Manager Michaela Raikes have worked together for the last several years to help shepherd this project along.

And I want to give a special shout-out to Michaela. I did-- she did win a Living the Promise pin from me, publicly delivered-- and now even more publicly delivered via the school board meeting-- for her work in ensuring that our building reps had access to the joint survey because one of the things that we realized with the joint survey, we wanted to make sure that it wasn't just siloed in an administrative level, we also had building reps in every building able to look in and dig into the data.

The data that's out there, there's many data points for celebration. So as we look to this survey and we and we dig in and we compare it to the fall and we start looking and we build forward, there's lots of places that we need to celebrate and we need to make sure that we take the time to do that.

Additionally, there's also some places that we need to interrogate. And we need to make sure that we do that as well with fidelity. Not going after someone, but trying to figure out, hey, how do we improve? How do we take this data that we have, that we've collected from all of our stakeholders, and how do we improve school sites, and how do we improve departments within the district?

So I would love to see a coordinated, concerted effort to dig into that data and to help it, since we've got it, help us do better. Help us live the promise, help us move forward to create the best environment for our students, for our communities, for our faculty, for our administrators through there. So there's my Joint Panorama plug.

Second one I want to talk about is discipline recording. And I feel sometimes that I continue to hammer on this one, but I will now do so in a public way. This year, there was a very specific ask that was made by the Joint Student Behavior Committee to request that all of our schools enter both minor and major discipline instances in the Synergy System with a hold-harmless idea of not saying, hey, you've got too much, we're going to go and play whack-a-mole, but this idea of, let's create a baseline data. Let's see where our needs are.

And that request that was made out there. And that request that has been repeated in admin packets, it has been mentioned by cabinet members, it has been mentioned many-- too many times by me and the e-focus to go through has had this various levels of success. Some schools are entering data with fidelity and I really appreciate it. Other schools are, as my daughters would like to say, choosing to not.

Which is cute, but the problem is that we need that data because the same-- many of those who are choosing to not are also saying, we've got major problems at my school, but then you look at the data and they have no problems.

So I would love it-- and we encourage your involvement to look at that data so we have a benchmark. We can do better. We can provide the supports to the places that need it. And we can do so in a data-driven-- we always talk about street data. We got lots of data. As opposed to a very haphazard manner, which is like, oh, well, we think, let's deploy. We've got the data, let's use it. Thank you very much. Appreciate you.

[APPLAUSE]

Thank you, Jeb. And that concludes the report.

Thank you so much. Thank you, guys, for coming and presenting tonight. Appreciate it. We're going to move on to our School Board Reports. First up is our Legislative Reports.

Some talking points-- I'll go first. House Bill 1608 would allow medical providers to issue a statement standing order-- I'm sorry, a statewide standing order prescribing EpiPens to any school district or school for use by a school nurse or other designated staff. This would mean essentially that the schools would have EpiPens on-site that aren't designated to each individual student, which is great because if you have an allergy or know anybody with an allergy, those pens are expensive even with insurance.

Other thing to note. The special education bills are still active and both would bring a small amount of additional funding for Highline, which would definitely help with our budgets and more accurately reflect our current demographics. We would be very happy to have education and special education fully funded.

I'll just quickly add. The legislators heard a lot of financial education bills over the last few years, and this year's no exception. We have House Bill 1915, which would ramp up financial literacy education to eventually require that students in high school receive 1 and 1/2 credit in financial literacy, although that would not increase graduation requirements. So this would be included in existing courses. Oh. [INAUDIBLE].

Thank you so much. We'll move on to our Director's Reports. And I'm going to start to my left here. Director Petrini.

Start with me? OK. Well, I first wanted to quickly highlight, this last week I was perusing the Highline website and looking through the Gallery of Heroes celebrating Black History Month, and just came across a lot of different amazing profiles that I hadn't read before, and pulled a couple out that I thought were really inspiring and went over it with my son because we do history at home.

And so today, we were talking about Catherine Johnson. And I happened to see the *Hidden Figures* movie that her life was based off of. And I just thought it was amazing a lot of the-- if you haven't had a chance to look at it, we also have it pop up on your Facebook where you can see a different person highlighted each day.

These are presidential candidates. First African-American women in Congress, inventors, musicians, authors, civil rights advocates. I just thought it was just a great array that was chosen to highlight these different people that have contributed to-- I love that you put that up-- contributed to the things and technologies that we have.

