

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

Meeting Date: Wednesday, February 8, 2023  
Time: 5:30 p.m.  
Location: District Administration Building  
Remote Viewing Access: <http://bit.ly/40jDeXf>  
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. **Special Recognition**  
A. National School Counseling Week **DR. TRACI PIERCE**
  
4. **Communications from Parents, Staff, and District Residents**
  
5. **Consent Items**  
**Approval of Board Minutes**  
A. Minutes of School Board Meeting January 25, 2023  
  
**Human Resources Reports**  
A. Personnel Actions – Certificated, Classified, and Extracurricular  
  
**Business Office Items**  
A. Superintendent Contract 2023 – 2026  
  
**Policy Updates**  
A. Retiring Outdated and Redundant Policies
  
6. **Superintendent/Board Member Report**
  
7. **Reports and Discussions**  
A. Capital Budget Update **VIC ROBERTS**  
B. Special Education: Program Update and Inclusionary Practices **MATT SCOTT**  
**LEXIE BUSCHBACH**

8. **Unfinished Business**
  - A. Policy No. 2333 INSTRUCTION: Flag Exercises  
**DR. TRACI PIERCE**
  - B. Policy No. 1115 BOARD OF DIRECTORS: Student Representatives  
to the Board of Directors  
**DR. TRACI PIERCE**
9. **New Business**
  - A. Student Behavior/Restrooms  
**DR. TRACI PIERCE**  
**LONDON MOODY**
10. **Next Meeting Agenda**
  - A. 2022-2023 Budget Update
  - B. Boundary Scenarios/Impacts
11. **Executive Session (Approximately 30 minutes)**
  - A. Per RCW 42.30.110 (1) (i) Legal Issue
12. **Other Business as Authorized by Law**
13. **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  
January 25, 2023

M I N U T E S

MEMBERS PRESENT

Board Members: 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 of 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.

Other Guest(s): Molly Lutz, Safety and Loss Prevention Specialist  
Christine Benson, Sodexo Nutrition Services Director  
Bronson Brown, District Legal Counsel

BOARD MEMBERS ABSENT

Michael Connors, President of the Board, Excused

CALL TO ORDER

Vice President Ron Mabry called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 209 online and in-person staff and guests in attendance.

RECOGNITION

School Board Recognition Month

Superintendent Dr. Traci Pierce read Governor Inslee's proclamation naming January School Board Recognition Month. Dr. Pierce expressed her appreciation for the Board by handing out a certificate from the Washington State School Directors' Association and cakes from the Kennewick School District.

Fall Sports

Assistant Superintendent of K-12 Education Matt Scott introduced Rick Wells, the athletic director from Southridge High School, who introduced the Esports coach, Jason Giancola. Mr. Giancola reported on and presented the Southridge High School State Champion Esports team, who was undefeated this season. Coach Giancola noted that Jack Darling, a senior at Southridge, placed second in the Generation Esports National Minecraft: Survival Games fall tournament.

## COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Laurie Stephens requested that the game of lacrosse be considered a non-WIAA school-sanctioned sport in the Kennewick School District. She indicated that this would allow student-athletes of Kennewick School District to promote games and practices, obtain the use of school facilities, have a presence within their respective schools, and be valued and supported by the schools they represent in the state of Washington by competing in the game of lacrosse.

Tristan Shulman, head coach of the Kamiakin Lacrosse Team, spoke in favor of lacrosse being a non-WIAA school-sanctioned sport.

Wyatt Schafer, assistant coach for the boy's Kamiakin Lacrosse team, spoke in favor of lacrosse being a non-WIAA school-sanctioned sport.

Gage Shero spoke in favor of lacrosse being a non-WIAA school-sanctioned sport.

Heather Shulman spoke in favor of lacrosse being a non-WIAA school-sanctioned sport. She expressed that she feels this would allow the lacrosse students to be a part of their school like everyone else.

Eli Barnett spoke in favor of lacrosse being a non-WIAA school-sanctioned sport.

Matthew Kuempel spoke against the flag policy being considered for a vote tonight by the Board.

Julio Martinez spoke in favor of lacrosse being a non-WIAA school-sanctioned sport.

Lisa Peppard spoke against the flag policy being considered for a vote tonight by the Board.

JoJo Davis spoke in support for school counselors and their importance in helping students.

Tina Gregory stated that the United States flag should be the only flag in school classrooms. Ms. Gregory called on the Board to stand against "the evil agendas of the school unions and to stay away from the National School Board." She added, "Please let lacrosse be a part of ASB."

