

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

Meeting Date: Wednesday, October 26, 2022
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3yQ4DEa>
Remote Public Comment Sign Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

1. **Call to Order** – 5:30 PM **RON MABRY**

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 October 12, 2022
B. Minutes of Special School Board Meeting October 18, 2022

Human Resources Reports
A. Personnel Actions – Certificated, Classified, and Extracurricular

Teaching and Learning
A. School Improvement Plans

5. **Superintendent/Board Member Report**

6. **Reports and Discussions**
A. Strategic Goal Report: All community members are important collaborators
MATT SCOTT
ROBYN CHASTAIN
COMMUNITY PARTNERS

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

C. Booster Club Collaboration **DR. TRACI PIERCE**

7. **New Business**
 - A. Levy Amount Discussion

VIC ROBERTS
8. **Next Meeting Agenda**
 - A. February 2023 Levy Resolution and Committee Appointment
 - B. Legislative Priorities
9. **Other Business as Authorized by Law**
10. **Adjourn**

**KENNEWICK SCHOOL DISTRICT NO. 17
DR. TRACI PIERCE
SECRETARY OF THE BOARD**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING / Remote Board Meeting
October 12, 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: Matt Scott, Assistant Superintendent of K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning; Vic Roberts, Executive Director of Business Operations; Robyn Chastain, Executive Director of Communications and Public Relations.

Other Guest(s): Bronson Brown, District Legal Counsel
Rhonda Pratt, Director of Secondary Education
Eric Bruce, Director of Maintenance and Grounds
Ryan Jones, Capital Projects Manager

CABINET MEMBERS ABSENT

Dr. Doug Christensen, Associate Superintendent of Human Resources, excused.
Ron Cone, Executive Director of Information Technology, 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 120 online and in-person staff and guests in attendance.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Dottie Stevens commented on the levy and expressed appreciation to the Board for all they do.

Garret Brinkley commented on the article in the Tri-Cities Herald regarding removing pride flags from the classroom.

Zanna Grandineth commented on the safety of LGBTQ students at school.

Allison Dabler commented that she is here to address the threat that the Board may be forced to vote on requiring teachers to remove flags of support indicating safe spaces for LGBTQIA+ students.

Jubilee Alexander commented on LGBTQ student safety and banning pride flags in the classroom.

Katherine Chumney thanked the Board for their commitment and support of the Dual Language program at Eastgate Elementary School and their continued support.

Lisa Peppard encouraged the Board to keep politics out of the agenda and to vote no on any proposed policy against flag banning. She encouraged everyone to vote and not to hold the levy hostage.

Eva Peppard commented against policies to ban LGBTQIA symbols.

Kauser Gwaduri commented on statistics regarding the safety of LGBTQ students and the importance of a positive environment.

Scott Rogers commented on what would happen legally if the Board decided to ban the welcome flag, indicating that lawsuits costing millions would surely follow.

Marianne Bloxham commented on wanting neutrality in our schools, stating that students should feel safe with or without a flag.

Annette Rose commented on flags in the classrooms and how teachers should be accepting of all students.

Tanya Bentley commented on pride flags and how the pride flag should not be used as a political issue in an attempt to hold the levy hostage.

Ronan Rising commented on pride flags in the classrooms and noted that if the Board votes against having pride flags in the classrooms, there will be protests, and many people will be upset by such policy.

Michelle Rising commented on the pride flag, student safety, and how better to put energy into gangs and safety.

Kathy Daily, a former School Board Member, commented on the role of a School Board member.

Sara Austin supported allowing the LGBTQ flag to stay in the classroom.

Shelly Burt offered suggestions for how school counselors could help LGBTQ students.

Tina Gregory commented that parents want their children educated, not indoctrinated and added that the American flag is the only one that needs to be in the classroom unless it is the state flag.

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	Yes

Motion carried 5-0.

The consent items were as follows:

- Minutes of School Board Meeting September 14, 2022
- Minutes of School Board Meeting September 28, 2022
- Personnel Actions – Certificated, Classified, and Extracurricular

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce reported she visited many schools over the last two weeks and shared how fortunate Kennewick School District is to have amazing teachers and great things happening for students in our schools.

Student Representative to the Board, London Moody, reported she attended the Superintendent's Student Advisory Council meeting where they met with the Sodexo Nutrition Services team and discussed school lunches.

Board Member Gabe Galbraith reported he visited the following schools: Phoenix, Cottonwood, Hawthorne, Fuerza, and Sunset View. Mr. Galbraith shared that he met many support staff while visiting the schools.

Board Member Micah Valentine shared that he held a townhall Q & A. He stated that his goal is that everybody feels welcome and every student feels safe, known, and valued.

Board Member Diane Sundvik reported that she attends the Ben Franklin Transit Mobility Access Taskforce meetings; (18 and younger can ride the bus for free), WSSDA Networking Hour, and KEY Connections. Ms. Sundvik shared that she was able to listen to part of two of the Richland School Board meetings, the Tri-Cities Regional Chamber of Commerce Elective Officials Reception, and the WSSDA General Assembly. She attended the KSD Grade 6-12 Health Education curriculum review (Zoom), Urban League of Latin American Citizens, and the Southridge High and Kennewick High School Career and Expo Fair.

Board Member Ron Mabry visited Washington Elementary School and shared a homework assignment with the rest of the Board to read 40 books by the end of the school year.

Mike Connors reported he attended the Kennewick High School Career Expo Fair.

REPORTS AND DISCUSSIONS

Policies Protecting Against Discrimination and Ensuring Safe Environment

Superintendent Dr. Traci Pierce reviewed the laws and policies protecting students and staff, along with training and prevention offered in the district and penalties for violation.

Following the Board discussion, Dr. Pierce noted that she would follow up on Board questions related to safety and discipline.

Strategic Goal Report: All students are safe, known, and valued

Matt Scott, Assistant Superintendent of K-12 Education; Rob Phillips, Assistant Superintendent of Elementary Education; Rhonda Pratt, Director of Secondary Education; and Eric Bruce, Director of Maintenance and Grounds, presented school-level goals and efforts, district-level facility safety and security focus, and district-level student social-emotional well-being efforts.

Strategic Goal Report: The district is innovative, proactive, and accountable

Enrollment Update

Vic Roberts, Executive Director of Business Operations, presented current and historical student enrollment data.

Capital Budget Update

Mr. Roberts reported a beginning Capital Projects Fund balance of \$54.7M, showing revenue at \$11.7M and expenses at \$44.2M, leaving an ending Capital Project fund balance of \$23.7M.

Board discussion followed.

Capital Projects Update

Ryan Jones, Capital Projects Manager, reported the following projects as completed: Amistad Phase II; Tri-Tech core Growth; Kennewick High School (Phases I and II); Kamiakin High School Addition; Southridge High School Addition; and Highlands Track. Mr. Jones presented information about Phase III of the Kennewick High School project and shared the schematic design for Ridge View Elementary.

President Connors announced a five-minute break at 7:54 p.m.

The Board reconvened at 8:01 p.m.

NEW BUSINESS

Policy No. 4122, COMMUNITY RELATIONS: Language Access, First Reading

Matt Scott presented a new policy required with the passing of HB1153 during the last legislative session.

Motion by Diane Sundvik to approve Policy No. 4122, COMMUNITY RELATIONS: Language Access for first and second reading.

Seconded by Gabe Galbraith.

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. 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

Mr. Mabry asked that the Board add the discussion regarding a Kennewick School District Booster Club to the next meeting.

OTHER BUSINESS AS AUTHORIZED BY LAW

WSSDA General Assembly Discussion

Ms. Sundvik shared that, to her knowledge, the Board has not received the link for voting on legislative priorities from the WSSDA General Assembly. Ms. Sundvik shared that once she receives the information, she will get the information to all the Board members.

EXECUTIVE SESSION

President Michael Connors announced an end to the business portion of the meeting at 8:09 p.m. and moved the Board into executive session per RCW 42.30.110 (1) (i) to discuss a legal issue for approximately 30 minutes. Mr. Connors noted that no further formal action

would be taken. The executive session began at 8:29 p.m. At 8:59 p.m. Mr. Connors extended the executive session for an additional 20 minutes. At 9:19 p.m. Mr. Connors extended the executive session for an additional 20 minutes.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Connors reconvened the regular session of the Board at 9:38 p.m. There being no further business, the Board adjourned at 9:38 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: October 26, 2022

KENNEWICK SCHOOL DISTRICT NO. 17
SPECIAL SCHOOL BOARD MEETING
DISTRICT ADMINISTRATION CENTER
October 18, 2022

MINUTES

MEMBERS PRESENT

Michael Connors, President of the Board (attending remotely); Ron Mabry, Vice 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.

Other Guest:

Bronson Brown, District Legal Counsel

CALL TO ORDER

Mr. Mabry called the meeting to order at 5:00 p.m.

EXECUTIVE SESSION

Mr. Mabry moved the Board into executive session at 5:00 p.m. to receive and evaluate a personnel issue per RCW 42.30.110 (1) (f). The executive session was projected to last 30 minutes; no formal action would be taken.

5:15 p.m. Ron Mabry, excused.

OTHER BUSINESS AS AUTHORIZED BY LAW

Ms. Sundvik reconvened the regular session of the Board at 5:30 p.m. There being no further business, the Board adjourned at 5:30 p.m.

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: October 26, 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 26, 2022

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE	Megan Miller	Eastgate	Teacher - Elem	Malone move	1.0	ASAP
REPLACEMENT						
LEAVE OF ABSENCE	Victoria Mackay	Special Services	Speech Language Pathologist	Temporary personal LOA	0.6	12/2/2022 - 1/3/2023
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS						
RESIGNATIONS						
IN DISTRICT TRANSFERS						

**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 26, 2022

EXHIBIT B						
	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Lauren Weedmark	Tri-Tech	Cook	Program Need	3.0	10/17/2022
	Sonja Young	Special Services	Intervention Paraeducator/Tier II Behavior Program	Program Need	6.5	10/25/2022
	Mengling Su	Vista	Para/SS/KOG/Autism 1-1/ Temporary	Program Need for 22-23 school year	6.0	10/7/2022
REPLACEMENT	Preston Melick	Kamiakin	Para/FP/BE	Replaces Jenna Clark	6.0	10/17/2022
	Trudy Baker	Southridge	Para/SS/LifeSkills	Replaces Amita Thatsana	6.5	11/1/2022
	Alison Sines	Amistad	Para/SS/Tier II Behavior	Replaces Guadalupe Vasquez	6.0	11/1/2022
	Kelly Higgins	Cottonwood	Cook	Replaces Jessica Lopez	3.0	10/17/2022
	Fabiola Rios	Westgate	Para/SS/Resource Room	Replaces Kelly Bowers	6.0	10/27/2022
	Karen Anderson	Cottonwood	Para/SS/LifeSkills	Replaces Valerie Ortiz	6.5	10/24/2022
	Michael Franks	Transportation	Bus Driver		4.5	10/24/2022
	Cynthia Michel	Lincoln	Para/FP/BE/Bilingual	Replaces Rosa Morales- Solaita	6.25	10/24/2022
	Lara Ward	Hawthorne	Para/SS/LifeSkills	Replaces Tasha Trimble	6.50	10/26/2022
	Merinda Drew	Edison	Lead Cook	Replaces Sheri Ballao	6.0	10/27/2022
	Mark Prestwich	Southgate/ Phoenix	Custodian/Swing	Replaces Jacqueline Templeton	8.0	10/20/2022
Audrey Huff	Horse Heaven Hills	Para/FP/LAP	Replaces Duncan Paul	6.0	10/24/2022	
REHIRE	Lindsey England	Amistad	Para/SS/Resource Room	Replaces Shahed Abdul Majeed	6.0	10/26/2022
RESIGNATION	Eric Thaelke	Facilities Services	Carpenter		8.0	11/9/2022
	Shauna Payne	Chinook	Para/SS/LifeSkills		6.5	10/28/2022
	Shana Robinson	Canyon View	Para/SS/Resource Room		6.0	11/4/2022
	Yadira Gutierrez Ruiz	ECEAP	Para/ECEAP		8.0	10/27/2022

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

RESIGNATION CONT.	Michelle Tranbarger	Amon Creek	Cook		6.0	12/5/2022
LEAVE OF ABSENCE	Jen Ackerman	Ridge View	Para/SS/Tier II Behavior	Until 2/15/23; to student teach	6.0	11/4/2022
	Yvette Osegueda	Washington	Para/SS/Autism Classroom	Until 12/16/2022	6.5	12/1/2022
	Staci Burrill	Hawthorne	Para/FP/LAP/BE	Up to 1 year	6.4	10/10/2022
RESIGNED FROM LOA	Charmae Lawson	Sunset View	Para		N/A	10/29/2022
	Chelsea Dearinger	KDC	Para/SS/Preschool		5.0	9/19/2022
LAYOFF						
RETIREMENT	Karla Black	Lincoln	Para/SS/Autism		6.5	7/31/2023
RETURN FROM LOA						
TERMINATION						

Kennewick School District No. 17



Teaching and Learning Department
1000 W 4th Ave
Kennewick, WA 99336
Phone: (509) 222-6423
FAX: (509) 585-3046

TO: Dr. Traci Pierce, Superintendent
Kennewick School District Board of Directions

FROM: Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning

SUBJECT: School Improvement Plans for 2022-23

DATE: October 20, 2022

Per [WAC 180-16-220](#), each school in the district shall be approved annually by the school district board of directors under an approval process determined by the district board of directors. The annual approval shall require each school to have a school improvement plan that is data-driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan. The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members. School improvement plans shall address:

- The characteristics of successful schools as identified by the superintendent of public instruction and the educational service districts, including safe and supportive learning environments;
- Educational equity factors such as, but not limited to gender, race, ethnicity, culture, language, and physical/mental ability, as these factors relate to having a positive impact on student learning. Equity means giving individual students what they need, when they need it, to reach their achievement potential;
- The use of technology to facilitate instruction and a positive impact on student learning; and,
- Parent, family, and community involvement, as these factors relate to having a positive impact on student learning.

