

**SCHOOL BOARD MEETING
KENNEWICK SCHOOL DISTRICT NO. 17**

Meeting Date: Wednesday, October 12, 2022
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3RDVy80>
Remote Public Comment Sign Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

1. **Call to Order** – 5:30 PM **MICHAEL CONNORS**
2. **Pledge of Allegiance**
3. **Communications from Parents, Staff, and District Residents**
4. **Consent Items**
Approval of Board Minutes
A. Minutes of School Board Meeting September 14, 2022
B. Minutes of School Board Study Session Meeting September 28, 2022

Human Resources Reports
A. Personnel Actions – Certificated, Classified, and Extracurricular
5. **Superintendent/Board Member Report**
6. **Reports and Discussions**
A. Policies Protecting Against Discrimination and Ensuring Safe Environment **DR. TRACI PIERCE**

B. Strategic Goal Report: All students are safe, known, and valued
**MATT SCOTT
ROB PHILLIPS
RHONDA PRATT
ERIC BRUCE**

C. Strategic Goal Report: The district is innovative, proactive, and accountable
 - Enrollment Update **VIC ROBERTS**
 - Capital Budget Update
 - Capital Projects Update **RYAN JONES**

7. **New Business**

A. Policy No. 4122, COMMUNITY RELATIONS: Language Access

MATT SCOTT

8. **Next Meeting Agenda**

A. Strategic Goal Report: All community members are important collaborators

- Communities in Schools
- Children's Reading Foundation of the Mid-Columbia
- Community Education

B. Strategic Goal Report: All students are ready for their future

- Graduation Rates
- Dual Credit Rates
- Middle School Algebra Participation

9. **Other Business as Authorized by Law**

A. WSSDA General Assembly Discussion

10. **Executive Session**

A. Per RCW 42.30.110(1) (i) Legal Issue

11. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING / Remote Board Meeting
September 14, 2022

M I N U T E S

MEMBERS PRESENT

Board Members: Michael Connors, President of the Board; Ron Mabry, Vice President of the Board; Diane Sundvik, Legislative Representative of the Board; Micah Valentine, Board Member; Gabe Galbraith, Board Member; London Moody, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Dr. Doug Christensen, Associate Superintendent of Human Resources; Matt Scott, Assistant Superintendent of K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Alyssa St. Hilaire, Assistant Superintendent Teaching & Learning; Vic Roberts, Executive Director of Business Operations; Robyn Chastain, Executive Director of Communications and Public Relations; Ron Cone, Executive Director of Information Technology

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 122 online and in-person staff and guests in attendance.

RECOGNITION

2022-23 Student Representative to the School Board

Superintendent Dr. Traci Pierce shared that the Student Representative to the Board is London Moody, who attends Kamiakin High School. London introduced herself, sharing the school activities with which she involved. Board members welcomed London to the Board.

New Administrators/Administrators in New Roles

Superintendent Dr. Pierce introduced administrators new to the Kennewick School District and administrators who are in new roles. She then recognized the entire administrative team for their leadership and commitment to KSD staff, families, and students.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Linda Stephenson promoted Math Is Cool and encouraged all schools to have a math team.

Amanda Brown voiced her support for Linda Stephenson and encouraged all schools to participate in Math Is Cool.

Linda Stevenson used the rest of Amanda Brown's time to continue promoting the Math

Is Cool program.

Marianne Bloxham shared that the Washington Education Association site says that the 1st Amendment does not extend into the classroom when instructing students and that legally speaking, teachers are considered to be speaking on behalf of the district. Ms. Bloxham asked what rules or guidelines the district has in place to make sure that teachers refrain from taking political positions or exposing personal beliefs, including speech, classroom decorations, and displays.

Shelly Barnes commented on her son's teacher at Kamiakin High School displaying an LGBTQ flag in the classroom and encouraging students to participate in the LGBTQ club. Ms. Barnes shared that she believes the teacher was not staying neutral, making it uncomfortable for her son to attend class.

Kaleb Barnes shared that he went through discrimination and backlash for how he felt after his teacher said he could voice his opinion about the pride flag in the classroom. Kaleb commented that teachers should not show their political and religious beliefs in the classroom; they should stay neutral. Kaleb stated that he had been kicked out of class and, other times, blocked from entering the classroom.

Annette Rose shared concerns about teachers asking students what pronouns they want to be referred to and the number of pride flags hanging in classrooms. Ms. Rose commented on inclusivity and stated that she believes that if less division is wanted, those items that cause division should be removed. She stated that everyone should be accepted, no matter color, religion, sexual orientation, or gender.

M. Johanson commented on school safety and free programs offered by Sandy Hook.

Tina Gregory spoke about One Nation Under God. She asked the Board to remove BLM, CRT, gay Pride, transgender books, flyers, flags, etc. from the schools.

George Penn shared that he saw an image on social media of a gay pride flag hanging in a classroom. He challenged the Board to direct the district to make things neutral, fair, and equitable across the board.

CONSENT ITEMS

Motion by Diane Sundvik to approve the consent items as presented.

Seconded by Ron Mabry.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Abstain

Motion carried 4-1-0.

The consent items were as follows:

- Minutes of Regular Board Meeting August 24, 2022
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans (2022 – 2023)
- Tri-Tech Skills Center Building C Project Bid and Recommendation
- Interagency Contracts for Special Education Services 2022 – 2023
 - The ARC of the Tri-Cities
 - Columbia Industries
 - Pasco School District Deaf Program
 - Waterfall Canyon Academy
 - Candy Mountain Academy
- 2022 – 2023 Performance Goals
 - Cabinet Goals
 - Superintendent Goals
- Curriculum Adoption:
 - ***El Chico Global***, book. Author, Leslie Davidson, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 5-6 at Kamiakin High School.
 - ***El Nuevo Houdini***, book. Author, Carol Gaab, published by TPRS Publishing. This material will be used in grades 9-12, Spanish 3-4 at Kamiakin High School.
 - ***Fiesta Fatal***, book. Author, Mira Canion, published by Wayside Publishing. This material will be used in grades 9-12, Spanish 3-4 at Kamiakin High School.
 - ***La Guerra Sucia***, book. Author, Nathaniel Kirby, published by Wayside Publishing. This material will be used in grades 10-12, AP Spanish at Kamiakin High School.
 - ***La Llorona de Mazatlán***, book. Author, Katie A. Baker, published by Wayside Publishing. This material will be used in grades 10-12, Spanish 7-8 at Kamiakin High School.
 - ***Llama Elizette Lima***, book. Author, Katie A. Baker, published by Fluency Matters. This material will be used in grades 8-12, Spanish 1-2 at Kamiakin High School.

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce reported on the district's process for communicating with schools regarding air quality conditions when we have situations like smoke in the air. She shared that the district follows the Washington State Public Health recommendations for schools based on the air quality index. Dr. Pierce also commented on a recent safety-related situation at Southridge High School and stated that the district continues to assess facility safety measures, preventative protocols, reporting protocols, and communication protocols. Dr. Pierce reminded the Board of the upcoming study session where the Board would be discussing a levy plan and stated that the levy funds several safety-related items. She also shared a reminder about the upcoming FOCUS Tailgate fundraiser and

the Kamiakin versus Southridge football game

Student Representative to the Board, London Moody, reported that she attended the Superintendent Student Advisory Council meeting and shared some of the topics they discussed.

Board Member Gabe Galbraith reported attending the KSD Welcome Back Assembly and 14 school open houses.

Board Member Micah Valentine shared that he attended several school open houses and the Welcome Back Assembly.

Board Member Diane Sundvik reported that she attended the Tri-Tech orientation; KSD Welcome Back Assembly at Lampson Stadium; visited staff and students at Legacy and Endeavor High Schools; and took an online class with Gabor Mate, “The Myth of Normal: Trauma, Illness, and Healing in a Toxic Culture.” She also reported that she attended Governor Inslee’s Covid Media Briefing (online), attended the WSSDA Advocacy Insights: Unpacking the General Assembly Handbook (Zoom), and attended the RSD Board Meeting (Zoom).

REPORTS AND DISCUSSIONS

Strategic Goal Reports

Annual Update: Technology Operations

Ron Cone, Executive Director of Information Technology, presented the annual report on Technology Operations.

Board discussion followed regarding turn-around time for teachers with technical issues and parents setting controls on their child’s Chromebook.

All Students are Engaged Learners (Reading and Math Results)

Dr. Pierce, Superintendent, and Alyssa St. Hilaire, Assistant Superintendent Teaching & Learning, presented the annual K-12 student goal report showing student growth and proficiency targets.

Board discussion followed regarding student growth and what the district is doing to help students meet their targets.

All Families are Key Partners

Dr. Pierce, Superintendent, and Robyn Chastain, Executive Director of Communications and Public Relations, presented the Annual Family Survey from Spring 2022, Family engagement Efforts, and the 2022-23 plan for “Get to Know Kennewick School District.”

Board discussion followed regarding the number of volunteers in each of our schools.

President Connors announced a five-minute break at 7:31 p.m. The Board reconvened at 7:38 p.m.

UNFINISHED BUSINESS

Policy No. 3545, STUDENTS: Interscholastic Academic Eligibility, Second Reading

Matt Scott, Assistant Superintendent of K-12 Education, reviewed revisions to Policy No. 3545 per WIAA eligibility requirements.