And especially Katherine Johnson, I love astronomy. And so space exploration and all of that is really fascinating to me. And just learning about her life as a mathematician and the kind of contributions that she gave to us and through NASA, all the things that she was able to contribute and the hardships that she also had to endure as a woman working in a very predominantly male profession.

But she came to prove her worth when people-- when computers were just coming out and people were not very trusting of that technology, they would ask that she would run those same numbers before they were willing to proceed in the different procedures that they had to do. So fascinating movie if you've never seen it.

So as I was going through this profile with my son today, and I told them about this movie. So we'll be watching that tomorrow as part of just our push through Black History Month. So I thought it'd be great maybe if we could highlight some of those.

Second of all, as part of the Highline Foundation Liaison, we've been talking about Gold Star Awards. It looks like we had over 150 nominations for our fabulous teachers that were put up for a Gold Star Award. So you can still celebrate those nominees and the winners at the Gold Star Breakfast on Friday, May 3. It's at Cedarbrook Lodge. And I think I plan to be there if it's a free breakfast, right? And help highlight our wonderful teachers. So that's all I have.

Thank you so much. Director Hagos?

OK. So let's see. Just a few things that I want to make sure I note, and then a couple of comments. One, we've got Bingo Night tomorrow-- Dr. Duran, if you want to come through-- over at Parkside happening in that school. They love to party hard-- oh, I didn't even see you in the audience. I'm so glad.

I was going to say, you guys love to-- you work very hard push our kids and you really work on making sure that they've got all that they need to be academically strong. And then how to party hard, so if you-- yes, we saw the whole window of prizes there. So it's tomorrow night at 6:00 to 7:30. Prizes, pizza, and popcorn, and for those who are presenting earlier, there there's pizza there. So if you want to come through.

Anyway, so just a fun night and a great celebration of community and family and togetherness, so I'm really looking forward to that. I'll be there, Miss-- I call you Bobbie, so I'll be there tomorrow, Bobbie.

And then Des Moines Elementary School has a Science on Wheels Program with the Pacific Science Center Partnership next week, and they are looking for volunteers. So if you're watching or if you're in the room or if you know people in the area that has a little bit of time next week to go in and volunteer for this program, please stop by or make a call. And they're looking for folks to support that program.

And then I have been joining our local town hall community meetings and just talking with some legislators, and one of the things that I learned about a student of ours is a student from Burien, Kai, he served as a page for Senator Karen Keiser in the Washington State Senate. I want to say it was last week-- I'm thinking it was last week.

He's a freshman at Raisbeck. He's in Burien, and he's a helper, and he had talked about-- it's not just for padding his resume. He really was committed to having an opportunity to do create these mock bills and really take advantage of being able to have experience in job readiness and internship-type activities.

And so he loved it, and Senator Karen Keiser is a good supporter of our kids and really wants to encourage more of our kids signing up to be a page for her. So if you are familiar with her or if you know anything of anything of her work, please go and connect with her, she's looking for kids.

OK, so Valley View Preschool. It's heavy on my heart now because of a recent principal's passing. And I do know they are doing so much work. And the administrator that we have now is really pulling together the school team and I'm really proud of her.

But one of the things that is happening is they're doing a transition event to help prepare our students and families for kindergarten. So the transition activities for all students, like that event at Valley View, truly, truly helps to close what we call the opportunity and achievement gaps, and I'm always excited to hear about those types of events happening.

I missed it last week-- I didn't hear about it in time, otherwise I would have showed up and been there. Something else had came up, so I couldn't make it. But I do support that. I know that the state talks recently has been talking about some of our statewide WaKIDS scores and the scores are moving up in cognitive abilities and math abilities for our youngest kids-- for our younger kids who are in preschool programs. And this is a strong preschool program. And so I just say, they are one of the folks contributing to what we are hearing from OSPI, so I'm really proud of that.

The Mount Rainier Dance Team won another award. They really do-- it's a really good pocket of folks-- pocket of kids who really celebrate that sense of belonging that we talk about a lot, making sure kids have an opportunity to connect. They talk a lot about how their friends become their families. It's such a wonderful, wonderful group of kids.

And I know they won an award-- I'm not sure which one. Maybe we can have them come and perform for us one day. We've had mariachi today. Probably the Mount Rainier High School dance team can come out and do the same. They host dance camps for kids in the summer they volunteer to do it for our youngest kiddos. They just they're always out in the community. They're either fundraising and/or just letting people see what they have to offer, so I'm really excited about them. So that's another point that I wanted to share.