Below are links to the 2022-23 School Improvement Plans and the Family Engagement Plans for elementary and secondary schools in the Kennewick School District:

- [2022-2023 Elementary School Improvement Plans](#)
- [2022-2023 Secondary School Improvement Plans](#)
- [2022-2023 Elementary School Family Engagement Plans](#)
- [2022-2023 Secondary School Family Engagement Plans](#)

Goal Report:

All community members are important collaborators

Oct. 26, 2022



Our Vision

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



STRATEGIC GOALS

STUDENTS



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.

Community

GOAL: All community members are important collaborators



- Supportive in their partnership to help students be successful.
- Engaged as key stakeholders.
- Valued for their support in providing needed resources for student learning, technology and school facilities.

2022-23 Annual Objectives

Community Partnerships

- We will continue to strengthen our partnerships with agencies, organizations, churches and individuals in the community to provide programs, supports and services for families and students. Our agency/ organization partners include:
 - Benton/Franklin School Retirees' Association
 - Boys and Girls Club of Benton & Franklin Counties
 - City of Kennewick
 - Columbia Basin College
 - Communities in Schools of Benton-Franklin
 - Family Learning Center
 - Gesa Credit Union
 - HAPO Credit Union
 - Junior Achievement of Southeastern Washington
 - Kennewick Police Department
 - Kiwanis
 - Rotary
 - STCU
 - The Children's Reading Foundation of the Mid-Columbia
 - The STEM Foundation
 - United Way of Benton & Franklin Counties
 - Washington State University GEAR UP
 - YMCA of the Greater Tri-Cities

Community Engagement and Communications

- We will continue to expand and enhance community communications and ensure community members are well-informed about our district and our schools.
- We will continue to provide opportunities for community members to participate in district and school committees and volunteer in our schools.
- The superintendent and cabinet members will continue to serve on community boards and committees and participate in community groups.

Community Value and Appreciation

- We will continue to offer adult learning opportunities through our Community Education program offering courses in languages, crafts, arts, health, gardening, travel, music, business, finance, technology and more.
- Community groups, businesses and non-profit organizations will continue to have access to rent district facilities.
- We will continue to express appreciation and gratitude for community support of our schools.

Communities In Schools Benton-Franklin

In Schools and Beyond
Always [#AllInForKids](#)



In schools to help kids stay in school.

CISBF in Kennewick School District

- Amistad Elementary School
- Cascade Elementary School
- Eastgate Elementary School
- Fuerza Elementary School
- Highlands Middle School
- Horse Heaven Hills Middle School
- Legacy High School
- Southgate Elementary School
- Southridge High School
- Sunset View Elementary School
- Washington Elementary School



What does CISBF support look like?

- Social-emotional Learning
- Mental Wellness Support
- Home Visits
- Advocating for digital equity
- Computer Literacy
- Basic Needs
- Housing/Medical/Transportation
- Family Disruption (Divorce, Incarceration, Death)
- Pregnant/Parenting Support
- Academic/Attendance/Behavior Monitoring
- Parent/ Student Engagement
- Resource Navigation
- School Advocacy
- Groups
- College & Career Readiness
- Employment/After School Activities

2021-2022 Data



Legacy High Student Support Coordinator, Tyler, works tirelessly to build a positive school culture and increase student engagement. Every Wednesday is Breakfast of Champions!

School Support:

- 705 School Wide Supports: Open House, Classroom Presentations, Freshman Welcome, Home Visits, Awareness Events, Kinder Events, Translation, Morning Announcements
- 15,764 Basic Need Items Provided: Weekend Food Bags, School Supplies, Clothing Vouchers, Hygiene Items

Students Served:

- 162,925 (duplicated) students received school wide services
- 11,639 (duplicated) students received basic need services
- 409 students received case managed support
- 34,408 (duplicated) parents were engaged

Current Data Overview



Student Support Coordinator LeeAnna, at Southgate's Open House

School Support:

- 148 school wide supports: Open House, Classroom Presentations, Freshman Welcome, Home Visits, Awareness Events, Kinder Events, Translation, Morning Announcements
- 1,319 Basic Need Items Provided: Weekend Food Bags, School Supplies, Clothing Vouchers, Hygiene Items

Students Served:

- 40,499 (duplicated) students received school wide services
- 1,303 (duplicated) students received basic need services
- 248 students received case managed support
- 10,758 (duplicated) parents were engaged

CISBF at Southgate Elementary School

- Current Caseload – 13
 - Target of 45 Minimum By End of Year
- Family Engagement
 - Home Visits
 - Outreach
 - Resource Flyers
- Social Emotional Learning
 - Mindfulness Activities
 - Affirmation Wall
- CIS 1-on-1 Support
 - Impulse Control
 - Calm Down Breaks/De-escalation
- Basic Needs
 - Clothing
 - Hygiene
 - Food
- Schoolwide Awareness
 - Unity Day
 - Bullying Prevention



Annual Review

The children's reading
foundation of mid ——— - columbia

Leanne Purcell, Executive Director

Erin Lee, Educational Program Director



OUR MISSION



Encourage and educate families about their important role in raising a reader and preparing their child for kindergarten.



Support schools in ensuring students read on grade level by the end of third grade.



Facilitate community involvement in helping young readers be successful.

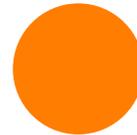


pROgrams

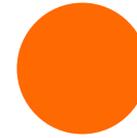
The Children's Reading Foundation of Columbia in partnership with Kennewick School District provides a Kindergarten Readiness Program and a 1:1 Tutoring Program utilizing volunteers to their families and students since 1996.



READY!
for Kindergarten

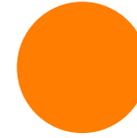


Team Read



Convenient Self Paced E Learning Workshops

[READY! for Kindergarten Fall 4-5](#)



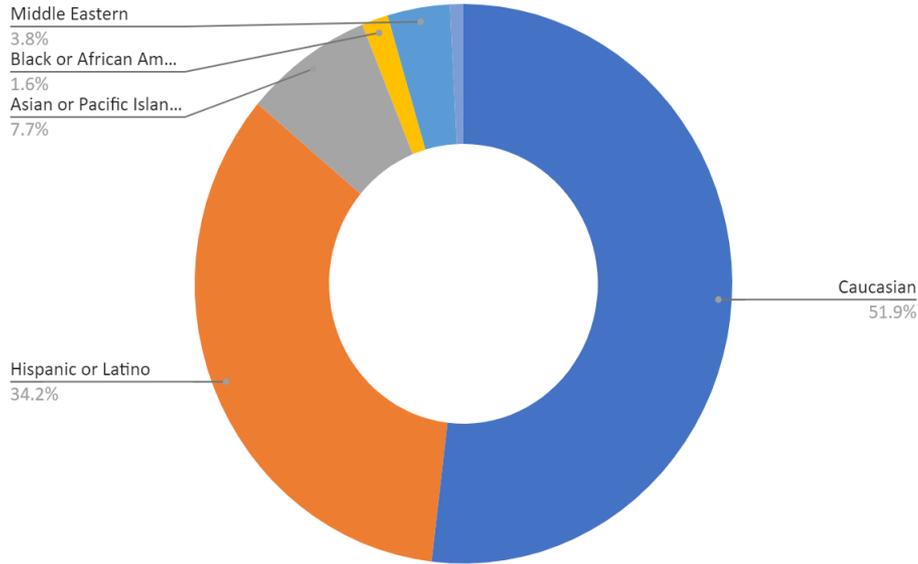
Dedicated Extensive Outreach via social media, email, text, and in person. Patience, Time and Dedication to our READY! Parents.



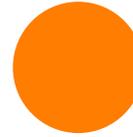
Community Partnerships & Collaborations
TCCH, Kadlec, Trios, ECEAP, CIS, Prepares, WIC, Inspire, Tri Tech, CDC

Key figures and data

2021 -22



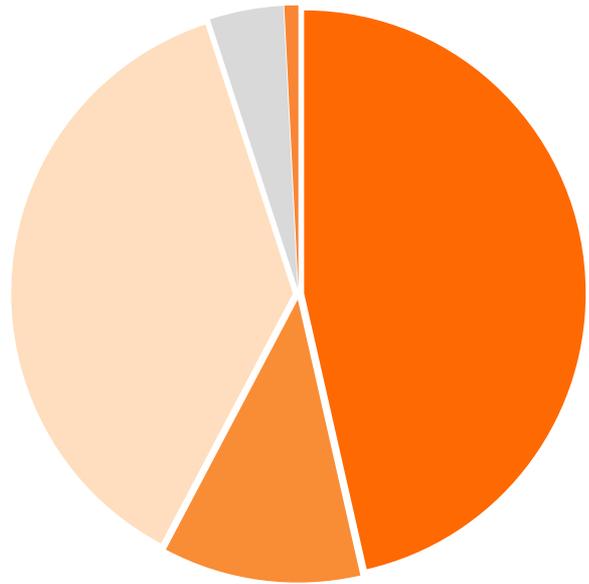
2507 parent and caregiver participants.
Contract goal was **2500**.



Served English and Spanish speakers, Migrant and Refugee families, economically vulnerable families, families with children who have developmental needs, preschool families, childcare providers and at risk kindergarten students and families.

PROGRAMMING BREAKDOWN 2021 -22

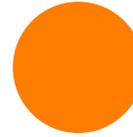
2507 participants



- English E Learning
- Spanish E Learning
- READY! in Kinder Program
- Family Learning Center and Migrant Program (ELL)
- Childcare Provider



READY! In KINDER schools: Amistad, Cascade, Eastgate, Edison, Furza Sage Crest, Westgate



E-Learning English and Spanish, In person Family Learning Center, Migrant program outreach, Childcare Provider and additional referral pipelines at Keewaydin, Children's Development Center, WIC, TCCH, and ECEAP.

End of year survey results

“The interactive activities make the workshop fun and interesting.”

97% answered 4 or above.

100% of participants indicated they

would recommend the

READY! program to other families.