Motion by Gabe Galbraith to approve Policy No. 3545, STUDENTS: Interscholastic Academic Eligibility for a second reading.

Mr. Mabry asked where it is documented that you cannot drop a class after ten days. Mr. Scott replied that he would confirm that it is documented in the administrative procedure for the policy.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

NEW BUSINESS

Policy No. 6100, ADMINISTRATION: Line-Staff Chart

Dr. Traci Pierce presented an updated Line-Staff Chart showing the restructuring of departments and titles.

Motion by Ron Mabry to approve Policy No. 6100, ADMINISTRATION: Line-Staff Chart as presented for first and second reading.

Seconded by Diane Sundvik.

Roll call vote:	Mr. Connors	Yes
	Mr. Mabry	Yes
	Ms. Sundvik	Yes
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 5-0.

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Study Session: Levy Discussion and Planning

OTHER BUSINESS AS AUTHORIZED BY LAW.

The Board discussed protocols for individual Board members to meet with groups.

Board Preparation for WSSDA General Assembly

Dr. Pierce compiled individual prioritization of the legislative positions from four of the five Board Members so that the Board could discuss and finalize their top 20 positions. Copies were provided to each Board member.

Board discussion followed.

Ms. Sundvik shared information about what will happen during the WSSDA General Assembly.

There being no further business, the Board adjourned at 8:32 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: September 28, 2022

KENNEWICK SCHOOL DISTRICT NO. 17
SPECIAL SCHOOL BOARD MEETING/STUDY SESSION
DISTRICT ADMINISTRATION CENTER
09-28-2022

M I N U T E S

MEMBERS PRESENT

Michael Connors, President of the Board; Diane Sundvik, Legislative Representative of the Board; Micah Valentine, Board Member; Gabe Galbraith, Board Member; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Cabinet Members: Dr. Doug Christensen, Associate Superintendent of Human Resources; Matt Scott, Assistant Superintendent of K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Alyssa St. Hilaire, Assistant Superintendent Teaching & Learning; Vic Roberts, Executive Director of Business Operations.

MEMBERS ABSENT

Ron Cone, Executive Director of Information Technology, Excused
Robyn Chastain, Executive Director of Communications and Public Relations, Excused
Ron Mabry, Vice President of the Board, Excused

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 40 online and in-person staff and guests in attendance.

EXECUTIVE SESSION

Mr. Connors moved the Board into an executive session for approximately 30 minutes at 5:30 p.m. per RCW 42.30.110 (1) (i) to discuss a legal issue. At 6:00 p.m. Mr. Connors extended the executive session for an additional ten minutes.

SUPERINTENDENT/SCHOOL BOARD STUDY SESSION

Mr. Connors reconvened the study session of the Board at 6:10 p.m.

The purpose of the Study Session is for the Superintendent and School Board to discuss and plan for an upcoming levy to continue quality education and efficient operation of the Kennewick School District.

DISCUSSION TOPICS: The Board discussed the following topics:

- Levy Discussion and Planning

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Minutes
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No final decisions were made after any of the discussions.

OTHER BUSINESS AS AUTHORIZED BY LAW

There being no further business, Michael Connors adjourned the meeting at 7:57 p.m.

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: October 12, 2022

CERTIFICATED PERSONNEL

ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

Exhibit A: Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

DATE: October 12, 2022

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS	Kaitlyn Marple	Amistad	Teacher - Elem	Program Need	1.0	Eff. 12/7/22
REHIRE						
REPLACEMENT	Freddy Martinez	Amistad	Teacher - Elem	Davis resignation	1.0	Eff. 9/23/22
	Jasmine Brimacombe	Washington	Teacher - Elem	Garcia resignation	1.0 NON	Eff. 9/12/22
LEAVE OF ABSENCE	Heidi Lambdin	Edison	Teacher - Elem	Requesting .50 temporary LOA	1.0 to .5	Eff. 1/16/23 - 3/17/23
	Vanessa Crigler	Ridge View	Teacher - Elem	Requesting temporary LOA	1.0	Eff. 12/1/22 - 1/3/23
LEAVE OF ABSENCE REPLACEMENT	Ashley Stratton	Southgate	Teacher - Elem	Rieck's LOA	1.0 NON	Eff. 9/19/2022
RETIREMENTS	Daniel Price	KaHS	Teacher - HS		1.0	6/30/2023
	Cindy Charboneau	DHMS	Teacher - MS		1.0	6/14/2023
RESIGNATIONS	Lee Gregory	Amistad	Teacher - Elem		1.0	Eff. 10/6/22
IN DISTRICT TRANSFERS	Yvonne Luna	Amistad to Fuerza	Teacher - Elem	Bross move	1.0	Eff. 2023-24

CLASSIFIED PERSONNEL ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

EXHIBIT B: Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

DATE: October 12, 2022

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Claudia Jimenez	Amon Creek	Para/SS/Tier III Autism 1-1	Student Need	6.5	9/8/2022
	Brianna Niles	Washington	Para/SS/Autism	Program Need	6.5	9/26/2022
	Grace Baird	Cottonwood	Para/SS/LifeSkills	Program Need	6.5	9/26/2022
	McKenzie Kania	Amistad	Para/SS/LifeSkills	Program Need	6.5	10/10/2022
	Marby Hill	Canyon View	Para/SS/LifeSkills	Program Need	6.5	10/17/2022
	Brittany Gilson	Southgate	Para/SS/Tier III Autism	Program Need	6.5	9/29/2022
	Emma Millet	Ridge View	Para/SS/Resource Room	Program Need	6.0	10/3/2022
REPLACEMENT	Gabrielle Perez	Chinook	Para/SS/LifeSkills	Replaces Koda Hendrick	6.5	9/19/2022
	Nadia Al Turaihi	Amistad	Para/FP/ELL/ESL	Replaces Travis Deggeller	6.0	9/8/2022
	Jessie Stull	Park	Kitchen Manager	Replaces Beth Wilson	6.5	9/12/2022
	Crystal Kalmbach	Westgate	Cook	Replaces Amanda Meredith	6.0	9/20/2022
	Lynnde Bishop	Chinook	Para/SS/Autism 1-1	Replaces Charlie Borrego	6.5	9/20/2022
	Graciela Nuno	Eastgate	Lead Cook	Replaces Alma Medina	7.0	9/26/2022
	James Callaghan	Southridge	Para/SS/LifeSkills	Replaces Julie Klinginsmith	6.0	9/15/2022
	Dixy Guizar Cardenas	Kamiakin	Attendance/Discipline Secretary/Bilingual	Replaces Sandi Sumner	8.0	9/19/2022
	Mackenzie Schmaljohann	Chinook	Para/SS/LifeSkills 1-1	Replaces Andrew Gilliam	6.5	9/21/2022
	Arwa Khaleel	Southgate	Para/SS/Resource Room	Replaces Tanya George	6.0	9/26/2022
	Jennilyn Kent	Cottonwood	Para/BE	Replaces Heidi Brush	5.50	9/19/2022
	Gene Kent	Transportation	Bus Driver		4.25	9/26/2022
	Terry Tisdale	Transportation	Bus Driver		4.17	9/29/2022
	Heidi Berg	Keewaydin	Para/SS/PreSchool	Replaces Chelsea Dearing	6.25	9/20/2022
	Fatima Al Rubai	Horse Heaven Hills	Cook	Replaces Tracy Bryant	6.0	9/26/2022

**CLASSIFIED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

REPLACEMENT CONT.	Eva Rodriguez	Kamiakin	Attendance Secretary/ Bilingual	Replaces Nancy Garcia	8.0	10/13/2022
	Jessika Calderon	Amistad	Para/BE	Replaces Candace Bersosa	6.0	10/10/2022
	Lindsay Litchfield	Canyon View	Para/FP/ELL/ESL	Replaces Brenda Cardona	6.0	10/3/2022
	Cameille Attaway	Desert Hills	Para/BE	Replaces Betty Brooks	6.0	10/6/2022
	Tanner McCombs	M&O	HVAC Technician	Replaces Kevin Chiesa	8.0	10/10/2022
	Jacqueline Melius	Special Services	Intervention Para/Tier II Behavior Program	Replaces Elizette Cuevas	6.5	10/13/2022
	Gina Schrank	Sunset View	Para/FP/LAP/BE	Replaces Traci Ellig	6.5	10/12/2022
	Micala Tornow	K-12	K-12 Compliance & Data Analysis Assistant	Replaces Lisa Scott	8.0	9/19/2022
	Jesse Sandbeck	Horse Heaven Hills	Security Personnel	Replaces Brad Boyce	8.0	10/17/2022
	Craig Rost	Transportation	Bus Driver		4.25	9/21/2022
REHIRE	Jennifer Adams	Washington	Para/SS/Resource Room	Program Need	6.0	9/26/2022
	Juanita Salsbury	Washington	Para/FP/LAP/BE	Replaces Kara Newcomb	6.0	9/26/2022
	Josette Julio	Cottonwood	Library Secretary	Replaces Joan Colby	6.0	10/5/2022
	Janel Hendricks	Washington	Para/SS/Tier II Behavior	Replaces Mary Mitzel	6.0	9/30/2022
	Yadira Gutierrez Ruiz	ECEAP	Para/ECEAP	Program Need	8.0	10/11/2022
	Dayra Carreon	Ridge View	Cook	Replaces Ajlana Mesan	3.0	10/10/2022
	Veronica Baldrige	Amistad	Para/SS/LifeSkills	Replaces Paul Gesh	6.5	10/13/2022
	Lily Cordoba Lopez	Kamiakin	Cook	Replaces Trudy O'Quinn	6.0	10/28/2022
	Laurie Legard	Ridge View	Para/BE	Replaces Jen Ackerman	2.75	10/5/2022
RESIGNATION	Rosalinda Richardsin	Hawthorne	Cook		5.5	9/22/2022
	Minky Sim	Sunset View	Para/SS/Tier II Autism		6.0	9/27/2022
	Trudy O'Quinn	Kamiakin	Cook	To sub Nutrition Services	6.0	9/19/2022
	Brad Boyce	Horse Heaven Hills	Security Personnel		8.0	9/19/2022
	Karina Armenta Jimenez	Horse Heaven Hills	Lead Secretary		8.0	9/30/2022
	Graciela Nuno	Edison	Lead Cook		7.0	9/27/2022
	Scott Norr	Kennewick	Para/SS/LifeSkills		6.5	10/13/2022
	Tiffiney Pegram	Transportation	Bus Attendant		5.5	10/4/2022