I probably can go on. I think there's one more thing that I wanted to make sure I noted. It might have to wait till the next time. So there is another thought, but that's OK I'll pass it on to Director Tidholm.

Yes. Cascade Middle School had their Lunar New Year celebration. It was actually two weeks ago today because I got to attend it. I didn't get to stay for all the festivities, unfortunately, because it was the same day as the board meeting. So I had enough time to have some delicious food and then come over here.

But the Vietnamese Dual-Language Program and the students, they put together the celebration. So there was food, games, some student performances, orchestra, dance groups, a lot of good pictures on Facebook if you missed it.

My friendly reminder that White Center Heights Elementary School has their Family Resource Center open to anybody in the district on Thursdays 9:00 AM to 10:30 AM and Fridays 2:15 to 3:45 PM where they have a food bank, a clothing bank, clothing-- I just said clothing, my apologies-- household items. They can help you with your resume. They're also having some language classes and things of that nature. Anybody in the district not just White Center Heights, please utilize those resources.

The other thing is, earlier this month I had the pleasure of attending the Rainier Educators of Color Network Conference, which was amazing. There was so much food. I was not prepared. I stuffed myself I think. My son pocketed some and brought a couple handfuls home, too. But really good experience just getting to mingle. There was some great art projects that were going on. There was a storytime. Pretty great experience.

Also, just really happy to be in a district where we have so much diversity and celebrate so much diversity. I mean, we've come a long way, just a world as a whole. I do think that there's definitely obviously room for improvement.

I think until we get to a point where we're not saying that the first Black whatever it may be, we're not really there, but also very happy to see that we do have that. And I'm really grateful that this district supports the diversity rather than trying to assimilate, and just really celebrating the different cultures and colors that we have. And that's all that I have.

Do you mind if I jump back on really quickly just to add that last-- yeah, I remembered. I was like, I know it's there somewhere. While I was at the town hall meeting for the 33rd Legislative District this weekend, a couple of things stood out to me. One is that our legislators took the time to put together some packets for kids that might show up.

They had coloring books and they had informational material and educational material and crayons and all kinds of things for a variety of kids through a variety of ages so that families felt comfortable to show up for these town hall meetings. And I thought that was important. We don't get to see a lot of our youth and family at their town halls and talking to our legislators.

And so seeing that they were prepared and were encouraging and making a welcoming space to say, yes, we want to hear your voice, too, was really important to me. And some of the things that they talked about, there's a current bill out there, the State Senate Bill 5955. That bill talks a lot about ensuring that the communities in these airport-- or airport communities have mitigating factors to take care of the neighborhoods and the kids and the families that have noise and air pollution going overhead and ensuring that they've got some things to take care of themselves and their families.

And although this bill is not directly related to education, it is directly related to the kids in the community. So I'm really excited to see the push of our legislators to ensure that the communities have what they need to be healthy and to be well. That was really important for me to see.

And State Senator Karen Keiser talked about working on AI. I can't remember what she called it. It's something, but it has to do with our retired teachers. And I noticed that she does care about educators and ensuring that educators have the living wage that they need. These are our retired educators, but she put forth comments towards-- I think it was Tiers 1-- that doesn't have a COLA and working on making sure that our retired educators who have put their time and their life and their energy into educating our youth, to make sure that they are taken care of in their retirement.

So I've got to say, I am proud of a few things that I've heard. Just more work on getting public education comments out there in the legislators would be great.

Thank you so much. And then I'm up. As you know, February is Career and Technical Education Month. You know CTE offers hands-on practical skills across diverse paths. A student from Mr. [? Setter's ?] video production class created a short video of a woodshop teacher, Mr. Hewitt's Class in Action. You can see that video on our Facebook page.

In addition to that, I shared with Dr. Benitez the texts that my son is sharing with me as he is going through the construction class at PSSE. Just the things that he's building right there-- and he sent it to me during the day and it makes me smile because he's engaged and he loves it. So celebrate. Celebrate our students, celebrate a different path for our students that want to work with their hands, and I am just amazed and thankful.

A lot of things have happened in the last few weeks. I have had the awesome pleasure to go with Director Hagos to the Museum of Flight to listen to the Michael P. Anderson Aerospace Program. This program offers a two-week course in aerospace to 30 of our Highline Middle School students just free of charge and just sharing what opportunities are out there.

If you don't know who Michael Phillips Anderson, is he is a US Air Force officer and a NASA astronaut. He and his six fellow crew members were killed in the space shuttle *Columbia* disaster, but his legacy still lives on. His family has created this program, and it was really amazing to hear about it, but also see the community that was out there.