GOALS FOR 2022 -23



Contract Goal is 2500

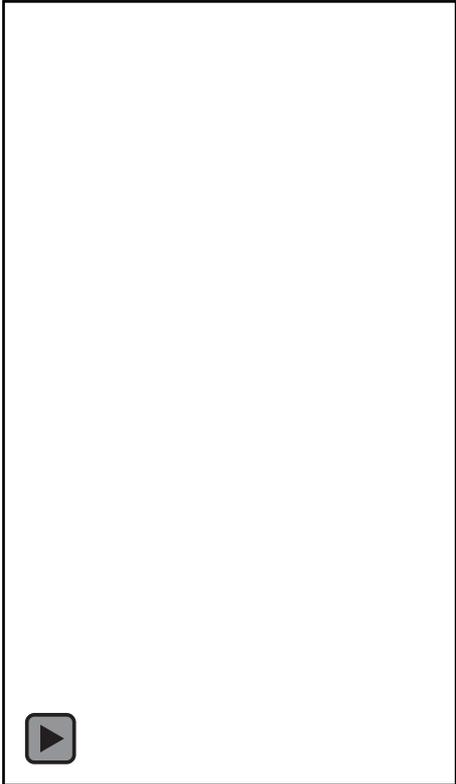
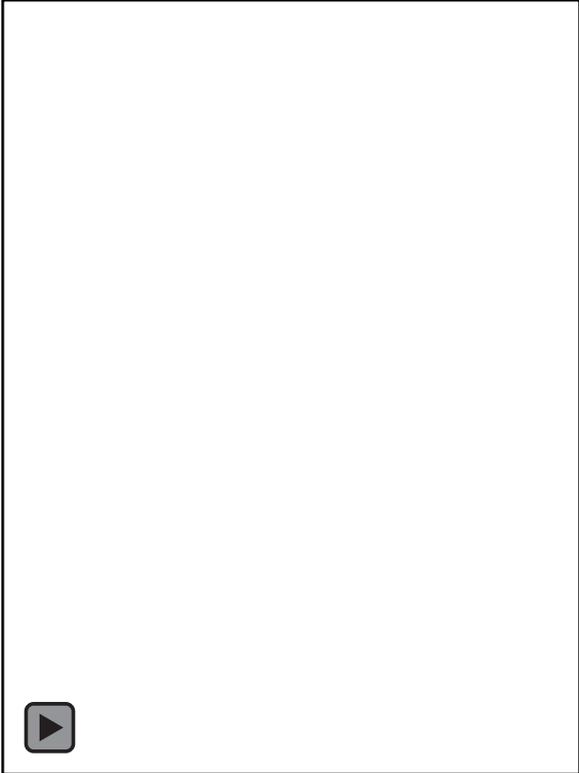
Parent and Caregiver Participants

Continue providing
the learning
workshops with
targeted outreach



Add in person
workshops to
vulnerable families
and ready meet up
opportunities for
parents

STORYBOARD





Provides one to one volunteer tutoring for K-3rd graders throughout KSD. Hybrid and in person methods.

Dedicated Site Coordinators for each school that do volunteer coordination, outreach and oversight.

TEAM READ 30 MINUTE MODEL

10 Minutes
Sight & High
Frequency
Word
Practice

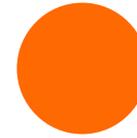
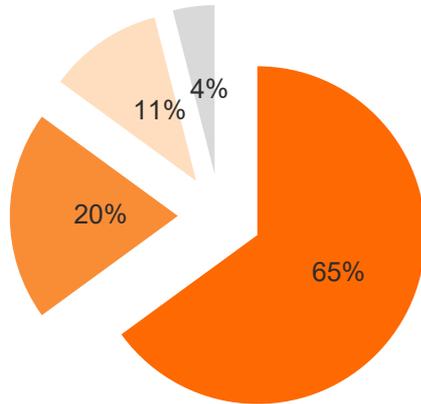
10 Minutes
Phonemic
Awareness
Activities &
Decoding

10 Minutes
Shared
Reading
& Read
Alouds

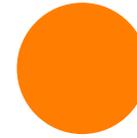
Key figures and survey results 2021

-22

■ Exceptional ■ Substantial ■ Minimal ■ None



85% of teachers indicated students made substantial or exceptional progress utilizing Team Read.



100% of teachers based on their experiences would utilize Team Read again for their students.

359 students served with in person and hybrid tutoring
4063 books distributed through the Team Read Program
1275 tutor Hours

VolunteerS

Current : 75

Volunteers are to be trained, supported and have an enjoyable experience with the Team Read Program

Trained

“Best part was seeing the progress made with the tools provided.”

supported

“I enjoyed working with the Coordinator. I felt like my feedback was important and heard whenever I had suggestions or asked questions.”

Enjoyable experience

“I most enjoyed connecting with the elementary students!”

GOALS FOR 2022 -23



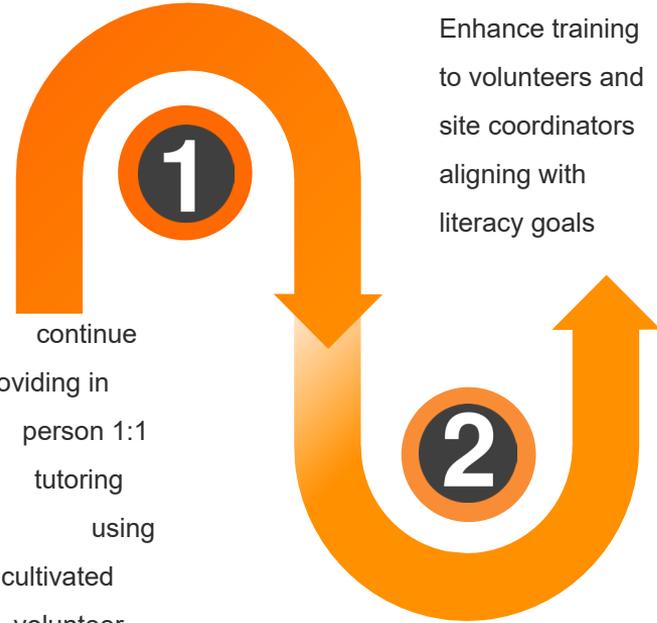
Contract Goal is 9 schools

Up to 350 students

Schools: Cascade, Canyon View, Eastgate

Edison, Fuerza Sage Cross, Southgate

Sunset View and Vista



1
continue
providing in
person 1:1
tutoring
using
cultivated
volunteer
base

2
Enhance training
to volunteers and
site coordinators
aligning with
literacy goals ksd

LITERACY IMPACT

Book Distributions

Over 5000 books distributed in
2021 -22 valued at \$30,000



Additional School and Community Book Requests

Events

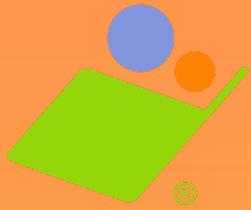
Open houses
Kindergarten round ups
Math, stem, and reading nights
Meet and greets
Mid columbia libraries events
Second HARVEST Food distributions
Summer concerts and events
BACK to school community events

STORYBOARD



Whether it is providing Team Read and READY! for Kindergarten programs , supporting new teachers, fulfilling book requests and attending community and school events to promote literacy and the importance of reading 20 minutes a day...The Children's Reading Foundation of Mid-Columbia looks forward to continuing our partnership with KSD in 2022-23!





The
Children's
Reading
Foundation
of the Mid-Columbia

QUESTIONS?



Thank you Kennewick School Board for having us!



KENNEWICK
**COMMUNITY
EDUCATION**



About Community Education

- Provide in-person evening and weekend classes, workshops and lectures for adults and families.
- Classes take place primarily in district facilities.
- Online class program offered through Ed2Go.
- Classes offered for more than 30 years.
- Serves all the Mid-Columbia area.



Current Session

- Current class session:
Sep 6– Dec 14
- 85 classes
- Class duration: 1-12 hours
- Total of 220 hours of class time
- Classes are offered as one-time or series




KENNEWICK
COMMUNITY
EDUCATION

September - December 2022

All Mid-Columbia residents are invited to sign up today at www.ksd.org/kce

Current Session

- Classes are taught by 45 community instructors who either volunteer or opt to receive a minimal stipend.
- Classes range in cost from free to \$120 depending on duration, type of class, and cost of materials.

ARTS & CRAFTS

SUNFLOWER WREATH NEW

Create your own sunflower wreath for the fall! This wreath will be made of a grapevine base with greenery, florals, sunflowers, and a DIY bow. Your neighbors will be jealous of your front door!

100F22 | \$45

Wednesday, Sept. 7
6 - 8 p.m.

Kennewick High School, Room B208
Maddy Trang, Mama Made Designs

OIL PAINTING FOR BEGINNERS

POPULAR

Learn to paint with oils. Bring a photo or drawing to class showing what you would like to learn to paint. Popular examples are animals, flowers, or landscapes. **See supply list on the online registration page. Participants choose canvas size. Ages 12+ allowed if accompanied by an adult also registered for the class.**

104F22 | \$65 | 3 weeks

Tuesdays, Sept. 13-27
6 - 8 p.m.

Kennewick High School, Room B208
Tanna Scott

BEGINNING SEWING NEW

Are you ready to learn how to sew? Whether a pro or novice this is the class for you! You're going to be learning sewing machine parts, safety and first aid, seams and construction techniques, and more. Final project will change with each class session. See supply list on the online registration page. **Ages 12+ allowed if accompanied by an adult also registered for the class.**

101F22 | \$60 | 4 weeks

Mondays, Sept. 12 - Oct. 3
6:30 - 7:30 p.m.

102F22 | \$60 | 4 weeks

Mondays, Oct. 10 - Nov. 7
(No class on Oct. 31)
6:30 - 7:30 p.m.

103F22 | \$60 | 4 weeks

Mondays, Nov. 14 - Dec. 12
(No class on Nov. 21)
6:30 - 7:30 p.m.
Kennewick High School, Room B213
Megan Simpson, Enola Mae Atelier



ALPACA BRAIDED RUG NEW

Braid a beautiful four-strand area rug with Alpaca rug yarn. Your unique rug will be completed during this class and will be ready for use in your home. Alpaca wool fibers are extremely soft and will be fabulously cushy on your feet. **Pay instructor cash at the class \$45 per alpaca bump (one is needed to create a rug).**

105F22 | \$70

Saturday, Sept. 17
1 - 4:30 p.m.

101 N. Union St. #208 Kennewick, WA 99336
Wanda Carpenter, Desert Fiber Arts Studio

Ed2Go– Online Classes

- Online classes offered year round
- Currently, more than 400 courses offered in Art & Design, Business, Computer Applications, Computer Science, Health & Fitness, Information Technology, Languages, Math & Science, Test Prep, and Writing
- Cost range from \$105 to \$395 depending on subject and duration
- District is charged a wholesale rate on classes

Featured Courses [View all featured courses](#)

 Writing the Fantasy Novel	 Computer Skills for the Workplace	 Mastering Your Digital SLR Camera	 Introduction to Microsoft Excel 2013	 Drawing for the Absolute Beginner
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Popular Courses [View all courses](#)

 Speed Spanish	 Accounting Fundamentals	 Accounting Fundamentals Series	 Introduction to Microsoft Excel 2019/Office 365	 Discover Sign Language
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New Courses [View all courses](#)

 UI/UX Design	 Winning RFP Responses (Self-Paced Tutorial)	 Learn to Buy and Sell on eBay (Self-Paced Tutorial)	 Winning RFP Responses	 Introduction to Machine Learning (Self-Paced Tutorial)
--	--	--	--	---

[See All Courses](#)

Ed2Go— Online Classes

Kennewick Community Education offers a wide variety of online classes through our partnership with Ed2Go, and some classes qualify for clock hours. Most classes qualify for 24 clock hours.

- Enrollment has averaged around 65 class registrations each year for the past three years.
- Most popular classes: Speed Spanish, Accounting Fundamentals Series, Introduction to Microsoft Excel and Discover Sign Language
- Several classes also qualify for clock hours for teachers/paras.