**CLASSIFIED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS**

RESIGNATION CONT.	Erica Howland	Federal Programs	Grant & Fiscal Specialist		8.0	10/21/2022
	Tracy Ellig	Sunset View	Para/FP/LAP		6.0	8/25/2022
	Kelly Bowers	Hawthorne	Para/FP/BE		6.0	9/26/2022
	Natalie Teeples	Chinook	Para/SS/Tier II Autism	To sub teach	6.0	10/14/2022
	Marcelina Carrillo-Gonzalez	Eastgate	Para/FP	To sub teach	7.0	10/7/2022
	Jessa Thiel	Edison	Para/SS/Tier II Behavior		6.0	10/10/2022
	Ashlee Hines	IT	IT Help Desk		8.0	10/7/2022
	Bianca Guerra Garcia	Edison	Para/BE		6.0	9/30/2022
	Kathy Schmauder	Chinook	Cook		6.5	10/7/2022
	Alejandra Alcaraz	Transportation	Bus Attendant		3.33	10/28/2022
	Megan Brown	Sage Crest	Para/SS/LifeSkills		6.5	10/7/2022
	Paula Anderson	Vista	Para/BE		6.5	10/19/2022
	Amina Velagic	Washington	Para/SS/Autism		6.5	10/7/2022
	Valerie Ortiz	Cottonwood	Para/SS/LifeSkills		6.5	10/7/2022
	Anna Landa	Cascade	Para/FP/ELL/ESL		6.0	10/28/2022
LEAVE OF ABSENCE	Kevin Chiesa	M&O	HVAC Technician	Up to 1 year	8.0	9/19/2022
	Kathleen Rannow	Washington	Para/FP/LAP/BE	Up to 1 year	3.0	10/1/2022
RESIGNED FROM LOA						
LAYOFF						
RETIREMENT	Donna Collins	Highlands	Para/FP/BE		6.0	12/21/2022
RETURN FROM LOA						
TERMINATION						

Exhibit C: Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.
BOARD MEETING DATE: Wednesday, October 12, 2022

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Policies Protecting Against Discrimination and Ensuring Safe Environments

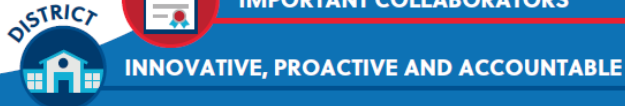
OCTOBER 12, 2022

Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

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GOAL: All students are safe, known and valued



- Physically, social-emotionally and intellectually safe.
- Known well by their teachers, staff and each other.
- Valued for their diverse strengths and backgrounds.

GOAL: All staff members are safe, respected and valued professionals



- Working in safe and positive environments.
- Valued for their diversity and recognized for their unique contributions as educators, support staff and administrators.
- Members of high-functioning, collaborative teams who use data to plan, improve and innovate.
- Provided opportunities to learn and grow and held to high standards for professionalism and performance.

Protecting
Students &
Staff

Laws &
Policies

Training &
Prevention

Penalties



Laws & Policies

Equity & Civil Rights Laws

- ▶ Equity and Civil Rights ensures that each student has equal access to public education without discrimination.
- ▶ Washington state law prohibits discrimination in public schools on the basis of sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, disability, the use of a trained dog guide or service animal, age, and honorably discharged veteran or military status.

Chapters 28A.640 and 28A.642 RCW and Chapter 392-190 WAC

Board Policy

3210

STUDENTS

Nondiscrimination

The district shall provide equal educational opportunity and treatment for all students in all aspects of the academic and activity programs, without discrimination based on race, religion, creed, color, national origin, age, honorably-discharged veteran or military status, sex, sexual orientation, gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal by a person with a disability. The district will provide equal access to school facilities to the Boy Scouts of America and all other designated youth groups listed in Title 36 of the United States Code as a patriotic society. District programs will be free from sexual harassment.

Conduct against any student that is based on one of the categories listed above that is sufficiently severe, persistent or pervasive as to limit or deny the student's ability to participate in or benefit from the district's course offerings, educational programming or any activity will not be tolerated. When a district employee knows, or reasonably should know, that such discriminatory harassment is occurring or has occurred, the district will take prompt and effective steps reasonably calculated to end the harassment, prevent its recurrence and remedy its effects.

Board Policy

3207

STUDENTS

Prohibition of Harassment, Intimidation, Bullying, and Cyber Bullying

The Kennewick School District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteer and patrons, that is free from harassment, intimidation, bullying, and cyber bullying. “Harassment, intimidation, bullying, or cyber bullying” means any written message or image, verbal, or physical act, including but not limited to, one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental, physical, sensory disability, or other distinguishing characteristics, when the act is intended to result in any of the following:

- Physically harms a student or damages the student’s property;
- Has the effect of substantially interfering with a student’s education;
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, or cyber bullying. “Other distinguishing characteristics” can include but are not limited to:

- Physical appearance, clothing or other apparel;
- Socioeconomic status;
- Gender identity;
- Marital status;
- And weight.

Board Policy

Policy No. 3207

Prohibition of Harassment, Intimidation and Bullying – Continued

Behaviors/Expressions

Harassment, intimidation, bullying, or cyber bullying can take many forms including but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, bullying, or cyber bullying may still be prohibited by other district policies or building, classroom, or program rules.



Training & Prevention

Board Policy

Policy No. 3207

Prohibition of Harassment, Intimidation and Bullying – Continued

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

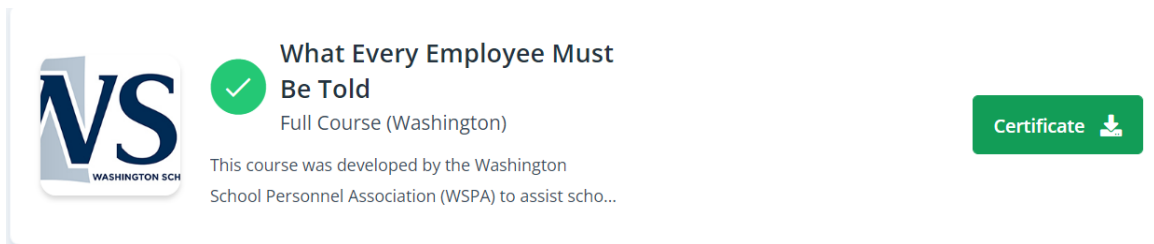
The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Staff Training

▶ Annual KSD Staff Training Requirement



▶ New State Requirement

- ▶ In July 2021, the Washington state Legislature passed Senate Bill 5044 into law, requiring cultural competency, diversity, equity, and inclusion training for Washington state's K-12 public school educators, district leaders, and school directors.
- ▶ State-funded teacher professional development days rotate between social-emotional learning (SEL) and cultural competency, diversity, equity, and inclusion (CCDEI) each year

RCW – CCDEI Standards of Practice

RCW 28A.410.260

Washington professional educator standards board—Cultural competency, diversity, equity, and inclusion standards of practice.

(1) The Washington professional educator standards board shall:

(a) Develop or update cultural competency, diversity, equity, and inclusion standards of practice for preparation, continuing education, and other training of school district staff;

(b) Collaborate with the Washington state school directors' association to compare and align the standards of practice developed under (a) of this subsection with the standards of governance developed under RCW 28A.345.115. The review must include the educational opportunity gap oversight and accountability committee and may include the office of equity established under RCW 43.06D.020; and

(c) Post on its public website the cultural competency, diversity, equity, and inclusion standards of practice for school district staff.

(2) The Washington professional educator standards board shall develop and periodically update rubrics to evaluate the alignment of training and professional development programs and related materials with the cultural competency, diversity, equity, and inclusion standards of practice for school district staff developed under subsection (1) of this section.

(3) By November 1, 2030, and every 10 years thereafter, the Washington professional educator standards board shall review the definitions in RCW 28A.415.443 and the cultural competency, diversity, equity, and inclusion standards of practice for school district staff developed under subsection (1) of this section and report, in compliance with RCW 43.01.036, to the appropriate committees of the legislature any recommendations for revising the definitions in RCW 28A.415.443.

(4) For purposes of this section, "cultural competency," "diversity," "equity," and "inclusion" have the same meaning as in RCW 28A.415.443.