Jason Goodwin gave each Board member a paper showing a new pride flag and explained what it represented and added "to vote no on the levy."

Kylie Johnson spoke in favor of lacrosse being a non-WIAA school-sanctioned sport and requested support from the Board.

Heather Strom spoke against passing the flag policy and stated that she believes that

moving forward with the policy cannot be accomplished without breaking laws.

Rhonda Folk spoke against the flag policy being considered for a vote tonight by the Board.

Captain Osborne spoke in favor of lacrosse being a non-WIAA school-sanctioned sport. He stated that the team is far behind other schools in the state as they don't have good support from our schools. He shared that the lacrosse team would like to be able to play under the lights and on the turf.

Nicole Carby commented on a document provided via e-mail to the Board members regarding forced immunization and mask mandates. Ms. Carby added that the only flags that should be in the classrooms are the United States Flag and the Washington State flag. She stated that Board members must be informed of the negligent care that has occurred here in the district, particularly at HHH Middle School. She stated that the school district needs to change practices and behaviors so the money they are currently receiving from the state and the federal government is spent on education, not personal injury claims or legal fees.

Allea Jackson shared that the student survey on the flag policy was confusing.

Cati Banta spoke against removing the pride flag from classrooms.

#### CONSENT ITEMS

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

Seconded by Micah Valentine.

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

Motion carried 3-0-1.

The consent items were as follows:

- Minutes of Regular Board Meeting December 14, 2022
- Minutes of School Board Retreat January 11, 2023
- Resolution No. 3, 2022-2023, Accept Southridge High Addition Project Commissioning Report
- Personnel Actions – Certificated, Classified, and Extracurricular
- Payroll and Vouchers Ending November 30, 2022
- Payroll and Vouchers Ending December 31, 2022
- Budget Status Report Ending October 31, 2022
- Budget Status Report Ending November 30, 2022
- Budget Status Report Ending December 31, 2022

- Recommendation Instructional Materials
- Foreign Exchange Agencies and Coordinators for the 2023-2024 School Year

## SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce followed up on the lacrosse request by thanking everyone for all the information and the examples from other districts. Dr. Pierce stated that things have transitioned to new people in the organization, and that she and her team would look into what was shared.

Micah Valentine reported that he had been out answering questions about the levy. Mr. Valentine also shared a story about letting go of hate.

Board Member Diane Sundvik reported attending the WSSDA Networking Hour/Leg. Reps Learn (3) meeting weekly during the legislative session; the League of Education Voters (LEV) "What to Expect in the Legislature 2023" online presentation; Zoom meeting with 8th/16<sup>th</sup> LD legislators with Dr. Pierce and Mr. Connors; the OSPI Supt. Reykdal's Annual State of K-12 Education Press Conference; the Racial Equity and Social Justice monthly meeting; and Get to Know KSD: EP&O levy information. She also reported that she attended the ESD #123 SE WA Region Annual Board Workshop with WASA's Dan Steele as speaker/presenter; a coffee meeting with a concerned citizen; the League of Urban Latin American Citizens (LULAC) monthly meeting; the KEY (Kennewick Empowering Youth) Connections monthly meeting where they heard from Kamiakin's Youth Coalition and KPD Det. Long regarding gang activity; and signed in for three bills in the legislature: Universal free meals, SCAP funding change, and Pre-judgement interest.

## REPORTS AND DISCUSSIONS

### Nutrition Services

Christine Benson, Sodexo Nutrition Services Director, introduced her office team and shared that they had presented a sample of the fall soup winner, Green Pesole, to the Board for dinner tonight. Ms. Benson reported on meal count comparisons, summer school, and the Community Eligibility Provision (CEP) program, along with information on the Kennewick Future Chef contest. She shared feedback from the student survey, along with revenues and expenses of the food service program for the last five years.

### Staff Safety

Mollie Lutz presented an annual safety report focusing on Safe Schools training, Labor & Industries (L&I) claims, and "time loss."

## UNFINISHED BUSINESS

Policy No. 2333 INSTRUCTION: Flag Exercises, Second Reading

Dr. Pierce presented a draft update of Policy No. 2333, which deals with displaying flags in schools and classrooms. The Board directed Dr. Pierce and district attorney Bronson Brown to update the draft at the December 14 School Board meeting.

London Moody shared student feedback from the Superintendent's Student Advisory Council and the High School Student Survey, which was sent to all KSD high schools.