TOOLS FOR TEACHERS

Creating Classroom Centers
 Creating the Inclusive Classroom: Strategies for Success
 Differentiated Instruction in the Classroom
 Empowering Students With Disabilities
 Differentiating K-12 Assessments
 Enhancing Language Development in Childhood
 Grammar Refresher
 Grammar Refresher II
 Leadership
 Merrill Ream Speed Reading
 Solving Classroom Discipline Problems
 Solving Classroom Discipline Problems II
 Survival Kit for New Teachers
 Teaching High School Students
 Teaching Preschool: A Year of Inspiring Lessons
 Teaching Students with ADHD
 Teaching Students with Autism: Strategies for Success
 Teaching Students with Learning Disabled Students
 The Creative Classroom
 The Differentiated Instruction & Response to Intervention Connection
 Understanding Adolescents

GRANT WRITING

A to Z Grant Writing
 Get Grants!
 Writing Effective Grant Proposals

COMPUTER SKILLS

Intro to Microsoft Excel 2016
 Intermediate Microsoft Excel 2016
 Intro to Microsoft Excel 2019/Office 365
 Intermediate Microsoft Excel 2019/Office 365
 Intro to Microsoft Outlook 2019/Office 365
 Intro to Microsoft PowerPoint 2016
 Intro to Microsoft PowerPoint 2019/Office 365
 Intro to Microsoft Publisher 2013
 Intro to Microsoft Word 2016
 Intermediate Microsoft Word 2016
 Intro to Microsoft Word 2019/Office 365
 Intermediate Microsoft Word 2019/Office 365
 Understanding the Cloud

LANGUAGES

Grammar for ESL
 Spanish in the Classroom
 Speed Spanish
 Speed Spanish II

MATHEMATICS & SCIENCE

Singapore Math Strategies: Adv Model Drawing for Grades 6 - 9
 Singapore Math Strategies: Model Drawing for Grades 1 - 6
 Singapore Math Strategies: Number Sense & Computational Strategies
 Teaching Math: Grades 4 - 6
 Teaching Science: Grades 4-6

READING & WRITING

Common Core Standards for English Language Arts K-5
 Content Literacy: Grades 6 - 12
 Enhancing Language Development in Childhood
 Guided Reading: Strategies for the Differentiated Classroom
 Guided Reading & Writing: Strategies for Maximum Student Achievement
 Ready! Set! Read!
 Response to Intervention: Reading Strategies That Work
 Teaching Writing: Grades K - 3
 Teaching Writing: Grades 4 - 6

CLASSROOM COMPUTING

Blogging & Podcasting for Beginners
 Creating a Classroom Website
 Designing Effective Websites
 Integrating Technology in the Classroom
 Microsoft PowerPoint 2013 in the Classroom
 Teaching Smarter with SMART Boards
 Using the Internet in the Classroom

REGISTER FOR CLASSES AT
www.ed2go.com/kce



How do I obtain clock hours?

1. Only courses on the lists above are pre-approved for clock hour credit. For any other course(s) review and obtain pre-approval from the Curriculum Dept. prior to registration.
2. Enroll for the class through ed2go and register for clock hours in pdEnroller. You can search for ed2go classes in pdEnroller to see if the class is already open. If not found, please e-mail Kristi Lakey in Curriculum.
3. Upon completion, save a copy of your Certificate of Completion to your computer to upload as documentation when you claim your clock hours.

Questions?

Brooke Leggett, Community Education ext. 6977 | Kristi Lakey, Curriculum Dept. ext. 6579

Program Statistics and Growth

- Fall 2022 has seen a 221% growth over Fall 2021 so far, and there are still 1.5 months of the session left.
- Fall 2022 has 16 new instructors.
- Student participation levels have increased to higher than pre-pandemic.
- Ed2Go participation has increased 21% since 2021.
- A KCE Instagram has been created.

Expansion Plans

- Launch a second session to run from January to May 2022.
- Integrate more family class options.
- Recruit more volunteer instructors.
- Promote and market classes to the wider community.





KENNEWICK
COMMUNITY
EDUCATION

Questions?



KENNEWICK
SCHOOL DISTRICT

K-12 Student Goal Report: ***All Students are Ready for their Future***

October 26, 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.

Students

Our Goals are for All KSD Students

All students can learn and achieve at high levels. Student performance, attendance, and discipline data is disaggregated and analyzed for any existing achievement and opportunity gaps, especially in gender, race, language, ability, and socioeconomic status. Each school's individual School Improvement Plan includes equity statements and concrete, district-supported strategies for closing achievement and opportunity gaps where they exist.

All students are ready for their future



- > Learning digital citizenship, social, life and employment skills
- > Provided the opportunity to become bilingual and biliterate
- > Graduating with a personalized plan for their post-secondary pathway

All students are engaged learners



- > Provided relevant, rigorous and engaging instruction
- > Receiving individualized, equitable and inclusive supports
- > Accessing diverse course offerings, activities and athletics
- > Making progress, annual growth, and meeting grade level standards

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

Presentation Outline



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.



- Graduation Rates
- Dual Credit Rates
- Middle School Algebra

Graduation Rates

Target: 100% of Students Graduate in Five Years

KSD Proficiency Target



District Performance Indicators and Targets: Annual Report

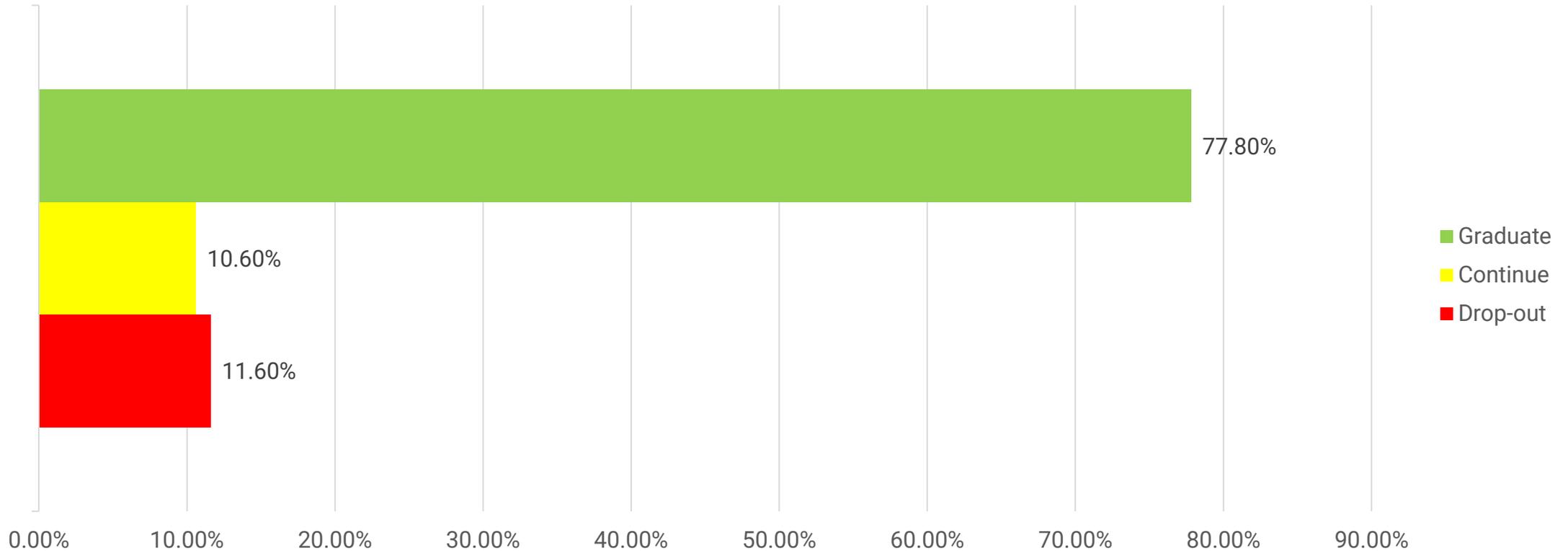
Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025	
Grade 12 Benchmark Year	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by 2% from semester 1 to semester 2.		-0.58%	5.76%				
	<i>Graduation and preparation for post-secondary or work</i>		100% of all students have accumulated the credits required to graduate and graduate in five years	82% Class of 2019	85.3% Class of 2020	86.8% Class of 2021			
			100% of all students graduate with a plan for post-secondary education or work	100% Class of 2019	100% Class of 2020				
	<i>English Language Acquisition</i>		≥ 35% of EL students are growing one level on the Writing Domain from spring to spring summative ELPA		33%				
				≥ 25% of 3 rd year EL students score at the proficient level on the ELPA	0%				
				≥ 50% of 5 th year EL students (At-risk for LTEL) score at the proficient level on the ELPA	9%				

Why Focus on Graduation?

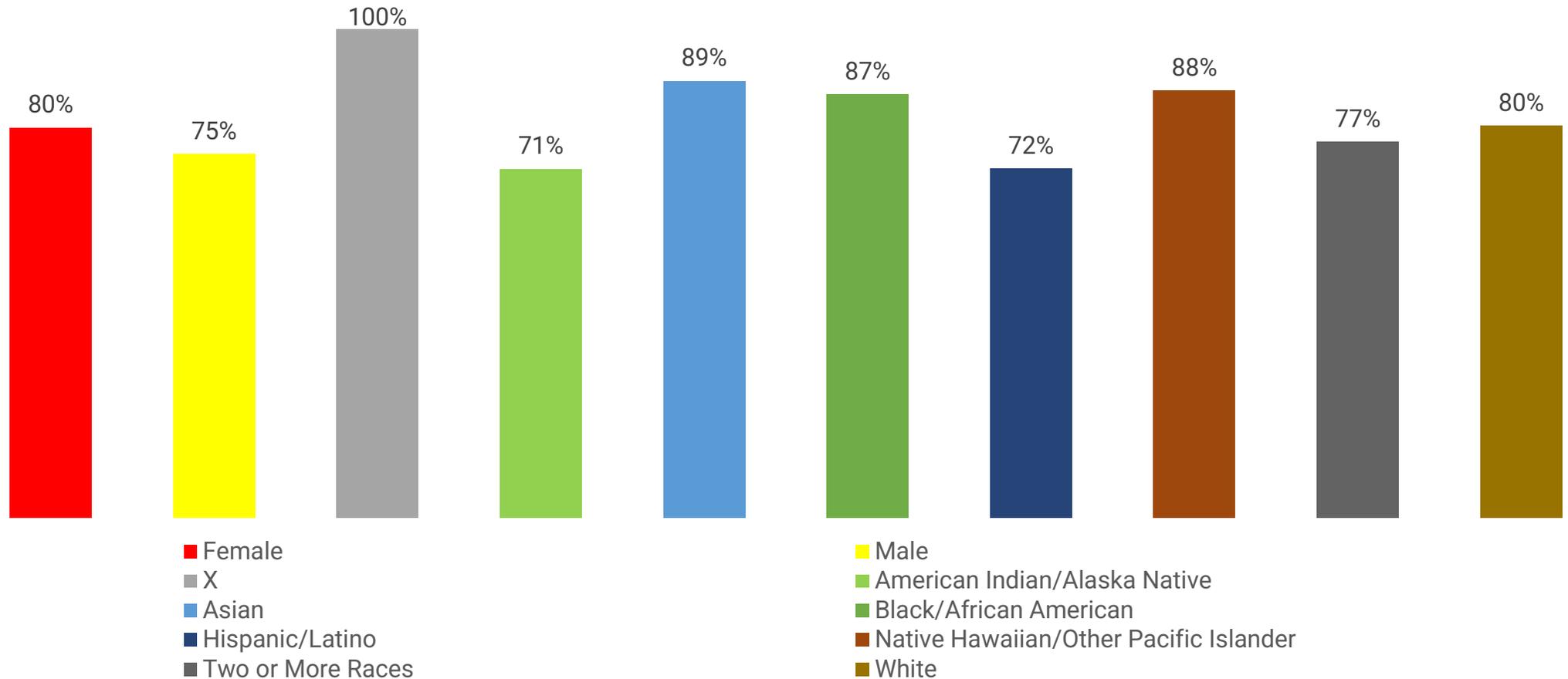
Graduation Statistics:

- High school graduates are more likely to be employed, make higher taxable income, and aid in job generation.
- High school graduates earn a national average of \$9,204 more annually compared to high school dropouts *(2018 data)*
- High school graduates are less likely to engage in criminal behavior or require social services.
- High school graduates have better health and longer life expectancy.
- High school graduates are more likely to vote. During the 2012 presidential election, 4 percent of people who left high school without graduating voted compared to 24 percent of youth with only a high school diploma and 37 percent with a college degree.
- High school graduates contribute to America's national security because students that leave high school without a diploma are not qualified to serve in the military.
- The nation's economy depends on skilled labor. Business leaders report difficulty in finding enough qualified employees with the skills, training and education to meet their companies' needs.