Director Hagos and I ran into so many of our community members that were in education that were just involved. And thank you to the Museum of Flight and their support in what we do.

A couple of other things. Shout out to our HR team, was out there at our job fair. Holy moly. That was amazing to show up at a half-hour past and that place was packed at PSSE. Seeing all of our HR staff supporting new candidates coming through the door, offering them support. And our principals and leader-- building leaders were out there just talking and showcasing.

Thank you to our HR staff, Steve, for sharing that. I know Director Hagos showed up a little bit later. She and I talked about it. It was really amazing to see the diverse candidates out there, and diverse and qualified candidates. I had the chance to go through a day of a paraeducator.

And our paraeducators, they work magic behind the scenes, and I was really proud to hear them speak to potential educators in the future. So thank you again and look forward to having a few more of those.

Last night, I had the great opportunity to sit with our Highline PTA at McMicken. This was in regards to our Latino Parents' Night. Talk about food, there was tamales and everything last night. So I did eat last night. It was amazing because I used Google translator to understand everything, but they have the same concerns. They have the same passions for our kids and our staff and our community.

And being out there, being with them and sharing that and just being able to understand that, it was really powerful. But also being back into my kids' elementary school just brought back a lot of memories. So I encourage our directors to go and visit our PTAs and go out to them and be one with them and just listen and to participate with that.

And then today, I had the opportunity to sit down with Director Petrini and Fred with our Highline Schools Foundation just learning about how we, as a board, can support and help them. And as you will probably see on our Highline Highlights, there are a lot of things coming up with our Gold Star Breakfast and things like that. With that, I end that.

So we'll move on to our consent agenda. Have a motion to approve?

I move that we approve the consent agenda.

Can I have a second, please.

I'll second that.

All in favor.

Aye.



Any opposed? Thank you. We'll move on to our Action Items. 8.1. This is motion to approve Resolution 02-24 to issue a non-renewal notices pursuant to a reduction in force to achieve a balanced budget and to properly staff district educational programs and departments. Any comments or questions in regards to this? Hearing, seeing none, can have a motion, please.

I make a motion to approve Resolution number 02-24 to issue non-- oh my gosh, I'm so sorry. That is where-- my apologies, I'm sorry, I had a brain shortage-- to issue non-renewable notices pursuant to a reduction in force to achieve a balanced budget and to properly staffed district educational programs and departments.

Have a second?

I second that.

Roll call, please.

Director Petrini.

Yes.

Director Tidholm.

Yea.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes 4 to none.

Thank you very much. Action Item 8.2, this is to approve the Evergreen High School Replacement Project. Any questions or comments on this one? OK. Hearing, seeing none, can I please have a motion?

I'll try that again. Oh, no. Sorry, go ahead.

I'll save you right now. Let's see. So I move that the Highline School Board approve Change Order number 7 for Cornerstone General Contractors on PO Number CP230035 in the amount of \$681,471.83-- that's a lot of money-- bringing the total revised contract amount to \$143,284,206.91 plus the Washington State Sales Tax with any minor additions, deletions, or modifications deemed necessary by the superintendent.

I was going to to have you read that again. Can I have a second?

I'll second it.

Roll call, please.

Director Tidholm.

Yea.

Director Hagos.

Yea.

Director Petrini.

Yes.

Director Van.

Yea.

This motion passes 4 to none.

Thank you. Action Item 8.3, this is motion to approve the Tyee High School Replacement Project. Any questions or comments? Hearing and seeing none, can I please have a motion.

I'll do this one. I motion that the Highline School Board approve Change Order Number 4 for Absher Construction Company in the amount of \$1,355,244 plus Washington Sales Tax, bringing the total revised contract amount to \$118,055,388 plus Washington Sales Tax with any minor additions, deletions, or modifications deemed necessary by the superintendent.

Can I please have a second?

I second that.

Roll call, please.

Director Tidholm.

Yea.

Director Petrini.

Yes.

Director Hagos.

Yea.

Director Van.

Yea.

This motion passes 4 to none.

Thank you very much. And that concludes our Action Items. Moving on to our Introduction Items. 9.1. This is Motion to approve the closure of Purchase Order PO 191297 and PO 200331 totaling \$7,876,638.88 for the Districtwide Safety and Security Contract Project with Long Building Technologies. Any questions or comments for this one? I do have a question.

Will Scott Logan, our Chief Operation Officer, come forward? Welcome, Scott.

