



A VISION FORWARD: NATIVE EDUCATION AND NATIVE STUDENT EXCELLENCE IN HIGHLINE

School Board Work Session | 04.16.2025



LAND AND PEOPLES ACKNOWLEDGEMENT

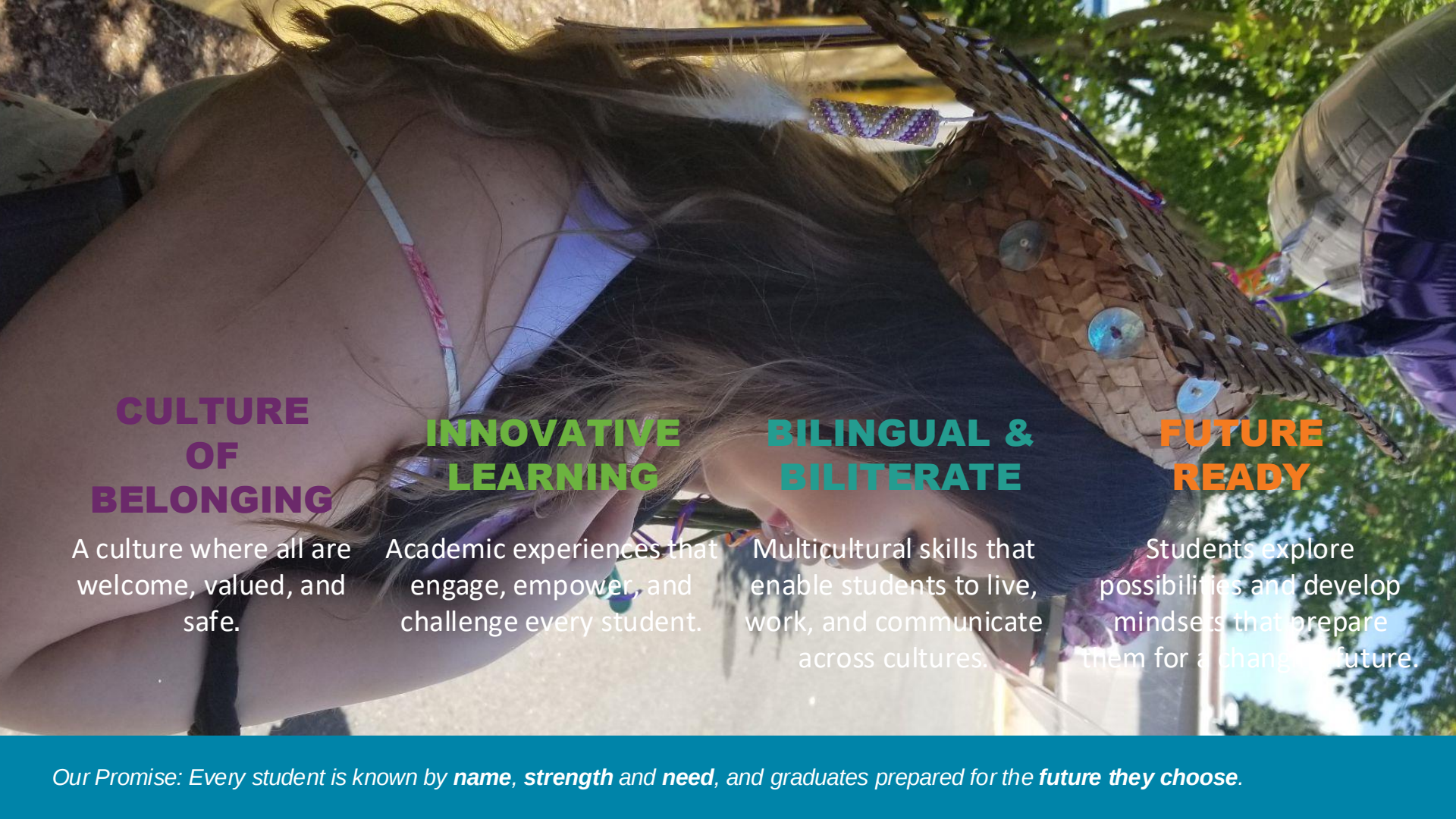
“We begin by acknowledging that we are on the ancestral land stewarded since time immemorial by the Salish people of the Duwamish, Green, White, Cedar, and Upper Puyallup Rivers, many of these giving birth to the contemporary citizens of the Muckleshoot Indian Tribe. We honor and give thanks that we are able to collectively engage in this conversation on their sacred homelands about the future of teaching and caring for our sacred children and youth.”



OUR PROMISE

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





CULTURE OF BELONGING

A culture where all are welcome, valued, and safe.

INNOVATIVE LEARNING

Academic experiences that engage, empower, and challenge every student.

BILINGUAL & BILITERATE

Multicultural skills that enable students to live, work, and communicate across cultures.

FUTURE READY

Students explore possibilities and develop mindsets that prepare them for a changing future.