Class of 2022: Four-Year Graduation Rate

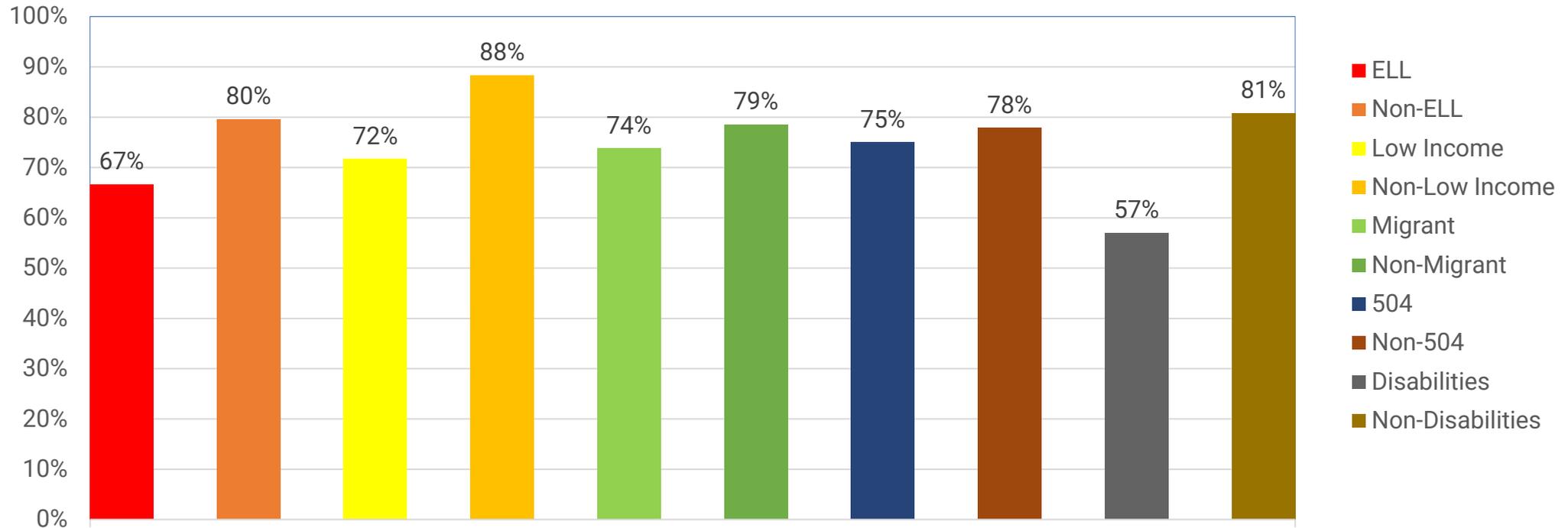


Class of 2022: Four-Year Graduation Rate



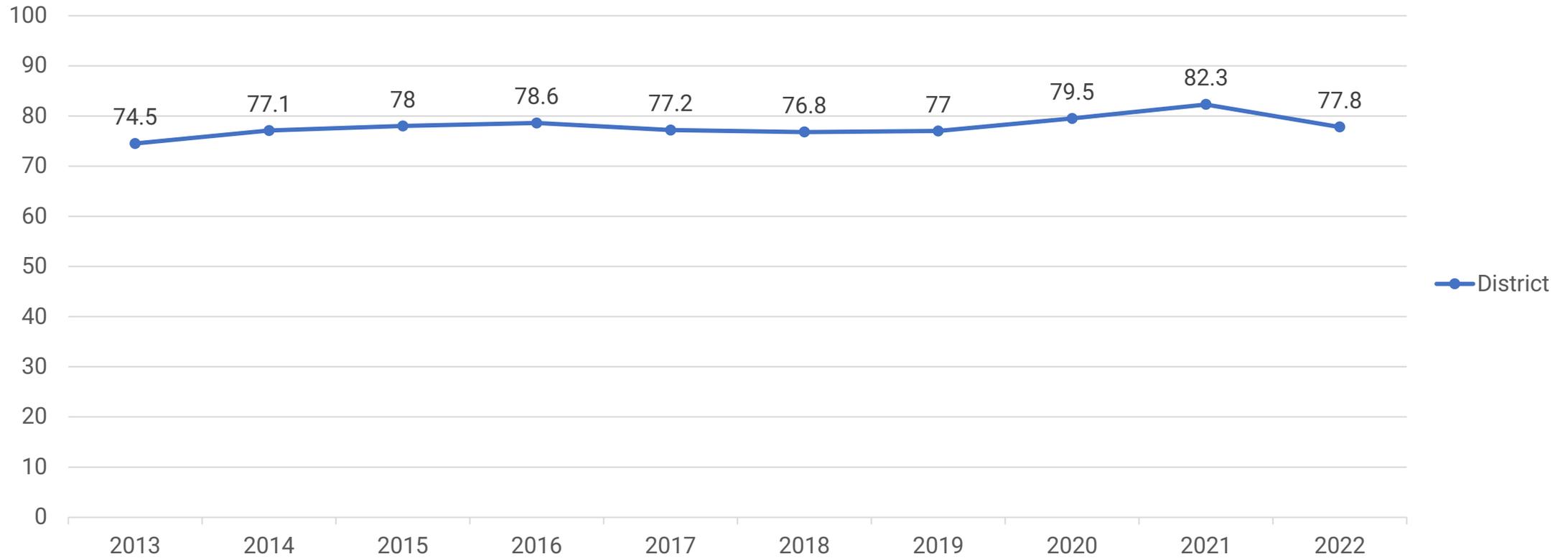
Class of 2022: Four-Year Graduation Rate

Program Participation



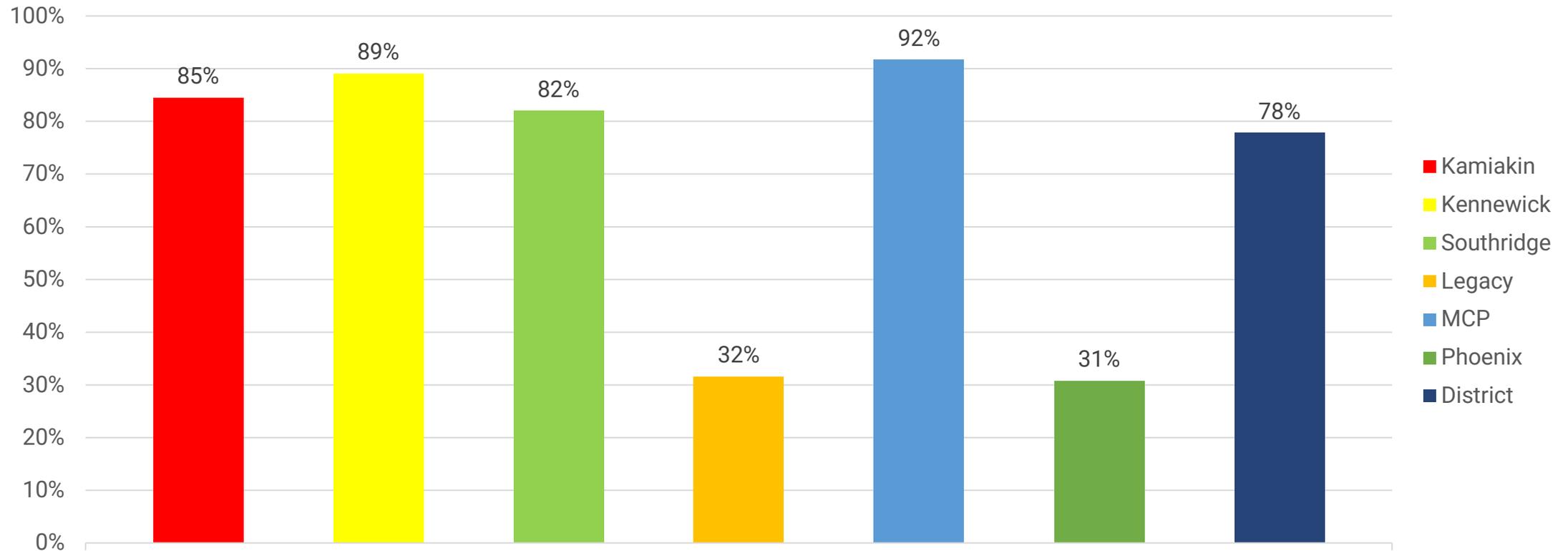
Four-Year Graduation Rate Trend

District



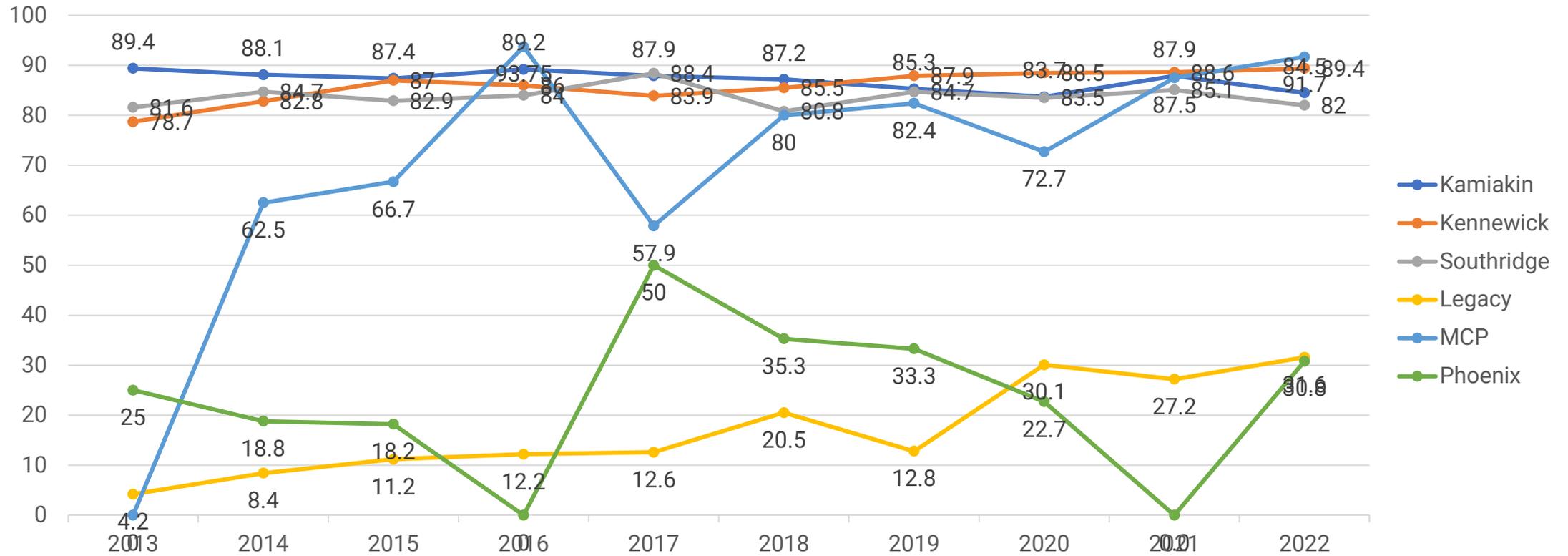
Class of 2022: Four-Year Graduation Rate