[2021 c 197 § 4; 2009 c 468 § 5.]

NOTES:

Finding—Intent—2021 c 197: See note following RCW 28A.415.443.

Findings—Intent—2009 c 468: See note following RCW 28A.300.136.

RCW – CCDEI Definitions

RCW 28A.415.443

Definitions.

The definitions in this section apply throughout RCW 28A.345.115, 28A.345.120, 28A.410.265, 28A.343.100, 28A.410.260, and 28A.415.445 unless the context clearly requires otherwise.

(1) "Cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

(2) "Diversity" describes the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.

(3) "Equity" includes developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.

(4) "Inclusion" describes intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure the full access to engagement and participation in available activities and opportunities.

[2021 c 197 § 2.]

NOTES:

Finding—Intent—2021 c 197: "(1) The legislature finds that state resources have been invested to: (a) Identify model standards for cultural competency; (b) incorporate these cultural competency standards into both the standards for effective teaching and the standards of practice for paraeducators; (c) develop cultural competency training programs for school district staff from paraeducators to administrators; and (d) develop a plan for the creation and delivery of cultural competency training for school board directors and superintendents.

(2) The legislature plans to continue the important work of dismantling institutional racism in public schools and recognizes the importance of increasing equity, diversity, inclusion, antiracism, and cultural competency training throughout the entire public school system by providing training programs for classified staff, certificated instructional staff, certificated administrative staff, superintendents, and school directors that will be provided in an ongoing manner." [2021 c 197 § 1.]

DEFINITIONS

Cultural competency: knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.

Diversity: the presence of similarities and differences within a given setting, collective, or group based on multiple factors including race and ethnicity, gender identity, sexual orientation, disability status, age, educational status, religion, geography, primary language, culture, and other characteristics and experiences.

Equity: developing, strengthening, and supporting procedural and outcome fairness in systems, procedures, and resource distribution mechanisms to create equitable opportunities for all individuals. The term also includes eliminating barriers that prevent the full participation of individuals and groups.

Inclusion: intentional efforts and consistent sets of actions to create and sustain a sense of respect, belonging, safety, and attention to individual needs and backgrounds that ensure full access to engagement and participation in available activities and opportunities.

Training Requirements for School Staff and School Boards

Calendar for funded professional learning days:

	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
Day 1	State-directed: SEL	CCDEI	SEL	CCDEI Standards aligned	SEL	CCDEI Standards aligned
Day 2	Locally determined	Locally determined	Locally determined	Locally determined	Locally determined	Locally determined
Day 3	Locally determined	Locally determined	Locally determined	Locally determined	Locally determined	Locally determined

*While a district must provide a state-directed day on SEL or CCDEI depending on the year, nothing precludes a district from offering more than 1 professional learning day on these topics.



Culture of Belonging

Social Emotional Learning Standards

Washington's K-12 SEL Standards and Benchmarks

Self	Social
<p>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p><u>Benchmark 1A:</u> Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p><u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p><u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.</p>	<p>Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p><u>Benchmark 4A:</u> Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p><u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p><u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.</p>
<p>Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.</p> <p><u>Benchmark 2A:</u> Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p><u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.</p>	<p>Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.</p> <p><u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others.</p> <p><u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p><u>Benchmark 5C:</u> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p>
<p>Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.</p> <p><u>Benchmark 3A:</u> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p><u>Benchmark 3B:</u> Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p><u>Benchmark 3C:</u> Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>	<p>Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.</p> <p><u>Benchmark 6A:</u> Demonstrates a sense of school and community responsibility.</p> <p><u>Benchmark 6B:</u> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p><u>Benchmark 6C:</u> Contributes productively to one's school, workplace, and community.</p>



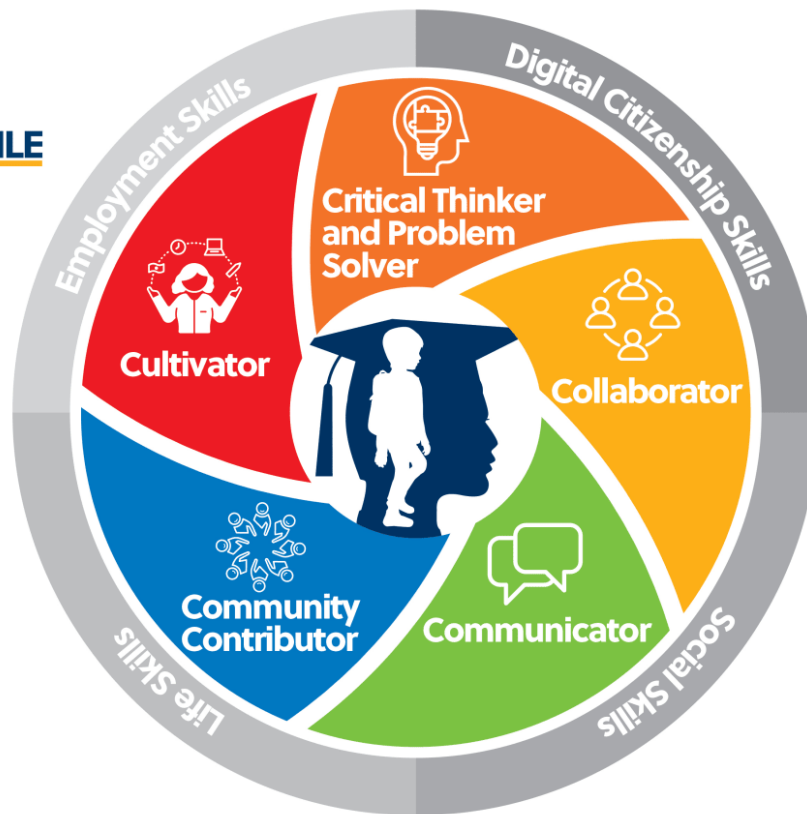
KSD Learner Profile



LEARNER PROFILE

Our Mission:

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.



Support for Social-Emotional Learning (SEL)

- ▶ Purpose Full People
- ▶ PBIS
- ▶ Second Step
- ▶ Character Strong
- ▶ Comprehensive Districtwide Counseling Program
- ▶ RULER



Purpose
FULL
People

The logo for 'Purpose Full People' features the word 'Purpose' in a red, outlined, cursive font. Below it, the word 'FULL' is in a bold, blocky font where each letter is composed of multiple colored segments (red, yellow, green, blue). The word 'People' is in a red, cursive font, with a heart shape replacing the letter 'o'.

second
step

The logo for 'Second Step' features the words 'second' and 'step' in a stylized, rounded, orange font. The 's' in 'second' is particularly large and loops around the 'e'.

Character Strong

The logo for 'Character Strong' features the words 'Character' and 'Strong' in a black, cursive font. A small red heart is positioned between the two words, partially overlapping the 'r' in 'Character' and the 'S' in 'Strong'.



Penalties

Board Policy

Policy No. 3207

Prohibition of Harassment, Intimidation and Bullying – Continued

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Complaints Against Students

Brian Leavitt

Section 504 & Title IX Officer

Director of K-12 Student Services

(509) 222-5003

brian.leavitt@ksd.org

Complaints Against Staff

Dr. Douglas Christensen

Civil Rights & Equity Officer

Associate Superintendent of Human Resources

(509) 222-5010

doug.christensen@ksd.org

District Contacts

Other Resources

R 3207

- OSPI Equity and Civil Rights Office
(360) 725-6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission
1 (800) 233-3247
www.hum.wa.gov
- Office for Civil Rights, U.S. Department of Education, Region IX
(206) 607-1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
1 (877) 292-3804
www.justice.gov/crt/
- Office of the Education Ombudsman
1 (866) 297-2597
Email: OEInfo@gov.wa.gov
www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center
(360) 725-6044
<http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx>



Enrollment Update

October 12, 2022

Kennewick School District #17

September Student FTE Counts

School Name	Pre Covid Sept 7, 2018 FTE	Pre Covid Sept 6, 2019 FTE	Sept 4, 2020 FTE	Sept 7, 2021 FTE	Sept 7, 2022 FTE	Budget 22- 23	FTE Over/(Under Budget)
Amistad	468	625	655	627	630	652	(22)
Amon Creek	659	727	660	746	740	741	(1)
Canyon View	499	420	393	383	396	389	7
Cascade	587	586	546	522	530	507	23
Cottonwood	467	494	440	430	450	429	21
Eastgate	581	506	493	460	484	477	7
Edison	382	403	329	345	330	327	3
Fuerza	554	609	600	572	585	588	(3)
Hawthorne	370	423	387	388	458	446	12
Lincoln	486	512	448	445	439	440	(1)
Ridge View	455	418	378	374	333	370	(37)
Sage Crest	560	592	567	554	615	556	59
Southgate	450	447	410	415	441	433	8
Sunset View	447	397	351	379	386	372	14
Vista	441	421	376	361	364	337	27
Washington	519	392	362	383	402	394	8
Westgate	565	500	470	420	433	445	(12)
MCP Online	-	-	-	132	28	150	(122)
Elementary	8,490	8,472	7,865	7,936	8,044	8,053	(9)
Desert Hills MS	915	923	865	863	888	846	42
Chinook	964	974	933	844	882	833	49
Highlands MS	840	825	860	790	742	775	(33)
Park MS	671	701	725	706	665	711	(46)
Horse Heaven Hills MS	848	894	890	809	834	828	6
MCP Online	-	-	-	83	57	132	(75)
Legacy	15	17	11	5	7	10	(3)
Middle School	4,253	4,334	4,284	4,100	4,075	4,135	(60)
Kamiakin High	1,588	1,592	1,646	1,684	1,662	1,601	61
Kennewick High	1,559	1,483	1,529	1,598	1,678	1,593	85
Southridge High	1,516	1,538	1,570	1,548	1,470	1,413	57
Phoenix High	57	59	54	41	56	55	1
Endeavor High School	29	12	18	77	117	213	(96)
Legacy	85	104	93	119	151	96	55
High School	4,834	4,788	4,910	5,067	5,134	4,971	163
Mid-Columbia Parent	273	308	436	379	335	306	29
Subtotal Prior to Tri Tech	17,850	17,902	17,495	17,482	17,588	17,465	123
Tri Tech FTE	510	487	510	459	568	500	68
Total	18,360	18,389	18,005	17,941	18,156	17,965	191