*Our Promise: Every student is known by **name**, **strength** and **need**, and graduates prepared for the **future they choose**.*

OBJECTIVES

- Provide Overview of Native Education in Highline
- Engage in Board Policy 2197
- John McCoy (Iulilaš) Since Time Immemorial Tribal Sovereignty Curriculum – legislation updates, requirements
- Preparing for SY 25-26 Tribal Consultation April 25, 2025

TITLE VI & TITLE III

- Support to Native students & families across the district
- Celebration of Native Voices, Presence and Life Ways
- School/central office staff & admin support



I-READY GROWTH

OVERALL 3-YEAR COMPARISON



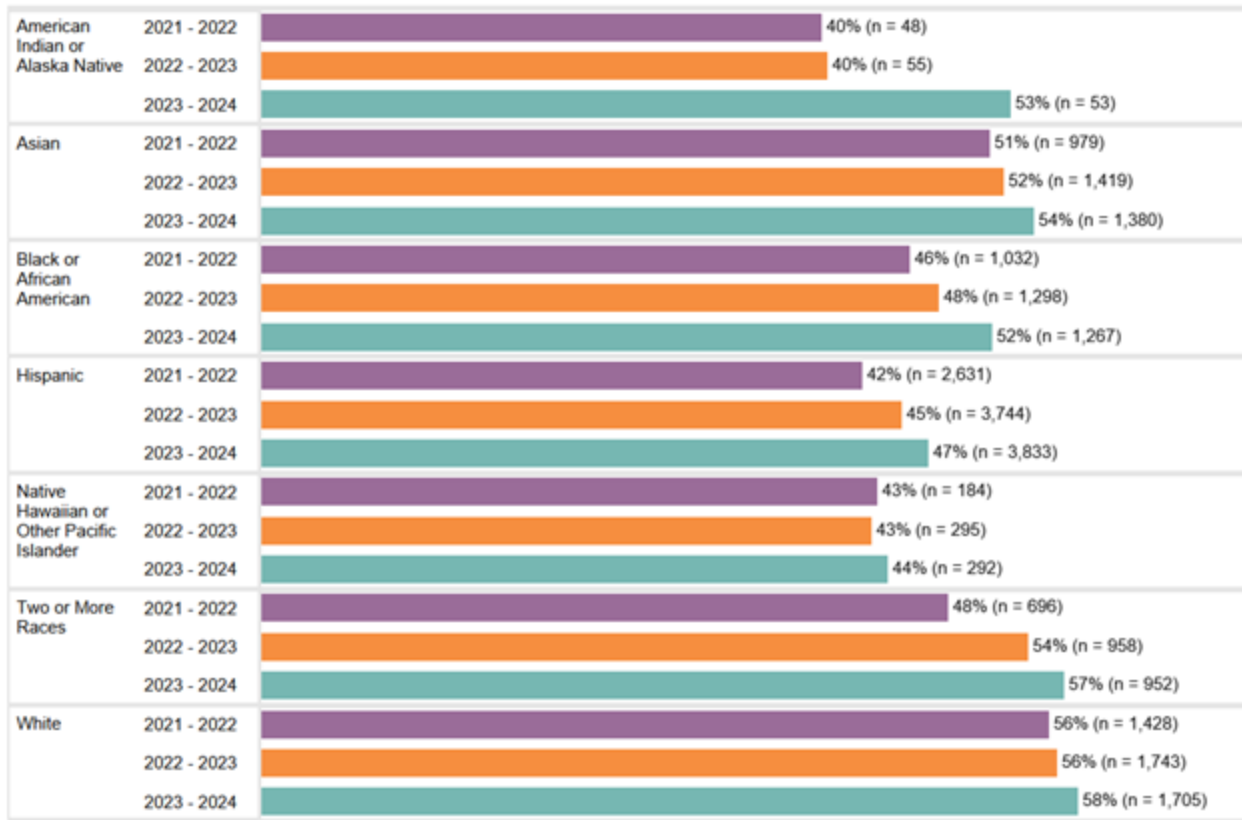
Percentage of students that met annual typical growth on i-Ready ELA and Math

Overall, the percentage of students that met annual typical growth criteria between SY 2021-22 and SY 2023-24 increased for both ELA and Math each year.

- ELA: **+5%** over 3 years
- Math: **+7%** over 3 years

I-READY GROWTH

ELA BY RACE



Percentage of students that met annual typical growth on i-Ready ELA

Increases since SY 2021-22:

- American Indian/Alaska Native (+13%)
- Two or more races (+9%)
- Black/African American (+6%)
- Hispanic (+4%)
- Asian (+3%)
- White (+2%)
- Native Hawaiian/Pacific Islander (+1%)

Decreases since SY 2021-22:

- None

Fluctuations:

- None

Highline Native Education Literacy & Culture



The Power of Highline Student & Family Voices





**Judah Wolftail
Beverly Park elementary
Blackfeet Nation**

**I really enjoy being able to
learn more about my
culture—I love going to pow
wows over the summer. My
favorite thing to learn about
is Native American art
styles**