By School



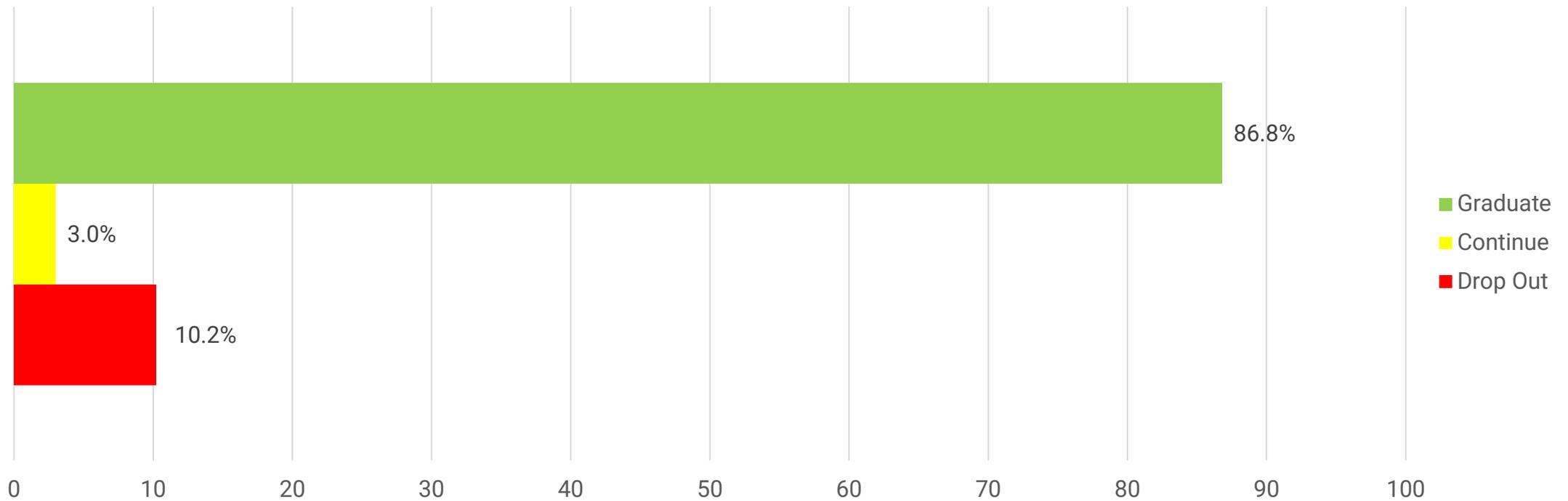
Four-Year Graduation Rate Trend

By School



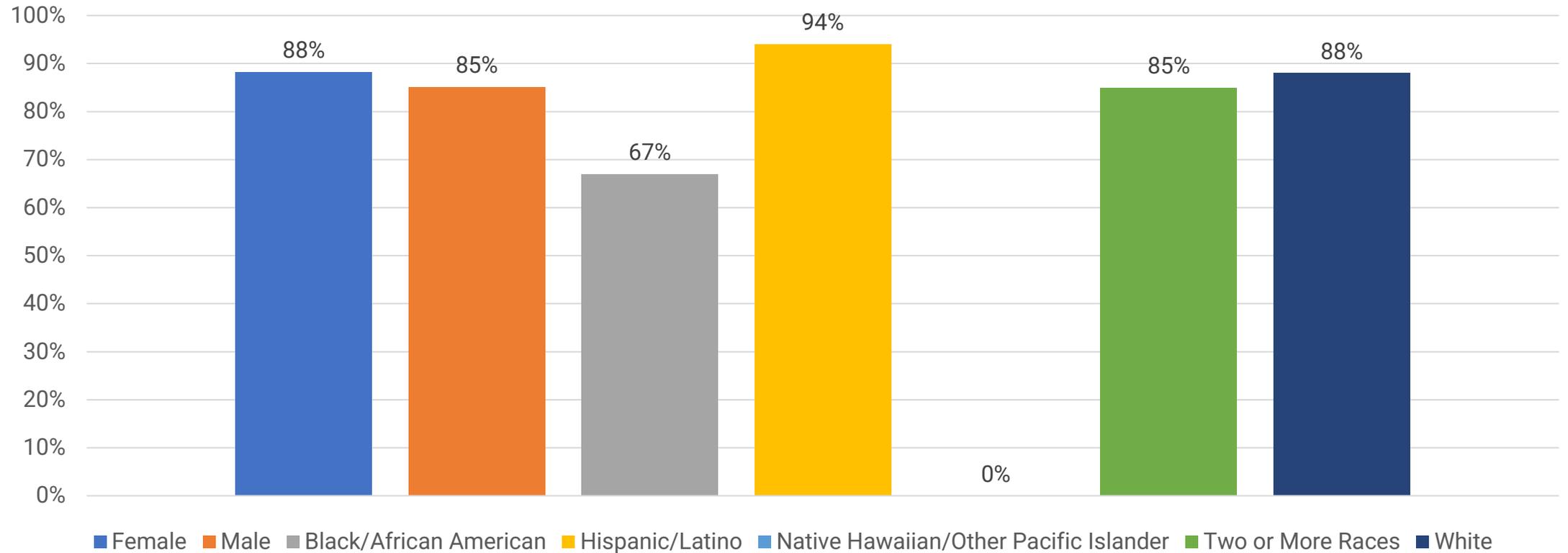
Class of 2021: Five -Year Graduation Rate

Class of 2021



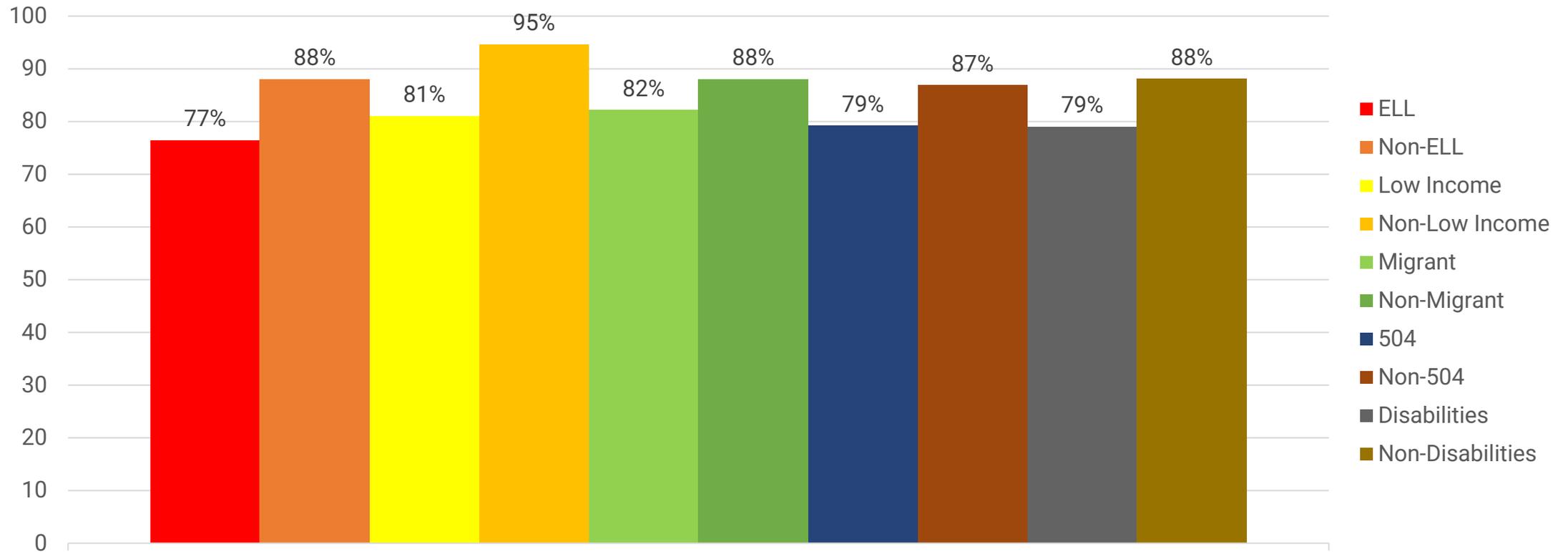
Class of 2021: Five -Year Graduation Rate

Demographics



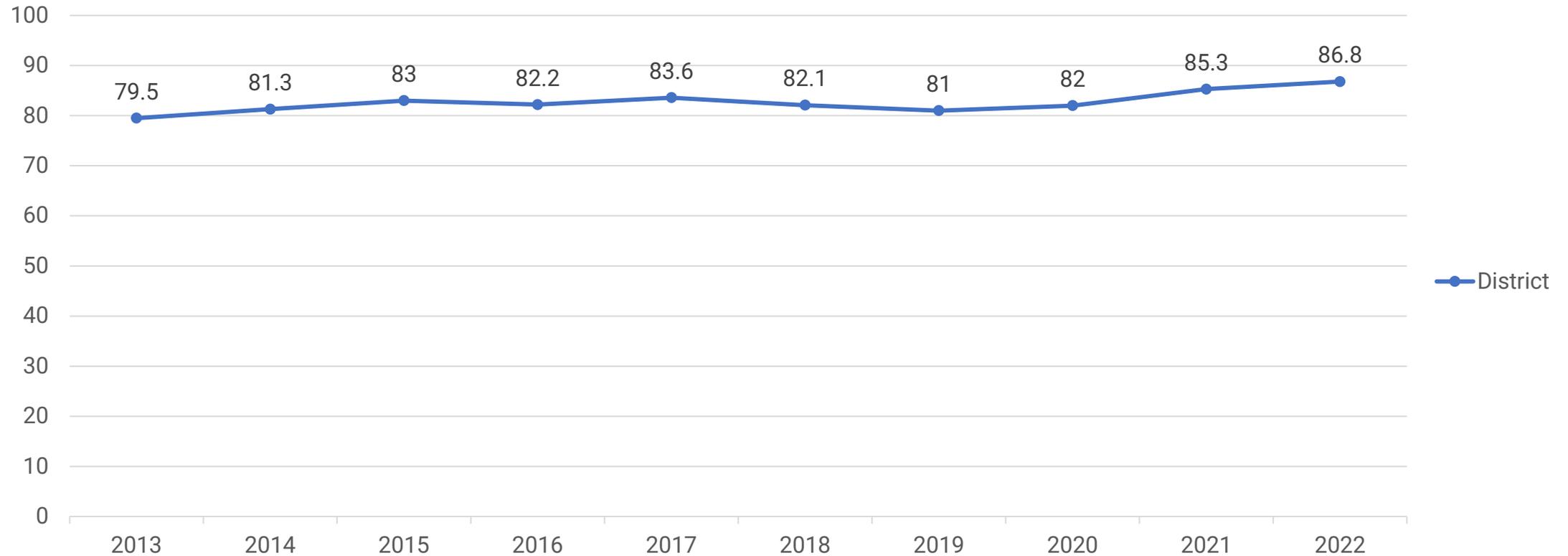
Class of 2021: Five -Year Graduation Rate

Program Participation



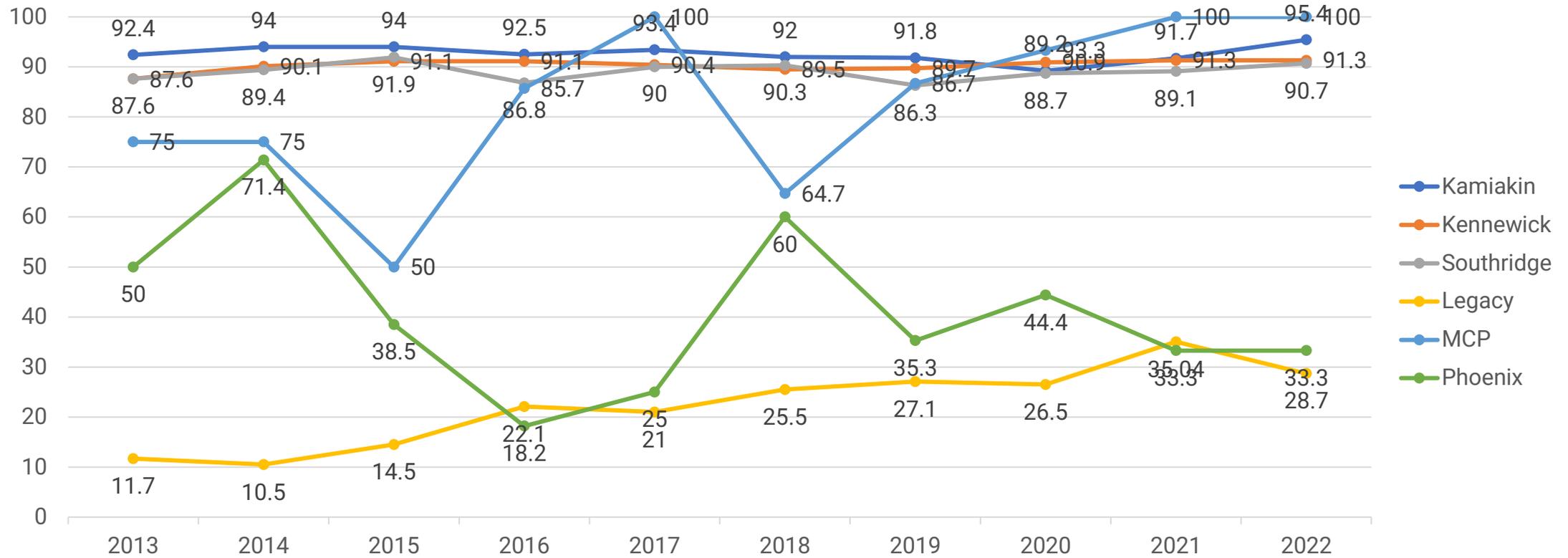
Five -Year Graduation Rate Trend

District

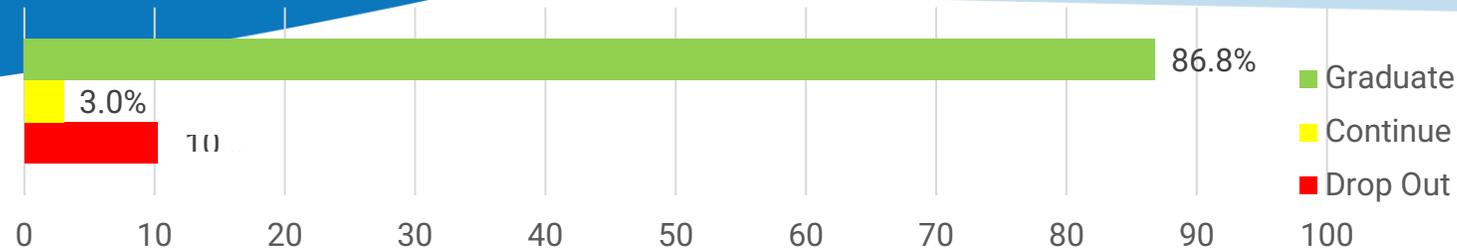


Five-Year Graduation Rate Trend

By School



Class of 2021: Re-Engagement Efforts



Class of 2021 5-year Cohort Data	Re-Engagement Data and Programs	New Supports for 2022-2023
<ul style="list-style-type: none"> • 1,302 Total Students • 1,130 Graduates • 172 Non-Graduates • 39 Continuing Students • 124 Re-engaged Students 	<ul style="list-style-type: none"> • 102 students enrolled at TC Futures • 11 students in CBC High School Academy • 11 students in the CBC Open doors program (Soar to Success) 	<p>Expanding current model for migrant students (Out-of-School Youth Coordinator) to serve more students</p>