Kennewick School District #17

September Student FTE Counts

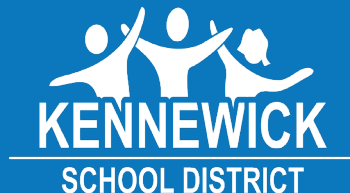
Kennewick School District Student September FTE Trend						
Grade Level/Program	Pre Covid Sept 7, 2018 FTE	Pre Covid Sept 6, 2019 FTE	Sept 4, 2020 FTE	Sept 7, 2021 FTE	Sept 7, 2022 FTE	Budget 22- 23
Elementary	8,490	8,472	7,865	7,804	8,016	7,903
MCP Online Elementary	-	-	-	132	28	150
Elementary	8,490	8,472	7,865	7,936	8,044	8,053
Middle School	4,253	4,334	4,284	4,017	4,018	4,003
MCP Online Middle School	-	-	-	83	57	132
Middle School	4,253	4,334	4,284	4,100	4,075	4,135
High School	4,663	4,613	4,745	4,830	4,810	4,607
Phoenix	57	59	54	41	56	55
Endeavor Online	29	12	18	77	117	213
Legacy	85	104	93	119	151	96
High School	4,834	4,788	4,910	5,067	5,134	4,971
MCP Home School	273	308	436	379	335	306
Subtotal Prior to Tri Tech	17,850	17,902	17,495	17,482	17,588	17,465
Tri Tech	510	487	510	459	568	500
Total W/out R- Start/Open Door	18,360	18,389	18,005	17,941	18,156	17,965

Enrollment Summary

- We anticipate that the student average FTE count for the school year should be close to the budgeted student FTE.
- Overall, when compared to pre-COVID year 2019:
 - K-12 student FTE enrollment for 2022 is down 233 students (from 18,389 to 18,156).
 - K-12 student headcount for 2022 is down 146 students (from 19,025 to 18,889).
- It is important to note that, pre-COVID, FTE enrollment and headcount enrollment was leveling off after many years of growth.
 - When comparing 2018 to 2019, student FTE enrollment grew by only 29.
 - When comparing 2018 to 2019, student headcount declined by 84.

Capital Project Fund Update

October 12, 2022



Kennewick School District

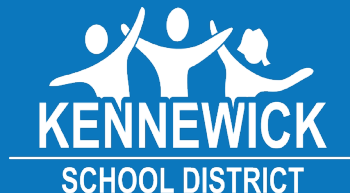
Capital Project Fund

2021-20 to 2025-26 Projected

	Budget 21/22	Projected 21/22	Actual 21/22	Budget 22/23	Projected 23/24	Projected 24/25	Projected 25/26
Beginning Fund Balance	\$ 47,333,675	\$ 42,788,639	\$ 42,788,639	\$ 54,729,639	\$ 23,718,389	\$ 21,518,389	\$ 20,218,389
Revenue							
Investment Earnings	700,000	540,000	534,068	500,000	300,000	200,000	200,000
State Match KeHS/Amistad/SHS/KaHS/R-View/#18	9,000,000	23,000,000	19,999,223	7,000,000	3,500,000	-	-
Bond Sale	-	-		-	-	Feb 2025?	
IT Network E-Rate Reimbursement/Other	-	570,000	240,304	-	-	-	-
Technology Levy	3,953,600	4,000,000	4,005,937	4,088,750	4,340,000	4,600,000	4,850,000
Tri Tech Other & Small Capital Projects	-	150,000	78,975	150,000	150,000	150,000	150,000
Tri Tech Core Project	-	181,000	207,449	-	-	-	-
Total Revenues	\$ 13,653,600	\$ 28,441,000	\$ 25,065,954	\$ 11,738,750	\$ 8,290,000	\$ 4,950,000	\$ 5,200,000
Expenditure							
Land/Property Acquisition/Site Work	1,500,000	500,000	-	2,000,000	-	-	-
Kennewick High Project \$110M	5,000,000	5,250,000	4,898,819	-	-	-	-
Kamiakin/Southridge Bond Projects \$17.0M & \$24.15M	5,200,000	3,000,000	1,810,657	1,000,000	-	-	-
Ridgeview Renovation Est \$31.0M	750,000	1,500,000	1,464,773	25,000,000	4,500,000	-	-
Tracks: Park \$2.06M/HHH \$1.54M/ Highlands \$2.4M	150,000	150,000	13,612	-	-	-	-
Asset Preservation/Upgrades (Flooring/Roofing/Etc.)	1,500,000	500,000	-	1,500,000	1,500,000	1,500,000	1,500,000
Portable Costs/Moving/Etc	-	-	-	-	-	-	-
Other - Contingency	5,000,000	250,000	-	5,000,000	-	-	-
Information Tech Upgrades/Tech Levy	3,953,600	5,900,000	5,807,168	4,100,000	4,340,000	4,600,000	4,850,000
Tri Tech Building Phase 1.5 9,520 sq ft program space	1,000,000	300,000	301,105	5,500,000	-	-	-
Tri Tech Other/Small Project Grant	-	150,000	9,062	150,000	150,000	150,000	150,000
Total Expenditures	\$ 24,053,600	\$ 17,500,000	\$ 14,305,196	\$ 44,250,000	\$ 10,490,000	\$ 6,250,000	\$ 6,500,000
Change In Fund Balance Prior To Transfers	\$ (10,400,000)	\$ 10,941,000	\$ 10,760,758	\$ (32,511,250)	\$ (2,200,000)	\$ (1,300,000)	\$ (1,300,000)
Transfer In From General Fund (Tri Tech)	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,500,000	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 37,933,675	\$ 54,729,639	\$ 54,549,397	\$ 23,718,389	\$ 21,518,389	\$ 20,218,389	\$ 18,918,389

Capital Project Fund Update

October 12, 2022



Kennewick School District

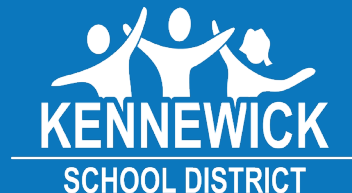
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Expenditure							
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Ridgeview Renovation Est \$31.0M	750,000	1,500,000	1,464,773	25,000,000	4,500,000	-	-
Tracks: Park \$2.06M/HHH \$1.54M/ Highlands \$2.4M	150,000	150,000	13,612	-	-	-	-
Asset Preservation/Upgrades (Flooring/Roofing/Etc.)	1,500,000	500,000	-	1,500,000	1,500,000	1,500,000	1,500,000
Portable Costs/Moving/Etc	-	-	-	-	-	-	-
Other - Contingency	5,000,000	250,000	-	5,000,000	-	-	-
Information Tech Upgrades/Tech Levy	3,953,600	5,900,000	5,807,168	4,100,000	4,340,000	4,600,000	4,850,000
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Transfer In From General Fund (Tri Tech)	\$ 1,000,000	\$ 1,000,000	\$ 1,000,000	\$ 1,500,000	\$ -	\$ -	\$ -
Ending Fund Balance	\$ 37,933,675	\$ 54,729,639	\$ 54,549,397	\$ 23,718,389	\$ 21,518,389	\$ 20,218,389	\$ 18,918,389

Capital Projects Update

October 12, 2022



Project List

- **COMPLETED**

- Amistad Phase II
- Tri-Tech Core Growth
- Kennewick High School (Phases I II and III)
- Kamiakin High School Addition
- Southridge High School Addition
- Highlands Track

- **IN CONSTRUCTION**

- Ridge View Elementary

- **FUTURE PROJECTS**

- Elementary #18

Kennewick High School

Project Completion: Summer 2022

Phase I: Transition Campus/Track/Tennis Courts - COMPLETE

Phase II: 292,600 sq ft Main Building – COMPLETE

Phase III: Ballfield and Turf - COMPLETE

Architect: MMEC

Contractor: Fowler General Construction

CM: Wenaha Group



Ridge View Elementary

Project Substantial Completion: December 2023

Architect: Design West Architects

Contractor: Chervenell Construction Company

CM: Alliance Management and Construction Solutions

Submittals ~60% Complete

Working to mitigate long lead times:

- HVAC Equipment
- Steel
- Electrical Gear



Tri-Tech Skills Center – Building C

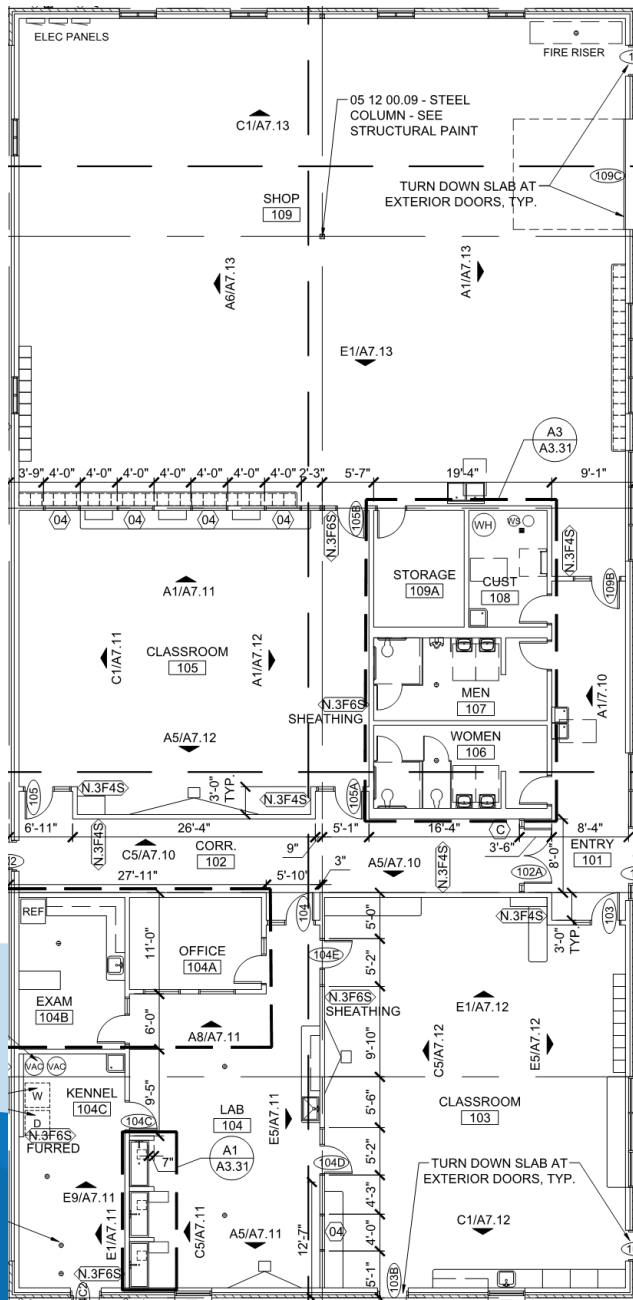
Project Substantial Completion: July 2023

Architect: Design West Architects

Contractor: Banlin Construction

CM: Arculus Design and Technical Services

- Two classrooms with adjoining lab space and support space
 - Pre-Veterinary Tech
 - Pre-Electrical programs
- Vacated space will be converted to new program space, potentially for Pre-Pharmacy Tech, Medical Assisting and HVAC-R.

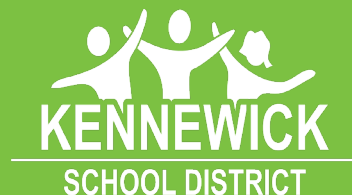


Strategic Goal Report:

All students are safe, known and valued

School and District-Level Efforts

October 12, 2022





Annual Review and Reporting Cycle

March/April:

- Administer the districtwide annual student survey.

May:

- **Board Report:** Present student survey results, attendance data and discipline data.

Summer/Early Fall:

- Analyze and disaggregate data; set district annual strategic objectives and building level goals.

October:

- **Board Report:** Present building level goals and efforts and highlight progress on district annual objectives.

Current Status

85% of KSD students reported that they feel safe, included and welcomed at school on the spring 2022 student survey

- *I feel safe on school grounds, fields, and playgrounds before, during, and after school.*
- *I feel safe riding the bus.*
- *Students and staff at my school are friendly to me.*
- *There is at least one teacher or other adult at my school that I can talk to if I have a problem.*
- *I am treated with as much respect as other students.*
- *The adults at my school respect me.*

Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



READY FOR THEIR FUTURE



ENGAGED LEARNERS



SAFE, KNOWN AND VALUED

FAMILIES



KEY PARTNERS

STAFF



SAFE, RESPECTED AND VALUED

COMMUNITY



IMPORTANT COLLABORATORS



INNOVATIVE, PROACTIVE AND ACCOUNTABLE

Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

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Students

GOAL: All students are safe, known and valued



- *Physically, social-emotionally and intellectually safe.*
- *Known well by their teachers, staff and each other.*
- *Valued for their diverse strengths and backgrounds.*

2022-23 Annual Objectives

Student Safety & Security

- Our district safety team will meet regularly to assess facility safety and ensure implementation of safety protocols at all schools.
- Schools will perform nine safety drills throughout the year.
- We will continue to partner with Kennewick Police Department to provide school resource officers and DARE training for students.
- Schools will continue to implement Positive Behavioral Interventions and Supports (PBIS) to promote positive student behavior.

Student Social-Emotional Well-Being

- Schools will use the results of their annual "Safe, Known and Valued" student survey to assess student needs and set school goals.
- We will continue to partner with Comprehensive Healthcare to provide mental health counselors for our middle and high schools.
- We will begin implementation of a district-wide Comprehensive School Counseling Plan focused on student social-academic, career, and social-emotional development.
- We will provide training for staff to support social-emotional learning (SEL) for students.

Student Attendance

- We will expand our districtwide attendance awareness campaign to promote regular school attendance throughout the year.
- Our Community Engagement Board will meet with identified students and families to help determine root causes of student absences and provide resources and interventions to help re-engage students in school.

Student Voice & Value

- The superintendent will continue to meet monthly with the Superintendent's Student Advisory Council (SSAC), which includes diverse student representation from each high school, to seek student input and feedback and engage students on important issues.
- The student school board representative will provide reports from the SSAC to the board, and the board will engage the student representative in board discussions as appropriate.

Performance Indicators and Targets

- $\geq 90\%$ of students report they feel safe, included and welcomed at school.
- $\geq 90\%$ of students regularly attend school (< 2 absences per month).
- The districtwide discipline rate is $\leq 4\%$.
- Student survey data and school goals focused on students being "Safe, Known and Valued" are presented to the board in October each year.

Presentation Outline

- **School Level “Safe, Known and Valued” Goals and Efforts**
- **District Level Facility Safety & Security Focus**
- **District Level Student Social-Emotional Well-Being Efforts**

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School Level Goals & Efforts

“Safe, Known and Valued” Goal Setting Process

- **The student survey window was March 29-April 22, 2022.**
- **Results were reported to the Board on May 11, 2022.**
- **Building administrators received building-level data in spring.**
 - Admin teams engage staff members in a process to look at the data to celebrate successes and determine areas for growth.
 - Building teams create student “safe, known and valued” goals tied to areas for growth.
 - At least one student goal is included in the school improvement plan connected to the strategic plan goal for students to be safe, known and valued.

Sage Crest Elementary

“Safe, Known and Valued” Goal

SAGE CREST ELEMENTARY SCHOOL

School goals: (SMART) Goal developed in support of the Strategic Plan goal and at least one performance indicator should be specific, measurable, attainable, timebound, describing what will be improved, by how much, by when and for what/whom.)

≥90% of students will report feeling safe on campus, in the building and on district transportation on our annual spring Safety Survey. Measurable questions will be the following:

- I feel safe on school grounds, fields, and playgrounds before, during and after school.
- I feel safe riding the bus.
- In your opinion, is there unsafe behavior that happens at your school? Students report there are no unsafe behaviors occurring at school.

Objectives:	Measures/Timeline:
<ul style="list-style-type: none"> • Bus Buddies: 5th grade students have an opportunity to mentor students and help with Kindergarten students transitioning to their bus line. • All students will receive a Positive Postcard during the school year. • Teachers will provide SEL lessons weekly using district SEL curriculum. • Students are celebrated weekly for demonstrating WISE expectations with a drawing for prizes. • Based on evidence from the winter questionnaire, administration will provide additional resources for student indicating through comments that they need more supports. • When visiting classrooms, administration will leave a positive note for one student per room. The goal is that each student receives a note. • Weekly opportunities for students to provide positive input for others within their classroom. • Recess Helpers work with younger students to work out problems, improve daily, show safety and respect, and embrace differences (WISE). • Recruit 4th grade students to support Kindergarten students in the cafeteria. • Administration will be present after school to greet families and ensure students are picked up safely. • A rotational schedule is developed for staff after school zones. • Counselor provides SEL instruction quarterly for classrooms. • Small groups are identified for additional support with the counselor using Second Step curriculum. • Monthly newsletters will contain safety tip(s) for families. • Staff will ride routes periodically to support positive behavior and develop relationships with students. 	<ul style="list-style-type: none"> • September-June/ Students Safety Survey • Winter Student Survey

Chinook Middle School

"Safe, Known and Valued" Goal

CHINOOK MIDDLE SCHOOL

School goals: (SMART) Goal developed in support of the Strategic Plan goal and at least one performance indicator should be specific, measurable, attainable, timebound, describing what will be improved, by how much, by when and for what/whom.)

More than 90% of Chinook students will report feeling safe and a sense of belonging to our school.