Thank you.

Thanks, Scott, for coming up here. This is the closure for the POs for the locks all of the cards and things. So from both POs, we are we're overbudget over \$1 million. Can you share why we missed the mark on that?

So first, I think I would start with rather than saying overbudget or missed the mark, I would say we're not on-course with our original forecast on cost. Keep in mind that the total value is still under the budget allocation, the 2016 Bond for Safety and Security Upgrades.

The changes came as a result-- there was two different really worlds that we were working, and Phase 1 was our newer schools that were more-- that are easier to add these programs to change the infrastructure inside is a lot easier and based on new and current design. So that you'll notice there were fewer changes or maybe a lower threshold of dollars in Phase 1.

Phase 2 is our oldest schools, and those didn't have pathways built in for any of the wiring we needed, didn't have a lot of the infrastructure that makes them easily susceptible to change, so it costs more to make any difference or any change there.

The second was as staff went through and evaluated final plans in how we had set up the door lock systems to work, they identified areas that maybe there were areas within a building that needed some separation that we didn't incorporate. We worked on the exterior envelope to make sure we were solid on controlling access to the building. They wanted more maneuverability within the building, and so we had to make some changes on that side as well.

Thank you very much. Any other questions on that? Appreciate you clarifying my term. That's the terminology my wife usually tells me, why'd you miss the mark? Thank you, Scott.

All right. Intro Item 9.2, this is Motion to approve resolution 03-24, authorizing Innovation Heights to apply to the State Board of Education for a waiver.

We have a presentation for this one selected by Holly Ferguson. Come on up, Lori McEwen, Jacqueline Downey, Bernard Coons. And I believe-- I'm not sure if Ace, our student, made it tonight or not. But welcome. Come on up.

Good evening again, Vice President Van and Directors of the Board, superintendent Duran. I'm Jacqueline Downey, Secondary ILED. And I am pleased to be here tonight with Innovation Heights Academy. I've had the fortune of working alongside the school for the past two years in their redesign efforts to really center on student need and interests, both to improve outcomes and the student experience.

Principal Kevin Takisaki is on parental leave right now, so we're wishing him well at home with family. And in his place, we have Dean of Students and Principal Intern Lori McEwen who's going to share a little bit about the design process and outcomes for Innovation Heights Academy.

Thank you. I want to also acknowledge our Innovation Heights community who are both here in the room and also online. So last year, our model was a small version of a comprehensive high school. And after looking at various different pieces of data, it was very clear to our community that it wasn't being as successful as it could be at re-engaging students who had previously disengaged from their educational experience.

So under the leadership of Principal Takisaki, we worked to redesign our program and center student voices and our community voices at the heart of our redesign. That looked like, at the beginning, gathering together student-selected leaders to help re-envision what they wanted their educational experience to look like.

As that continued to grow, we expanded the amount of students that were a part of that. And then eventually included staff, our community members, as well as parents.

From that, we heard from our community that the things that really wanted to be prioritized were what we centered our design around. And those four things were accelerated credit earnings so that students could make up credits, a flexible schedule for students who are dealing with various issues and wanted to continue their education, a focus on whole body health and wellness, and also experiential project-based learning that connected to life after high school.

And so that's kind of how we got to where we are today. I do have a student-prepared statement that I want to share with you from one of our students. His name is Ace Holloman. And these are his words.

He said, "Before I came to Innovation Heights Academy, school was more of just a place to come and hang out with friends. When I thought of school before, I wasn't thinking about my education or my future. I didn't have structure or care about the academic side of school. I got to help in the redesign of this school last school year. It felt good to be a part of something major and decision-making. It felt like making a piece of art and seeing the end result come to life.

I know a lot of students feel safe here because this school is personal to students' lives. One project I got to do this year was helping find a vehicle for a real-world client based on their financial situation. I get to do projects that are connected to the real world and help me learn the things that I can use after high school."

So I want to invite Holly to share a little bit more about-- Bernard to share a little bit more about the credit waiver and the impact that will have on our school.

And Lori, really quickly, will you introduce the staff that came with you tonight?

Yes. So here in the room, we have our amazing school social worker AnneMarie Littleton. And we have our school counselor, Ms. Shauna Pierson. You're fabulous.

Tremendous.

Thank you. Thank you for being here.