Motion by Gabe Galbraith to accept Policy No. 2333 INSTRUCTION: Flag Exercises as written for second reading.

Seconded by Micah Valentine.

Roll call vote:	Mr. Mabry	No
	Ms. Sundvik	No
	Mr. Valentine	Yes
	Mr. Galbraith	Yes

Motion carried 2-2.

Vice President Ron Mabry announced a five-minute break at 7:50 p.m.

The Board reconvened at 7:55 p.m.

## NEW BUSINESS

### Curriculum Cycle

Alyssa St. Hilaire reported on the current process for adopting the district curriculum and the proposed updated adoption timeline and cycle, adding curricula areas and accelerating the timeline for the K-5 math adoption.

Motion by Gabe Galbraith to adopt the updated curriculum cycle as presented.

Seconded by Diane Sundvik.

Roll call vote:	Mabry	Yes
	Sundvik	Yes
	Valentine	Yes
	Galbraith	Yes

Motion carried 4-0.

### Policy No. 1115 BOARD OF DIRECTORS: Student Representatives to the Board of Directors, First Reading

Dr. Pierce explained that Policy 1115 is being updated per the Board's direction to add student representatives and to allow for the student representative to have an advisory vote.

Motion by Diane Sundvik to approve Policy No. 1115 BOARD OF DIRECTORS: Student Representatives to the Board of Directors for the first and second reading.

Seconded by Micah Valentine.

Roll call vote:	Mabry	Yes
	Sundvik	Yes
	Valentine	No
	Galbraith	No

Motion carried 2-2.

Motion made by Micah Valentine to bring back the policy with an amendment to have the student representative vote at the end.

There was no second.

Policy No. 1532 BOARD OF DIRECTORS: Board Member Compensation

Dr. Pierce shared updates to Policy 1532, Board Member Compensation. The updated policy presented aligns to state statute and to WSSDA model policy.

Motion by Diane Sundvik to adopt Policy No. 1532 BOARD OF DIRECTORS: Board Member Compensation for first and second reading.

Seconded by Gabe Galbraith.

Roll call vote:	Mabry	Yes
	Sundvik	Yes
	Valentine	Yes
	Galbraith	Yes

Motion carried 4-0.

Resolution No. 4, 2022-2023: Board Compensation

Dr. Pierce explained that the resolution is needed for authorization of Board compensation, per Policy 1532.

Motion by Gabe Galbraith to accept Resolution No. 4, 2022-2023: Board Compensation as presented.

Seconded by Micah Valentine.

Roll call vote:	Mabry	Yes
	Sundvik	Yes



Valentine	Yes
Galbraith	Yes

Motion carried 4-0.

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Capital Budget Update
- B. Special Education

Per Board's request, Policy No. 2333 and Policy No. 1115 will be added to the items for the next meeting agenda, along with bathroom safety.

OTHER BUSINESS AS AUTHORIZED BY LAW.

There being no further business, the Board adjourned at 8:38 p.m.

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RECORDING SECRETARY

\_\_\_\_\_  
PRESIDENT OF THE BOARD

\_\_\_\_\_  
SECRETARY OF THE BOARD

Approved: February 8, 2023

**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: Wednesday, February 8, 2023**

**EXHIBIT A**

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
<b>NEW POSITONS</b>						
<b>REHIRE</b>						
<b>REPLACEMENT</b>	Marcelina Carrillo Gonzalez	Eastgate	Teacher - Elem	Dora Martinez	1.0	Eff. 1/27/2023
<b>LEAVE OF ABSENCE</b>						
<b>LEAVE OF ABSENCE REPLACEMENT</b>						
<b>RETIREMENTS</b>	Robert Phillips	Elementary Educ.	Assistant Superintendent		1.0	6/30/2023
<b>RESIGNATIONS</b>	Chloe Miller	Canyon View	Teacher - Elem		1.0	1/31/2023
<b>IN DISTRICT TRANSFERS</b>						

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

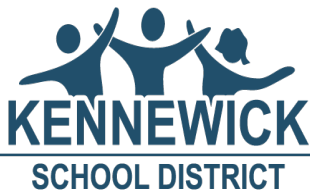
**EXHIBIT B:** Lists new employment personnel actions and terminations for classified employees that have occurred since the last meeting of the Board of Directors