Objectives:	Measures/Timeline:
<p>1. Chinook will continue to improve and grow our PBIS Tier 1 System and roll out our Tier 2 system.</p> <ul style="list-style-type: none"> a. Maggie Schulze will present to staff in-person providing update on Tier 1 fidelity and background and effective interventions for PBIS Tier 2. b. Share updated behavior flow chart that better reflects the philosophies of PBIS c. Communicate system for tracking minor behavior to staff. Update staff on PBIS behavior flow chart that they will follow to ensure proper steps are being implemented. d. Begin to analyze minor behavior data to begin implementation of tier 2 interventions for students needing additional behavioral supports that are not being accommodated in Tier 1 interventions. e. Success Team will evaluate academic, behavioral, and attendance data every two weeks to ensure supports are effective and ensure students are properly identified. f. A Tier 2 level of support will be created and implemented so students with repeated minors receive more intensive support from staff. g. Our SEL/Behavior interventionist along with support from our success team, mental health therapist, and student resource advocate will work together to identify students that need SEL support. 	<p>90% or higher on Tiered Fidelity Inventory conducted by Maggie Schulze spring 2023. (Last year we improved from 47% to 83% Tier 1 implementation)</p> <p>August 26, 2022 - Professional Development Days</p> <p>August/September 2022</p> <p>September 2022</p> <p>September/October 2022</p> <p>All year long</p> <p>October 2022 - June 2023</p> <p>All Year Long</p>

Kennewick High School

“Safe, Known and Valued” Goal

KENNEWICK HIGH SCHOOL

School goals: (SMART) Goal developed in support of the Strategic Plan goal and at least one performance indicator should be specific, measurable, attainable, timebound, describing what will be improved, by how much, by when and for what/whom.)

Ninety percent of students surveyed will respond positively (3 or 4) that they have “at least one adult they can talk to if they have a problem” on the KSD Student Survey.

Objectives:	Measures/Timeline:
<p>For the 22-23 school year, promote positive school culture that allows for a strong feeling of belonging, acceptance, and safety. Actions to include:</p> <ul style="list-style-type: none"> Principal, assistant principals, security, and SRO to be highly visible and well known to students and staff. Being social in the hallways, making informal classroom visits, and acknowledging student and staff efforts, struggles, and successes will help establish building leaders as accessible people who can be trusted. Emphasizing to staff to promote themselves as people “a student can struct to talk to for help with a problem”. Encouraging students to report bullying, harassment, and any concerns for safety to a staff member. Treat all students with dignity and respect, even when it is difficult to do so. Monitor parking lots and streets around the property to discourage unsafe driving. Conduct regular safety drills Admin team to visit classrooms to explain how safety drill actually contribute to their safety. “Yes, we have a plan that has been reviewed and supported by the police department as a best practice.” Communicate to all that school leaders are available and open to all ideas and suggestions for school improvement. 	<ol style="list-style-type: none"> 1. Review and share KSD Safe, Known, and Valued data with staff in August. 2. Feedback to principal from staff after admin classroom visits 3. Principal to meet monthly with ASB student leaders to discuss school climate. 4. Monthly safety committee meetings and Faculty Council Meeting

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District Facility Safety & Security

School Safety & Security Standards

- Day-to-Day
- Event-Based

Access Controls (S2)

Observation Monitors

Activation

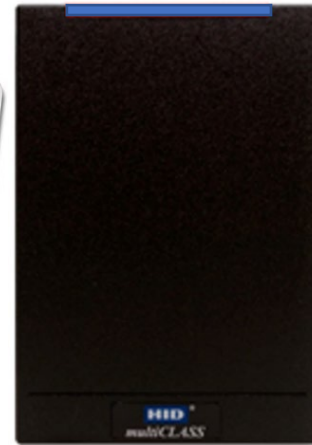
Communication Lights

Interior Containment

Day-to-Day Safety/Security Measures

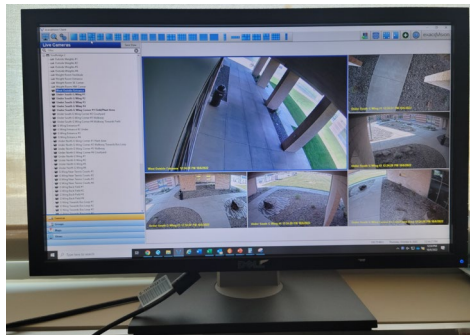
Access Controls (S2)

- All interior main entry doors require credentials to enter
- Auxiliary entrances require credentials to enter
- Security glass/film at main entrances and vestibules



Observation Monitors

- Security Office
- Secretary Area
- Administrators



Typical Observation Monitors



Event-Based Security Measures

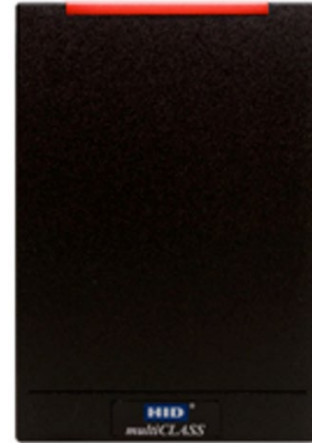
Activation

Threat Levels can be changed by either push buttons or S2 software



Non-Critical Lockdown Button Initiates:

- Blue light activation
- District office notification
- Normal credential access



Critical Lockdown Initiates:

- Interior containment
- Blue light activation
- Audible notification
- District office notification
- Designated/Emergency Personnel credential access



Communication Lights



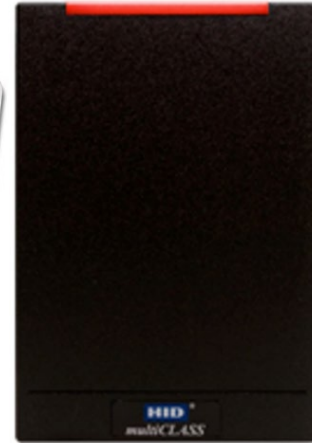
Located throughout building

Event-Based Security Measures

Interior Containment



Main entries become impediments through a combination of access controls and security glass/film



SLAT
and
GRILL



Secure areas of the building utilizing doors and gates in corridors

SOUTHRIDGE
HIGH SCHOOL



Recent Upgrades

FRUITLAND
ELEMENTARY



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Student Social-Emotional Well-Being

Board Adopted SEL Standards

Washington's K-12 SEL Standards and Benchmarks

Self	Social
<p>Standard 1—Self-Awareness: Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.</p> <p><u>Benchmark 1A:</u> Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.</p> <p><u>Benchmark 1B:</u> Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.</p> <p><u>Benchmark 1C:</u> Demonstrates self-awareness and understanding of external influences, e.g., culture, family, school, and community resources and supports.</p> <p>Standard 2—Self-Management: Individual can regulate emotions, thoughts, and behaviors.</p> <p><u>Benchmark 2A:</u> Demonstrates the skills to manage one's emotions, thoughts, impulses, and stress in constructive ways.</p> <p><u>Benchmark 2B:</u> Demonstrates responsible decision-making and problem-solving skills.</p> <p>Standard 3—Self-Efficacy: Individual can motivate themselves, persevere, and see themselves as capable.</p> <p><u>Benchmark 3A:</u> Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.</p> <p><u>Benchmark 3B:</u> Demonstrates problem-solving skills to engage responsibly in a variety of situations.</p> <p><u>Benchmark 3C:</u> Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.</p>	<p>Standard 4—Social Awareness: Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.</p> <p><u>Benchmark 4A:</u> Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.</p> <p><u>Benchmark 4B:</u> Demonstrates an awareness and respect for similarities and differences among community, cultural and social groups.</p> <p><u>Benchmark 4C:</u> Demonstrates an understanding of the variation within and across cultures.</p> <p>Standard 5—Social Management: Individual can make safe and constructive choices about personal behavior and social interactions.</p> <p><u>Benchmark 5A:</u> Demonstrates a range of communication and social skills to interact effectively with others.</p> <p><u>Benchmark 5B:</u> Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.</p> <p><u>Benchmark 5C:</u> Demonstrates the ability to engage in respectful and healthy relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.</p> <p>Standard 6—Social Engagement: Individual can consider others and show a desire to contribute to the well-being of school and community.</p> <p><u>Benchmark 6A:</u> Demonstrates a sense of school and community responsibility.</p> <p><u>Benchmark 6B:</u> Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.</p> <p><u>Benchmark 6C:</u> Contributes productively to one's school, workplace, and community.</p>



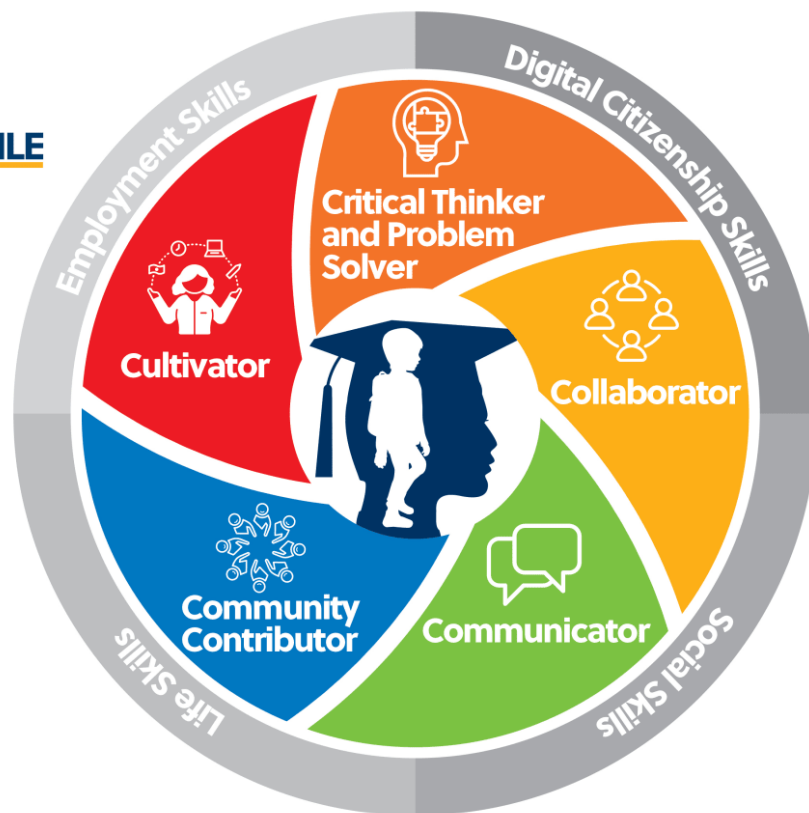
Board Adopted Learner Profile



LEARNER PROFILE

Our Mission:

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.