Dual Credit Rates

Target:

≥75% of High School Students Complete at Least One Dual Credit College Level Course

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 11	<i>On Track for Graduation: Credit Acquisition and Passing Grades</i>	Increase the number of all students passing all classes by 2% from semester 1 to semester 2.		-0.21%	4.18%			
			≥ 90% of all students have accumulated 18 credits	57%	59%			
	<i>Dual Credit and preparation for post-secondary</i>		≥ 75% of all students have completed at least one dual credit college level course	73%	72%			
	<i>English Language Acquisition</i>	≥ 35% of EL students are growing one level on the Writing Domain from <u>spring to spring</u> summative ELPA		25%				
			≥ 25% of 3 rd year EL students score at the proficient level on the ELPA	14%				
			≥ 50% of 5 th year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

What is Dual Credit?

STUDENTS



**READY FOR
THEIR FUTURE**

- Dual Credit provides students with the potential to earn high school and college credit at the same time. Dual credit options can be course or exam based.
- Advanced Placement (AP)
- International Baccalaureate (IB) courses with exams
- Running Start
- College in the High School (CHS)
- Career and Technical Education (CTE)

Why Focus on Dual Credit?

STUDENTS



**READY FOR
THEIR FUTURE**

- In today's world, two-thirds of all jobs require some post-high school training or education.
- Earning college credit in high school helps students see that they can be successful in post-secondary.
- Earning college credit in high school saves money for families.

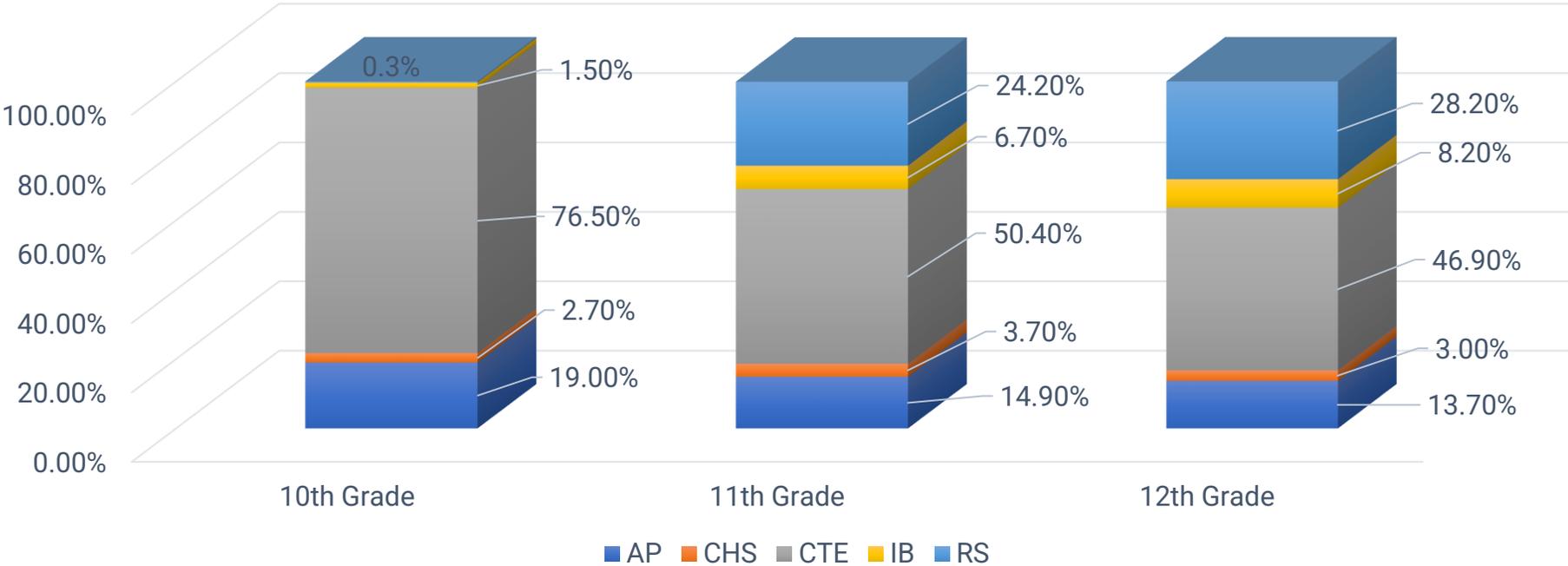
Who is earning dual credits?

	10 th grade	11 th grade	12 th grade
2020-2021	55.8%	73.0%	83.0%
2021-2022	57.0%	72.0%	88.0%

- 10th grade includes students who earned dual credit in grades 9 or 10
- 11th grade includes students who earned dual credit in grades 9, 10, or 11
- 12th grade includes students who earned dual credit in grades 9, 10, 11, or 12

Dual Credit by Course Type

Percent of Credits Earned by Course Type



Middle School Algebra

Target: $\geq 60\%$ of Middle School Students Earn High School Algebra Credit (or higher)

Grade Level	Focus	Growth Targets	Proficiency Targets	2020-2021*	2021-2022	2022-2023	2023-2024	2024-2025
Grade 8 Benchmark Year	<i>Reading/ELA</i>	≥90% of all students are making expected spring to spring growth on the MAP reading assessment		50%	48%			
		≥50% of all students are progressing from their prior year SBA from L1 to L2 or from L2 to L3 on the reading SBA		n/a	39%			
			≥65% of all students are meeting state standards in ELA (Level 3 or 4 on SBA)	43%	45%			
	<i>Math</i>	≥90% of all students are making expected spring to spring growth on the MAP math assessment		54%	54%			
		≥50% of all students are progressing from their prior year SBA L1 to L2 or from L2 to L3 on the math SBA		n/a	14%			
			≥65% of all students are meeting state standards in math (Level 3 or 4 on SBA)	32%	26%			
			≥60% of all students earned high school Algebra credit (or higher)	41%	42%			
	<i>Science</i>		≥65% of all students are meeting state standards in science (Level 3 or 4 on WCAS)	41%	34%			
	<i>English Language Acquisition</i>	≥40% of EL students are growing one level on the Writing Domain from spring-to-spring summative ELPA		20%				
			≥35% of 3 rd year EL students score at the proficient level on the ELPA	0%				
			≥65% of 5 th year EL students (At-risk for LTEL) score at the proficient level on the ELPA	0%				

Why Focus on Algebra?

- Algebra is critically important because it is often viewed as a gatekeeper to higher-level mathematics and it's a required course for virtually every postsecondary school program.
- Understanding algebra also puts students on track for college success, no matter what major they choose.
- The first year of algebra is a prerequisite for all higher-level math
- Students who take Algebra II in high school are also more likely to enroll in college or community college.

Current Data

School Year	Total Number of 8 th grade Students	Number (Percent) enrolled in Algebra I or higher in 8 th grade	Number (Percent) earning Algebra I or higher credit by the end of 8 th grade
2021 -2022	1430	654 (45.7%)	605 (42.3%)
2020 – 2021	1451	672 (46.3%)	601 (41.4%)
2019 – 2020*	1361	675 (49.6%)	472 (34.7%)
2018-2019	1315	573 (43.6%)	435 (33.1%)
2017-2018	1322	665 (50.3%)	511 (38.7%)

District-Focused Math Efforts

- Focus on supporting K-12 math instruction through professional development
- Develop common criteria for middle school math course placement based on multiple measures
- Ensure common district math pathways with opportunities for acceleration
- Ensure Algebra I courses teach the same standards in middle and high school
- Ensure that students earning Algebra I credit at the middle school are not required to repeat Algebra I at the high school

District-Focused Math Efforts

MATH MATTERS

KSD Virtual Event

August 23rd from 8-3

Mark your calendars for an incredible professional development opportunity for KSD teachers on proven techniques to help increase student achievement and learning in math.

This event will be a K-12 virtual conference with internationally known authors and presenters on best practices for instruction and student growth. Format will be similar to our FOCUS day and the event is open to all teachers with specific emphasis in mathematics instruction.

Teachers will be paid for attending at curriculum rate and earn up to 6 clock hours for participation.
More information will follow.

Speakers Currently Include:

Yeap Ban Har

Curriculum Author of
Maths No Problem and
Think Mathematics

Greg Tang

Curriculum and Website
Developer and Expert on
Building Number Sense

Jennifer Bay-Williams

Author of Figuring Out
Fluency K-12 and Expert on
Building Fact and
Procedural Fluency

Dan Meyer

Creator of 3 Act Real World
Math Tasks

Jon SanGiovanni

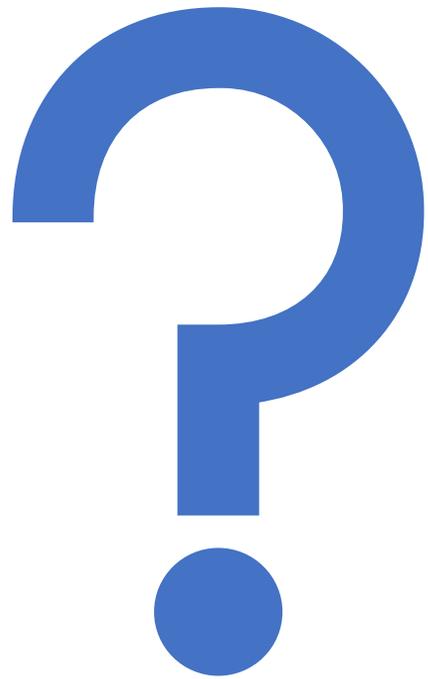
Author on Figuring Out
Fluency K-12 and
Productive Struggle

Christina Tondevold

The Recovering
Traditionalist and Building
Math Minds Leader

District-Focused Math Efforts

- The Middle School Curriculum Advisory Committee is looking at instructional practices, current data, and equity with students in math courses to develop course placement criteria and provide engaging and relevant instruction.
- Over 300 math teachers have participated in trainings with international math experts to look at practices and consider alternative teaching approaches to better develop algebraic skills.
- K-5 math teachers meet and backward plan the curriculum including standards, critical lessons, and instructional ideas and preparing students for the rigor of middle school.
- A Standards of Mathematical Practice “look-fors” document has been developed and shared with principals to help them in their observation of instruction to grow teacher capacity and engage in further discussion of teaching practices.
- Onsite consultations with Carnegie Learning at two secondary schools.