**I like when you read books
to us about Native culture.
I have a good time when
we get to come to group
(literacy club)**



**Justin Snook-Peterson
Beverly Park Elementary
Puyallup Indian Tribe**

**My favorite experience has
been going on the field
trips to the local, historical
native sites around the
area. I would like to learn
more about Native history
in class**



**Carter Daniel, Tlingit & Haida –
Glacier Middle School; formerly
Beverly Park Elementary**



OSPI NATIVE LITERACY WORK GROUP

WHERE WE'VE BEEN AND ARE NOW

Policy 2197



WHERE WE ARE HEADED

Policy 2197



A black and white photograph of two adults and a child in traditional Indigenous regalia on a beach. The adults are wearing large, wide-brimmed hats and long, patterned robes. The child is wearing a similar hat and a beaded necklace. They are standing on a beach with the ocean in the background. The text is overlaid on the image.

**JOHN McCOY (lulilaš)
SINCE TIME IMMEMORIAL
(JMSTI)**

HPS Board Resolution 07-17

*Our commitments in
Highline*

HIGHLINE SCHOOL DISTRICT NO. 401

RESOLUTION NO. 07-17

WHEREAS, the Centennial and Millennium Accords between the State of Washington and leaders of sovereign tribal nations in Washington State affirm the importance of educating the citizens of our state, particularly the youth who are our future leaders, about tribal sovereignty, history, culture, treaty rights, contemporary tribal and state government institutions and inter-governmental relations, also acknowledging the many important contributions of tribal nations to the State of Washington; and

WHEREAS, The Legislature recognizes the need to reaffirm the state's commitment to providing the citizens of our state, particularly youth, with a more accurate, complete, and relevant education about tribal nations in our state, about tribal sovereignty, history, culture, treaty rights, contemporary tribal and state government institutions and relations and the many important contributions of tribal nations to the State of Washington and the United States; and

WHEREAS, Washington's Legislature has determined there is a need for the state-wide implementation of the Washington State Since Time Immemorial Tribal Sovereignty Curriculum - which teaches citizens of Washington State of all ages about the sovereignty, self-determination, history, culture, languages, and self-governance of tribal nations in Washington State and teaches our citizens about inter-governmental relations between tribes, the state, and the federal government; and

WHEREAS, The Legislature has declared that American Indian/Alaska Native students in Washington State's public schools will be more engaged when accurate tribal/state/United States history is taught and that all students will be enriched by such curricula, both learning and developing a critical consciousness about the experiences, contributions, rights, and perspectives of tribal nations, the urban Native community, and their fellow students who are members or descendants of both sovereign tribal nations and citizens of the United States; and

WHEREAS, The Board of Directors of the Highline School District is dedicated to ensuring that all students in Highline Public Schools have a deeper understanding of tribal histories, cultures, languages, economies, systems of education and self-governance, and inter-governmental relations in the region, the State of Washington and throughout the United States; and

WHEREAS, Highline School District and the Muckleshoot Indian Tribe, whose membership is composed of descendants of the Duwamish and Upper Puget Sound people, have established a collaborative relationship to effectively implement the Washington State Since Time Immemorial Tribal Sovereignty Curriculum and work collaboratively to also co-develop and/or include existing curricula which specifically honors the tribal history, culture, language, and self-governance of Highline School District's closest federally recognized tribal nation, the Muckleshoot Indian Tribe, while also working collaboratively to identify strategies to close the achievement gap for all American Indian/Alaska Native students; and

WHEREAS, The Board of Directors of the Highline School District is committed to closing the academic achievement gap for all American Indian/Alaska Native students who are enrolled members or descendants of tribal sovereign nations in the United States and all students in Highline; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Highline School District No. 401, King County, Washington, pledge to work collaboratively with the Muckleshoot Indian Tribe, other neighboring federally recognized tribes in Washington State, and other important local/state education stakeholders, including the OSPI Office of Native Education, other OSPI offices, the Western Washington Native American Education Consortium, and the Muckleshoot Indian Tribe.

John McCoy (Iulilaš) Since Time Immemorial Tribal Sovereignty Curriculum implementation updates

- Since Time Immemorial Convening in Highline – A Vision Forward
- SY 24-25 Equity Symposium Success
- Secondary Teachers Professional Learning
- Elementary Implementation

Government to Government Relations and Tribal Consultation



TRIBAL CONSULTATION

Purpose

Ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native Students.



TRIBAL CONSULTATION

Application

Areas of Consultation

- Title 1, Part A, C & D
- Title II, Part A
- Title III, Part A
- Title IV, Part A & B
- Title V, Part B, subpart 2
- Title VI, Part A, subpart 1



TRIBAL CONSULTATION FOR SCHOOL YEAR 25-26

*APRIL 25, 2025
VIA ZOOM
9 AM-12 PM*



TRIBAL CONSULTATION

Consultation Requirements

- Must be conducted in a manner that allows for meaningful and substantive contributions
- Involves elected officials from our Tribal Nation and/or official designees (such as Chief Officers of Academics)



Questions or Comments