**DATE: February 8, 2023**

**EXHIBIT B**

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
<b>NEW POSITONS</b>	Candy Johnson	District-Wide	Temporary Health Room Personnel	Program Need	6.0	1/30/2023
	Vanessa Gonzalez	District-Wide	Temporary Health Room Personnel	Program Need	6.0	1/30/2023
	Alyssa Martinez	Chinook	Para/SS/LifeSkills	Program Need	6.5	2/3/2023
	Kellan Hubschman	Kennewick	Para/SS/LifeSkills	Program Need	6.5	2/7/2023
<b>REPLACEMENT</b>	Marissa Diaz	Cascade	Para/FP/ELL/ESL	Replaces Anna Landa	6.0	1/31/2023
	Dustin Evans	Chinook	Para/SS/Tier II Autism	Replaces Kara Baber	6.0	2/6/2023
	Joshua Waller	Transportation	Bus Attendant		3.92	2/3/2023
	Danielle Mungaray	Cottonwood	Nutrition Services Cook	Replaces Kelly Higgins	3.0	2/6/2023
<b>REHIRE</b>						
<b>RESIGNATION</b>	Gene Kent	Transportation	Bus Driver		4.58	2/2/2023
	Marcus Dunnigan	Kennewick	Para/SS/Autism		6.50	2/10/2023
<b>LEAVE OF ABSENCE</b>						
<b>RESIGNED FROM LOA</b>						
<b>LAYOFF</b>						
<b>RETIREMENT</b>						
<b>RETURN FROM LOA</b>						
<b>TERMINATION</b>						





**VIC ROBERTS • Director of Business Operations**  
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DATE: February 8, 2023  
TO: Board of Directors  
FROM: Vic Roberts, Director of Business Operations  
RE: **Superintendent Contract Renewal 2023-2026**

The Superintendent contract is evaluated by the Board of Directors for renewal on an annual basis in January. The contract for Dr. Traci Pierce has been updated to reflect the extension of the contract over the three-year calendar year term of 2023 – 2026 and is presented to the Board for approval.



**DR. TRACI PIERCE**  
*Superintendent*  
1000 W. 4<sup>th</sup> Avenue  
Kennewick, WA 99336  
(509) 222-6550 | [traci.pierce@ksd.org](mailto:traci.pierce@ksd.org) | [ksd.org](http://ksd.org)

**DATE:** February 8, 2023  
**TO:** Board of Directors  
**FROM:** Dr. Traci Pierce, Superintendent  
**RE: Retiring Outdated and Redundant Policies**

One of our first semester cabinet goals was to implement a new professional growth and evaluation system for central office leaders, focused on high quality leadership, support for schools, and improved student learning. This goal was met and evidence of implementation of the new system was presented in the cabinet goal/evidence notebook reviewed during executive session for superintendent/cabinet performance review in January 2023.

A review of existing policy and procedure regarding evaluation of administrative personnel shows that there are currently redundant policies and procedures in the 5000 and 6000 series:

- [5280 – Evaluation of Administrative Personnel](#)
- [5280 R Procedure](#)
- [6410 – Evaluation of Administrative Staff](#)
- [6410 R Procedure](#)

In addition, there are outdated and duplicate additional procedures:

- [6410 R2 Goals and Objectives – Leadership Team](#)
- [6410 R-F1 Administrative/Management Performance Goals \(which is an exact duplicate of 6410 R2\)](#)

To eliminate the redundancies and align updated practice with policy and procedure, I am recommending that policy and procedure 5280/5280 R and 6410 R2 and 6410 R-F1 be retired.

I recommend that the current Policy 6410 Evaluation of Administrative Staff is maintained. We have updated Procedure 6410.R1 to include aspects of policy/procedure 5280 and to rename it 6410 R (vs. 6410.R1) (see attached strike-thru/underline updated version and updated clean copy). The updated procedure aligns with our new professional growth and evaluation system.

There are no actual policy updates for the Board to approve. Updates have been made to procedure only, but I want to make the Board aware of the procedure updates since it includes some of the language from the policy I am recommending for retirement. Given that the only Board action required is to approve retiring redundant/outdated policy, this recommendation is being placed on the consent agenda for Board consideration and action.

**Recommendation for Board Action:**

- Retire: Policy 5280 Evaluation of Administrative Personnel and Procedure 5280 R
- Retire: 6410 R2 Goals and Objectives – Leadership Team and 6410 R-F1 Administrative/Management Performance Goals

## **ADMINISTRATION**

### Evaluation of Administrative Staff

The following criteria and procedures are for the annual evaluation of administrators. For the purpose of this policy, the term “administrators” includes:

- associate superintendent
- assistant superintendents
- executive directors
- directors
- assistant directors/coordinators
- administrators
- principals
- assistant principals

Performance appraisal will normally be conducted according to the administrative line-staff chart, Board of Directors Policy No. 6100.