SEL Standards and Learner Profile Crosswalk Example

KSD Learner Profile and Washington State SEL Standards Crosswalk

Critical Thinker and Problem Solver

Investigates and considers information, and uses curiosity and imagination to identify and solve problems by creating new ideas or building upon existing ideas.
Demonstrates resilience and perseverance when faced with challenges, adversity, and setbacks; seeing more than one way to solve a problem.

	Consistently True	Sometimes True	Rarely True
Students don't give up when learning is difficult and they embrace a growth mindset.			
Students connect ideas from the past to recognize and solve existing and potential problems.			
Students evaluate the accuracy, perspective, credibility and relevance of information through digital and other resources.			
Students explore different methods, tools and resources and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.			
Students use their knowledge from multiple subject areas and apply it to situations.			
Students can be imaginative and take risks while problem solving.			

SEL Standards and Learner Profile Crosswalk Example

Which Washington State SEL Standards apply to this Learner Profile?

How is my building currently teaching or reinforcing this?

What can my building do to teach or reinforce this more consistently?

How am I currently teaching or reinforcing this?

What can I do to teach or reinforce this more consistently?



SEL Professional Development

- **½ Day August, 2022**
- **½ Day October 21**



One Professional Development day must focus on Social Emotional Learning (SEL)



District developed options for school sites.



Focus on the SEL standards and the KSD Learner Profile.



Teachers were led through activities designed to help gain better understanding of the SEL standards and Learner Profile to inform instruction.

Support for Social-Emotional Learning

- Purpose Full People
- PBIS
- Second Step
- Character Strong
- Comprehensive Districtwide Counseling Program
- RULER



Appendix

School Safety Goals

Elementary Building Goals

Amistad

>90% of students report that they feel safe, included and welcome at school

Amon Creek

>90% of Amon Creek students feel safe and welcome at school.

Canyon View

-By June 2023, 80% of students will report that “Other students at my school take my opinions, ideas, and concerns seriously”.

-By June 2023, 85% of students reported “Most adults at my school take my opinions, ideas & concerns seriously.

Cascade

≥90% of Cascade students report they feel safe, known, and valued at Cascade.

Cottonwood

-By June 2023, 90% or more of our students will report they feel noticed and respected on KSD Student Safety Survey

-By June 1, 100% of students will be acknowledged for a social, academic, or behavior related achievement -By December 1, 2022, 100% of students will know the names of the adults on the playground, and who they can go to when they need to report a concern/incident or need help themselves

Elementary Building Goals

Eastgate

Increase the number of students who report that *Students and staff at my school notice me when I am doing something good* from 76.4 percent to 80 percent this spring.

Edison

90% of students in grades 3-5 will report feeling safe, included and welcomed at school and have a trusted adult to confide in as measured by the annual district safety survey.

Fuerza

Fuerza Elementary will decrease from 49% (2022 Student Safety Survey) of students believing that unsafe behavior happens at their school to 20% or less believing that unsafe behavior happens at their school to be based on the 2023 Student Safety Survey.

Hawthorne

90% of Hawthorne students report that they feel safe on the bus according to the Student Safety Survey.

Elementary Building Goals

Lincoln

Lincoln will increase from 75% of students believing others take their opinions, ideas and concerns seriously to 90% of our scholars believing this is to be true of themselves on the 2023 Student Safety Survey.

MCP

At least 90% of our students report that they feel safe, included and welcome at school as measured by the annual safety survey by April 2023.

Ridge View

By June 2023, 90% of students will report other students take their opinions, ideas and concerns seriously.

Sage Crest

>90% of students will report feeling safe on campus, in the building and on district transportation on our annual spring Safety Survey. Measurable questions will be the following:

- I feel safe on school grounds, fields, and playgrounds before, during and after school.
- I feel safe riding the bus.
- In your opinion, is there unsafe behavior that happens at your school? Students report there are no unsafe behaviors occurring at school.

Elementary Building Goals

Southgate

100% of Southgate students will report at the end of the year by completing a safety survey that they feel they belong in our building.

Sunset View

- Between September and May, 90% or more students in grades 3, 4, and 5 will report that they feel physically safe in all areas of our building according to the KSD student safety survey.
- Between September and May, 90% or more students in grades 3, 4, and 5 will report seeing safe behavior at school according to the KSD

Vista

By Spring 2023, Vista 3rd-5th students will increase their student survey score from 48.2% “no” to 60% on the question, “Is there unsafe behavior that happens at your school” and increase from 85.3% at levels 3 and 4 to 90% on the question, “I feel safe on school grounds”.

Elementary Building Goals

Washington

>90% of 3rd, 4th, and 5th grade students at Washington Elementary report feeling safe, included and welcome by their peers as measure by the Spring 2023 student survey questions pertaining to peer-to-peer interaction.

Westgate

We will see an increase from 88% to 100% of our whole student population that can identify at least one trusted teacher or adult at school to talk to if they have a problem.

Middle School Building Goals

Chinook

More than 90% of Chinook students will report feeling safe and a sense of belonging to our school.

Desert Hills

By the end of April 2023, 90% of students at Desert Hills Middle School will report that they feel safe and enjoy attending our school.

Highlands

By May 2023, 90% of students taking the survey at HMS will mark "Agree or Strongly Agree" on the question, "I feel proud to attend my school".

Middle School Building Goals

Horse Heaven Hills

-By Spring of 2023, HHH will increase students who indicate they have a trusted adult from 80% to 90% or higher.

-By Spring of 2023, HHH will increase the number of students and families who feel connected to the school from 71% to 90% or higher.

-For the 22-23 school year, HHH students will attend school with a 90% or higher attendance rate (less than 2 unexcused absences a month).

-For the 22-23 school year, HHH will increase students in the green for behavior from 73.07% to 90%.

Park

Park will increase the number of students who feel safe at school from 80% to 85% and will increase the percent of students who report they are proud to attend Park from 73% to 78% as measured by the yearly student safety survey.

High School Building Goals

Kamiakin

92% of KaHS students will report that they feel safe at school on the district administered survey in the spring of 2023. 90% of KaHS students will report that they have a trusted adult to whom they could confide in.

90% of students will attend school regularly as defined by less than 2 unexcused absences a month.

Kennewick

90% of students surveyed will respond positively (3 or 4) that they have “at least one adult they can talk to if they have a problem” on the KSD Student Survey.

Southridge HS

Increase the number of students reporting they "Feel like I belong at this school" from 43% to 90% on the annual Kennewick School District student survey.

High School Building Goals

Legacy/Endeavor

- 90% of Legacy students will have less than 7 absences in each of their classes each quarter term.
- 90% of Legacy High School students will report a sense of belonging, as reported on the spring safety survey, with an intentional focus on achieving that same percentage with our Migrant and Bilingual students.

Phoenix

90% of students will report a sense of belonging, as reported on the spring safety survey.

Tri-Tech

Decrease the number of students who responded “I wish I was at a different school” from 49% to 5% based on the spring student survey.

COMMUNITY RELATIONS

Language Access

The Board is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their parents and families. The Board recognizes that multilingual families and students are assets to the community, and that the District seeks to address language barriers that exist and to do so free of charge. To that end and as required by law the District will develop and adopt a plan for implementing and maintaining a language access program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current population of students and families who have limited English proficiency.

At a minimum, the District's plan for a language access program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- Accessibility and equity. This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- Accountability and transparency. This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- Responsive culture. This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- Focus on relationships. This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with district staff significant to the student's education. The District will provide such services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the District's Language Access Plan and Program and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

District Language Access Liaison

The District designated Language Access Liaison will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Liaison's name and contact information will be provided so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public, such as registrars and enrollment staff, certificated staff, and other appropriate staff as determined by the Language Access Liaison, will receive guidance on meaningful communication with parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the Language Access Liaison to effectuate the language access plan and program.

Appropriate district staff will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

The District will provide effective communication for students' families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance.

Legal References:

Chapter 28A.155 RCW Special Education

Chapter 28A.642 RCW Discrimination prohibition

Chapter 49.60 RCW Discrimination – Human Rights Commission

Chapter 392-400 WAC Pupils

WAC 392-400-215 Student rights

Title VI of the Civil Rights Act of 1964

Adopted: October 12, 2022