All right. So the work that's forecast to happen at Innovation Heights Academy will be a different kind of learning that kids are engaging in. They'll be learning across a range of different projects that they're engaging with. They're going to be engaging in learning that happens beyond the school walls in different times of the day and offers that flexibility to be more-- innovative setting that will allow students to excel in different ways that they haven't been successful in their other schools.

So with that comes the need to understand how you identify and track student learning in a way that we don't do in our comprehensive high schools. And so right now, what Innovation Heights is going to implement next year is work with the mastery transcript which names the different areas that students will be learning in, and then students will be demonstrating their proficiency in those different areas.

And it's through that mastery transcript that tells the whole story of what the student is doing and will be able to graduate with that. There's a process that the school will have to consider the work the student has done prior to entering the school. And then when they graduate, they'll have a whole picture of them told through the mastery transcript.

This is all highlighted in some of the materials that you have that's part of the State Board of Ed Waiver of Traditional Graduation Requirements. Because the school is using the mastery transcript rather than traditional credits, the waiver is a necessary process for us to be able to issue a high school diploma.

And it's a process that we've done with Big Picture High School, as well as Maritime High School, and there's a number of schools across the state that use this waiver process to allow them to use a different way to demonstrate student learning.

And that different way of student learning is necessary because the kinds of projects that students are learning in and the kinds of ways that they're moving forward with their understanding of these concepts doesn't fit neatly into the same buckets that we have in those traditional graduation credits that kids earn in our comprehensive high schools.

Part of what the State Board of Ed Waiver does and part of what you might notice is it does require a pretty rigorous set of saying, how are we going to hold ourselves accountable for that? How are we accountable for that locally as well as at the state level? And so that's what you see outlined in that particular document. So Holly is going to talk a little bit about the board's engagement with the process as well.

Thank you, right. So why are we here today in front of you, the School Board? That application for the State Board Waiver that you all have in your packets requires that the School Board approve a resolution supporting the application to the State Board.

And so what we wanted to make sure of that you see is that draft application so that you can see the process that the school went through to come up with this new model, as well as the accountability elements for making sure that students-- that we are measuring students' progress and how the school and students will be held accountable to that.

So what you're actually voting on today-- or excuse me, what you will actually vote on March 6 is the actual resolution authorizing us to submit this application to the State Board. And as you can see, the school used a collaborative process to create their application. We're using a collaborative process to come here before you tonight, and we're happy to answer-- any of us are happy to answer any questions that you might have.

Directors, any questions?

I have a couple if that's all right. And I think I sent those questions ahead of time. And you've answered a couple of them, but I'll just go through this real quick. So does the mastery transcript carry the same weight as a GED would for a student if they decide to apply to higher education?

It has the same weight as a high school diploma, not a GED. It is-- the students are getting a high school diploma. The mastery-based transcript is just it's just a transcript that looks different from a traditional credit-based school's transcript.

And how does that differ from a GED? I'm not as familiar with the difference between a diploma and a GED. I know a GED is usually sometimes also done on a delayed schedule of some sort. So this is not comparable to that?

It's a different beast. It's a-- GED is a General Equivalency Diploma. It doesn't come out as a Highline Public Schools diploma, which is what these students will be getting, just as you would get at Mount Rainier or Tyee or Choice or Highline or any of our other high schools.

But it has to go through the same kind of process to become a diploma. Is that kind of what I got from your presentation?

OK.

Yeah, so I think explaining a little bit more about the mastery transcript might be helpful. So when a student graduates from one of our comprehensive high schools, they have a standard Washington State history-- a standard Washington State transcript that lists out the courses that they've done and shows how they got to the 24 credits and it shows how they met those.

When they graduate with the mastery transcript, the mastery transcript tells a more comprehensive story of what the student's done and speaks to the areas that they've excelled in. And actually, what that transcript holds within it is it holds access for colleges that are reviewing it to be able to learn more about the student and check out their work and see how they've demonstrated mastery.

The other thing about the mastery transcript to understand is that it is a national consortium of schools that are doing this kind of work that want to show students learning in a more innovative way than what you see in the standard transcript. So there's schools across the country that have collaborated on this mastery transcript.

And we're, I'd say-- I wouldn't say we're an early adopter because there was a set of schools that really pioneered this, and now there's a growing consortium-- they're in the hundreds now-- of schools that are using this across the country. And part of what they're doing that's really important to understand is actively working with college admissions around the country to gain recognition of this so that they understand it.

When students come from-- when students go to college with an untraditional-- or a non-traditional transcript, a lot of times it creates some barriers for colleges to understand what's going on with this transcript. The power of the mastery transcript is that it's becoming a standardized way for schools that have this kind of transcript to be recognizable at the university level.