**Comments?
Questions?**

Booster Club Collaboration

October 26, 2022

Fast Fifteen Rules for Booster Clubs

Booster Clubs

1. No one owns the booster club.
2. It is an independent business with private funds.
3. It can use school facilities following board policy.
4. IRS expects proper accounting, including the TIN available online along with nonprofit status.
5. Incorporated? Board has liability for fiduciary duties; Unincorporated? All members have liability.
6. It cannot use public funds/resources to support the independent business.
7. It cannot be involved in political action.
8. It cannot sell stock nor have profit sharing.
9. It can and should make a profit.
10. It must have dissolution clause when filing for state recognition.
11. School employees can have a private life.
12. It has tax liabilities for employees, purchases (even out of state).
13. Insurance is necessary.
14. Gambling? Need 501 c-3 status to hold raffles
15. Other state agencies interested in Boosters:
 - Secretary of State
 - Gambling Commission
 - Dept. of Ecology
 - L & I
 - WA State PTA
 - OSPI- Equity (Title IX)
 - Washington State Auditor



For additional resources,
contact Greg Barker at greg@awsp.org



Booster Club vs. ASB

Fundraising Guidance

- II. Parent Groups - Booster Club and Parent Teacher Association - Private Money
 - The school board should have policies to address the approval of activities of private groups. *Selling any item at school that is for a private business would be regulated by the school district policies.*
 - Activities/events must be planned, managed and operated solely under the direction of the parent group.
 - When using district facilities, the group must follow district policies.
 - Funds cannot be commingled with ASB money.
 - Keep the activity an “arms length” transaction.

COMMUNITY RELATIONS

School Support Organizations

The Board encourages the formation of a parent-teacher-student association and/or similar School Support Organizations at each school building for the purpose of providing an opportunity through which parents, teachers and students may unite their efforts and interests to enhance the school program. In schools where no such PTA/PTO organization exists, another parent group may be recognized by the school principal as the official body through which parents, staff and students may unite their efforts for similar purposes.

School Support Organizations and/or special interest organizations may be formed to support and strengthen specific activities conducted within the school or district. All such groups must receive the approval of the school principal or superintendent in order to be recognized as a School Support Organization. Staff participation, cooperation and support are encouraged in such recognized organizations.

School Support Organizations are responsible for complying with all local, state and federal laws as well as the guidelines of the Internal Revenue Service, Department of Licensing, and Washington State Gambling Commission (if applicable).

Legal Reference:

[RCW 19.09](#)

[RCW 24.03](#)

[RCW 42.23](#)

[WAC 434-120](#)

Charitable Solicitations

Washington Nonprofit Corporation Act

Code of Ethics for Municipal Officers –
Contract Interests

Charitable Solicitation Organizations and
Charitable Trusts



Board Policy 4600

Adopted: July 20, 2011

COMMUNITY RELATIONSSchool Support Organizations**Recognition**

1. School Support Organizations are separate entities from the school and School District.
2. School Support Organizations must receive approval annually by the Principal to operate at the school. Once approved, the Principal or a designee will be assigned to provide guidance to the School Support Organization.
3. School Support Organizations such as PTA/PTOs, Boosters, Senior Party Parents, and other special interest groups may form for the purpose of supporting the school in its academic, extra-curricular, and social endeavors.
4. Because they operate with the consent of the School District, School Support Organizations must ensure that all of their practices and activities are consistent with School District standards, as well as follow School District policies and procedures.
5. Only a School Support Organization which has agreed in writing to operate in accordance with Kennewick School District policies and procedures may use the name, mascot or logo of the School District to solicit or raise money, materials, property, securities, services, or other things of value.
6. The organization must be managed and/or operated by adults who have or have had students in the School District.

Organization

1. School Support Organizations must register as non-profit corporations with the Secretary of State.
2. School Support Organizations will provide the School District with a copy of their "Washington Nonprofit Corporation Articles of Incorporation."
3. School Support Organizations must provide the school with a copy of the annual report submitted to the Secretary of State.
4. School Support Organizations are responsible for complying with all local, state and federal laws as well as the guidelines of the Internal Revenue Service, Department of Licensing, and Washington State Gambling Commission (if applicable).
5. School Support Organizations must not use the District's tax ID number.

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6. A federal identification number, specifically and only for the use of the School Support Organization, shall also be obtained if required for federal reporting purposes.
7. School Support organizations shall acknowledge that obtaining non-profit status and/or a state and federal tax ID number is not the same as obtaining a Federal Tax Exempt 501(c) 3 status. Until they obtain a 501(c) 3 status, School Support Organizations must never represent to the public that donations to their organizations are tax deductible.

Operations

1. All questions by a School Support Organization member concerning a policy or procedure of the Kennewick School District should be directed to the member's school principal or his/her designee.
2. Minutes will be kept of meetings and all decisions made at the meetings. Specifically, any decisions related to the finances of the group must be included in the minutes.
3. School Support Organizations that are recognized by the School District will be covered under the School District's liability and property insurance provided that they are operating within District policies and procedures and are acting within their scope of duties as a volunteer and/or as a School Support Organization for the School District at the School District's direction. The School District's insurance policy does not provide any coverage for the handling, depositing, and accounting of School Support Organization's monies. It is the responsibility of the School Support Organization to understand the coverages and limits of coverage provided by the District. The School Support Organization may be responsible for the insurance deductible should a claim be made with the District's insurance carrier.
4. School Support Organizations must maintain clear communications with the building principal (or their designee) regarding their fundraising activities and obtain principal or designee permission for fundraising activities.
5. School Support Organizations that are recognized by the School District will be allowed reasonable use of the District's facilities for the purpose of meetings and other activities and fundraising, according to District facility use policies.
6. School Support Organizations wishing to make a donation of either goods or money to a school should contact the building Principal or designee to determine District policies and guidelines governing donations.
7. Any item purchased for a particular school by a support organization automatically becomes the property of KSD and should remain at the school.
8. School Support Organizations need to be aware of the equity issues when donating money and/or equipment to the school's athletic teams. Title IX issues for equity comes

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into play when donations favor one segment of athletics over another, e.g., boys' over girls' sports.

9. The School Support Organization should maintain documentation of any written conditions on any donations to the District or the school. The District will attempt to disburse the funds or use the donation in accordance with those conditions.
10. Any plan, project or movement instituted to expand, modernize, renovate, or render maintenance to school-controlled and/or owned properties must be submitted to the District for approval. No proposal regarding the aforementioned items can move forward until written permission has been obtained from the District via the "Request to Modify KSD Property" process.
11. Funds that are raised to support the school are to be expended in accordance with the purpose and intended use only: Under no circumstances shall funds raised to support the school, a school event, or a school project of the School Support Organization ever go to an individual or an activity beyond the control of the School Support Organization.
12. Criteria for monetary awards to students such as scholarships should be in the School Support Organization's bylaws and/or Minutes.
13. The principal or Superintendent reserves the right to revoke the sanction of any support organization if it is found that the organization's operations and purpose are not consistent with the policies adopted by the Board or if the organization fails to comply with any specified requirements, including the group's overall mission and approved by-laws.

School Support Organization Fundraising Activity

1. In order for funds to belong to a School Support Organization, the entire activity must have been conducted at the direction and/or under the supervision of the School Support Organization. This means that the School Support Organization must be clearly in charge of the activity from start to finish. To determine if the School Support Organization directed or supervised the activity, all of the following criteria are used:
 - A. If there was a contract involved, the School Support Organization must have signed the contract in accordance with their bylaws. If someone else (i.e., a School District representative) signed the contract, then the activity is not a School Support Organization activity but becomes a school activity under the direction of the ASB.
 - B. The School Support Organization must have been involved in the creation and planning of the activity, as well as the implementation, operation and management of the activity. The activity must have been approved by the School Support Organization membership or Executive board. It must also provide the majority of manpower for the activity through its non-student volunteer members, have a properly structured committee for the activity, and handle all financial aspects of the

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Administrative Regulation No. 4600 School Support Organizations - Continued

activity including: product purchase and management, sales and money handling, and security of assets through School Support Organization depositories and the accounting thereof using generally accepted accounting practices.

- C. School District employees must have only been involved on their own personal (non-staff) time unless the employee's job description required them to serve in an advisory capacity.
- 2. When students are asked to participate in a School Support Organization fundraiser, it must be clearly advertised that the activity is a School Support Organization event. Students are discouraged from collecting money for the School Support Organization. A contract between the School Support Organization and the ASB is advisable when students are asked to work a School Support Organization event, because it clearly defines the responsibility and distribution of the funds.

July 20, 2011
Revised: May 2016

2023 Levy Amount: Discussion and Board Direction

October 26, 2022



Recap: Board Study Session Direction

September 28, 2022

Our Goal is to Develop a Levy Plan that:

- Is unanimously supported and approved by the Board
- Is fiscally responsible in the short and long term
- Allows the district to maintain programs and staffing, avoid undesired budget cuts, and focus on our strategic goals
- Ensures the district continues to implement system efficiencies
- Allows the district to make strategic investments and systemic improvements
- Is supported by a majority of voters

Board Preferred Scenario:

Same Amount and Lower Rate than April, with Declining Rate

September 28, 2022

	Levy Collection Year	Levy Proposed Amount	Estimated Levy Rate
	2022	\$18,150,000 Actual	\$1.67 Actual
Feb 2022 Election	2024	\$25,350,000 Failed	\$1.90 Est.
April 2022 Election	2024	\$23,375,000 Failed	\$1.85 Est. <i>\$1.76 Updated</i>
Feb 2023 Election	2024	\$23,375,000	\$1.76
Feb 2023 Election	2025	\$24,250,000	\$1.72
Feb 2023 Election	2026	\$25,100,000	\$1.68

Board Preferred Scenario:

Include Funding for New Safety Personnel

September 28, 2022

- **Fund SROs for all middle schools (add three)**
 - City of Kennewick is working to add their half of funding in biennial budget
 - KSD share is approximately \$255,000
- **Fund limited commission safety officers at elementary schools and Legacy/Phoenix (18 schools)**
 - Retired police officers
 - Partner with City of Kennewick/KPD for training and coordination
 - Approximately \$1.0 million

Summary: Board Study Session Direction

September 28, 2022

Area	Board Direction
Levy Amount	<ul style="list-style-type: none">• Keep levy amount at or below \$23,375,000 presented to voters in April 2022.• Propose levy amounts that result in a <i>levy rate</i> that is projected to decrease each year.• Ensure levy amounts maximize Local Effort Assistance (LEA) levy equalization funding.
Levy Timeline/Term	<ul style="list-style-type: none">• Levy Term: 3 years (2024,2025,2026)• Election Date: February 14, 2023
Levy Funding	<ul style="list-style-type: none">• Add funding for safety personnel into levy

Levy Plan Budget Implications

For school year 2022-23:

- The district is using a combination of ESSER funding, fund balance, and budget reductions to alleviate significant budget reductions.

For school year 2023 -24:

- The district will still need to use ESSER funding and fund balance to support operations and staffing as the failure of the 2022 levy results in lost revenue over school years 2022-23 and 2023-24.

Levy Plan Budget Implications

Additional budget implications:

- The passage of the February 2023 levy will not automatically result in budget reductions being restored.
 - The curriculum adoption budget is a priority to reinstate.
 - Other items will be evaluated for reinstatement dependent on overall district funding, enrollment, etc., rather than based on levy passage.
- We will continue to use fund balance as needed for budget years 2024 through 2026.
- The state will be approving a biennium budget (2023-2025) this spring, which could result in increased funding, however funding flexibility could be limited.

Levy Amount Option Update

		September 28, 2022 Levy Amount Option		October 26, 2022 Proposed Levy Amounts	
	Collection Year	Levy Amount	Estimated Levy Rate	Levy Amount	Estimated Levy Rate
	2022	\$18,150,000 Actual	\$1.67 Actual	\$18,150,000 Actual	\$1.67 Actual
Feb 2022 Election	2024	\$25,350,000 Failed	\$1.90 Est.	\$25,350,000 Failed	\$1.90 Est
April 2022 Election	2024	\$23,375,000 Failed	\$1.85 Est./\$1.76 Updated	\$23,375,000 Failed	\$1.85 Est./\$1.76 Updated
Feb 2023 Election	2024	\$23,375,000	\$1.76	\$23,000,000	\$1.73
Feb 2023 Election	2025	\$24,250,000	\$1.72	\$23,850,000	\$1.68
Feb 2023 Election	2026	\$25,100,000	\$1.68	\$24,700,000	\$1.63

Next Steps

- **November 9, 2022 Board Meeting**
 - Present Levy Resolution Recommendation for Board Action
 - Board Appoints “For” and “Against” Committee
- **December 16, 2022**
 - Resolution Filing Deadline-Benton County
- **February 14, 2023**
 - Election Day