And there's quite a bit of information about that on their website that we can certainly share with you about how universities perceive it and the weight that it holds. And regionally there's a growing number of schools that are using it in both the public sector, the private sector, and the charter sector. So that's certainly some information we can follow up with you if that would be helpful.

OK. How do students who have already been in credit-waivered project-based programs do after high school? Like, is there any data to follow up if they have remedial issues when they go on to college? Are they prepared for higher learning?

So the best example in our system is Big Picture, which has been around for quite a while. And their postsecondary direct enrollment rate is about the same as across our district and our more traditional comprehensive schools, if not higher.

OK. I'm sorry, I have a couple more here. How would a student demonstrate mastery through a project-based learning such as math? Do they accomplish the minimum math standards needed for graduation?

Yes. So one thing-- I think the best example of this is I can share with you an example of a project that our students have engaged in this year directly related to math. So one of the things that students have engaged in is they worked with local small businesses to redesign packaging to make it more eco-friendly.

And so students were engaging in math standards, specifically around geometry, around figuring out how do they package this? And then also environmental science standards around what materials should we use to make this and how do we do this in a way that is best for our client?

We've been working really closely-- our teaching team has been working really closely with the district content specialists to ensure that all of our projects are directly connected and making sure that we're hitting on all of the standards. We've also been partnering with PBL Works, which is an organization that has a ton of training and a ton of projects-- sample projects for project-based learning. So we've been working with both of those ends, but absolutely the students are demonstrating mastery in standards. And that's just one example for math.

I noticed the schedule said that school typically is half-day, four days a week, six weeks for each block schedule, but an hour and a day for their wellness block. So how do they have time, pretty much, between two to three hours a day to work on these projects needed to graduate when a typical student is at school all day, five days a week, how is that comparable when you're handing out a diploma to both these groups?

So I think one piece that I would just say is I think that it's a really innovative way of doing things, and I think that is directly related to Highline's strategic plan of innovative learning. I think that one of the ways that we do that is through the mastery.

And so students are working to demonstrate mastery in each of those standards. I would also say part of that work has been working alongside our district content specialists to take what the essential standards are for any given area and distill them down to what are the most core components that students need to master. And usually, those are a lot of things.

But ensuring that we're building projects for students that cover those standards and making sure that students are assessed and practicing and mastering those standards that are really deep level instead of just brushing through the surface, but honing in on what are the most important umbrella pieces that students need to understand in order to demonstrate mastery.

If I may, one more question-- I'm sorry, not trying to dominate-- from all of you. So I am confused about the self-assessment. It says self-assessments and reflection is a portion-- is how you're documenting their mastery. It says, quote, "Students engage to help identify how they met the learning standards."

I know my kid would give themselves an A if I asked them to score their own tests or how they thought it went. I just want to know, is there-- oh, my screen just went like-- how is this balanced with what they actually need to know to be-- compared with what-- I feel like when kids go through school, we want to make sure that they're graduating with shared knowledge, they're coming out with the same opportunities and things like that. So I just wondered how we are making sure that these kids are coming out proficient and at that same level.

And I realize this is a re-engagement program, so these are kids who have fallen through the cracks and you're trying to find innovative ways to get them back. And so I think this is a wonderful opportunity to help them see school in a different way and learning, but having them self-assess, I wonder if that's a rigorous standard for metrics-- I don't even know if I'm saying all this right.

Absolutely. So I would say I think it's even more rigorous than a teacher grading it. The way-- what that looks like in our program is, again, we're working alongside district content specialists to create rubrics for students for each standard that are very specific about what it looks like at each level to demonstrate mastery.

And so when we say we're asking students to self-assess, what we're really saying is we want students involved in the process of creating a defense of their own learning, basically. So instead of just saying, hey, this is the grade I think I deserve, being able to back that up with, hey, this is the grade I think I deserve because according to this rubric, I have done x and y and z.

And that's not to say that students are grading themselves and are the ones giving them themselves a grade because absolutely we know that many students would give themselves the best grade.

But I think that the point of that self-assessment is to involve students in the learning process, to engage students in the ownership over their own learning, and also to ensure that that continues to help their own retention of knowledge and also understanding of where they're at. But students are not the ones grading themselves, but they are involved in that same process. Does that answer your question?

Yes.

OK.

I have one follow-up question to something you said in response to Director Petrini's question. If they're project-based, then are they evaluated based off of the project? My question is, I guess, how are they individually assessed to confirm that they have demonstrated mastery of whatever the subject may be? I apologize.

That's OK so I would say, one of the ways that project-based learning works is that students are engaging in learning over the course of the whole term that they're doing the project. So that doesn't mean that it's one singular project that they're working on for the entire time. There are different components that are checkpoints along the way. So yes, students are-- there are multiple opportunities for students to be assessed on each standard at different points throughout the project.

I think that answers my question, thank you. And sorry, you're getting your cardio in today.

I think the one thing I'll add. I just want to appreciate the school and our district team for doing some of this work because we've been working with the Consortium for a bit. We have other schools that are involved in this. And last week at the conference, it was announced that the Carnegie Unit of Advance were the group that actually gave us a seat time requirements which has been around since 1906.

And so in direct relation, I think, connection to what we're trying to do with the Secondary School Redesign, this fits in perfectly. And this is really speaking to what is going to be happening, I think, very soon here in education across America.

Because the Carnegie Group has already made a commitment that they want to shift this idea of seat time, you have to be here for this amount of time in order to graduate from high school to shift that more towards a skills and ability to be able to acquire. So it is work that's in process across the country and really look forward to seeing how that work is further developed.

So just a comment, not a question, and I may have questions later, but for now I just wanted to appreciate the energy that you are putting on having created your mission and carrying it out. One of the things that I was reading in the packet that resonated with me was when you all had said-- where is it at? Hold on. I was reading it just-- there it is.

OK. So "Ensuring that students engage in self-discovery, practice the habits of life balance, and accelerate progress towards their individual goals. Students will leave innovation as strong communicators, continuously curious, and contributing community members prepared to engage in their next academic program."

And knowing that in terms of your enrollment, there are high level of students that are enrolled with learning disabilities and health impairments and things that really have posed as a barrier to their learning. And looking at those high percentages and really trying to be true to your mission to make sure that the kids have a space and a place to be able to do the work that they need to do so that they can get back on track and make it towards graduation.

I'm so grateful to the State Board-- to State Board of Education finding these different pathways and allowing school districts to make it their own, and I see that you're making it your own. So I just wanted to say thank you for that part there.



And I see AnneMarie here, and I'm really excited to see her. She is one of my favorite social workers. I had a chance to work with AnneMarie as an intern way back when, and when I was getting into education, and I was in awe with the work that she produced. And she was one of our Gold Star winners last year, so I'm really glad you're here.

As well as our school counselor. It was School Counselors Week last week, so just thank you. School Counselors Week, I hope you were well-loved and shown great appreciation for the things that you do at Innovation Heights, so just thank you for being here.

Thank you so much, all, for those questions that are coming up. I just want to thank whoever wrote the draft, that was amazing going through 15 and a half pages and reading through all of that. It was really inspiring and just-- like Director Petrini, there's a lot of meat in there that we would love to make sure that we're following through on our promise with that. Any other questions or comments on Intro Item 9.2?

I'll just quickly say that I enjoyed reading some of the comments and feedback, though, from students who have been going through the program and how it's helped them, and from parents who also said the program was really meaningful to them and re-engaging them. So I think you should be proud of the work that you're doing.

Yeah. Thank you so much for that. We have moved 9.3 to another meeting. 9.4, this is a Motion to approve Contract Change Order Number 1 with KCDA/Field Turf Northwest for Sylvester Middle School Synthetic Turf Field Installation. Any questions or comments?

I just have a comment. I'm so glad to see this happen because that field is awful if you've ever run on it or tried walking on it. So I think our kids will be really excited to have a real track. So yeah. Yes.

Thank you. And then our last one is 9.5. This is Motion to approve Contract Number-- Contract Amendment Number 3 and Increase Purchase Order P201436 with Integris Architecture in the amount of \$340,996 for the Tyee School Design Project. Any questions or comments?

I actually had a comment, but what I-- Scott, you don't have to get up for this one, but I didn't scroll all the way down and read through my entire pack-- so Director Hagos, I'm reading my entire pack-- to see what the additional costs were and what the breakdown was. So thank you so much for providing that. That's it.

All right. That moves our item-- any items that we'd like to move to the consent agenda? Hearing and seeing none, then can I please have a motion to adjourn?

I make a motion to adjourn.

All in favor?

Aye.

Wait, we need a second first.

I'll second that.

Director Petrini-- Director Petrini seconded. All in favor?

Aye.

Aye. Any opposed? None. Thank you so much. Have a great evening.