As assigned by the superintendent, performance appraisal of principals will normally be conducted by the appropriate level director. However, the superintendent may delegate appraisal of principals to other district office administrators. Appraisal of other program administrators or supervisors will be conducted by the department supervisor or as assigned by the superintendent.

### Evaluation Criteria

Evaluations shall be based on the administrator’s job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For building administrators, evaluation criteria are outlined in the Association of Washington School Principals (AWSP) Leadership Framework. For district administrators, evaluation criteria shall be based on the Washington Association of School Administrators (WASA) Leadership Framework.

### Evaluation Procedures and Timelines

Professional growth and evaluation procedures and timelines for building administrators shall follow those established through the Teacher/Principal Evaluation Program as outlined by the Office of Superintendent of Public Instruction.

Professional growth and evaluation processes and timelines for district administrators, at a minimum, include:

Administrative Regulation No. 6410  
Evaluation of Administrative Staff - Continued

1. Self-assessment. Administrators reflect on their strengths and areas for continued growth by assessing themselves using the designated WASA framework and self-assessment form. Administrators are required to complete the self-assessment by October 15.
2. Goal setting meeting. Administrators meet with their direct supervisor to discuss the self-assessment and to jointly identify annual leadership goals for professional growth. In addition, the supervisor will review those district strategic objectives for which the administrator is responsible. Supervisors are required to schedule and complete goal setting meetings by November 1.
3. Mid-year meeting. Administrators meet with their direct supervisor to jointly discuss and examine evidence of the administrator's progress toward meeting professional growth goals and district strategic objectives. Collecting evidence is a shared responsibility between administrators and their direct supervisor. During the mid-year meeting, administrators bring evidence of their progress toward meeting leadership goals for professional growth and in completing district strategic objectives for which the administrator is responsible. Supervisors will provide formative feedback to administrators. Supervisors are required to schedule and complete mid-year meetings by February 15.
4. Year-end meeting and written summary evaluation. Administrators meet with their direct supervisor to jointly discuss and examine evidence of meeting professional growth goals and district strategic objectives. At the year-end meeting, administrators bring evidence of their completion of meeting leadership goals for professional growth and in completing district strategic objectives for which the administrator is responsible. Supervisors will provide summative feedback to administrators. Supervisors complete written summary evaluation using the designated form. Supervisors and administrators sign the summary evaluation and supervisors submit copy to the Human Resources Department. Supervisors are required to complete year-end meetings by June 1. Supervisors are required to complete written evaluations by June 30 and submit signed copies to Human Resources.



## ADMINISTRATION

### Evaluation of Administrative Staff ~~Management Appraisal~~

~~A process of appraisal/evaluation of administrative/management personnel will be developed and implemented by the superintendent.~~

~~The following criteria and procedures are for the annual evaluation of administrators. For the purpose of this policy, the term "administrators" includes:~~

- ~~• associate superintendent~~
- ~~• assistant superintendents~~
- ~~• executive directors~~
- ~~• directors~~
- ~~• assistant directors/coordinators~~
- ~~• administrators~~
- ~~• principals~~
- ~~• assistant principals~~

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Performance appraisal will normally be conducted according to the administrative line-staff chart, Board of Directors Policy No. 6100.

As assigned by the superintendent, performance appraisal of principals will normally be conducted by the appropriate level director ~~or administrative assistant (TAVSC)~~. However, the superintendent may delegate appraisal of principals to other district office administrators. ~~Appraisal of other program administrators or supervisors will be conducted by the department supervisor or as assigned by the superintendent.~~

~~The appraisal process for administrative/management personnel will be formative. In other words, it will be an ongoing process. It will feature goal setting, appraisal of job descriptions, and any other requirements that may be imposed by the Legislature, State Board of Education or the Kennewick School District.~~

### Evaluation Criteria

Evaluations shall be based on the administrator's job description, accomplishment of annual goals and performance objectives, and established evaluative criteria. For building administrators, evaluation criteria are outlined in the Association of Washington School Principals (AWSP) Leadership Framework. For district administrators, evaluation criteria shall be based on the Washington Association of School Administrators (WASA) Leadership Framework.

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### Evaluation Procedures and Timelines

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Professional growth and evaluation procedures and timelines for building administrators

Administrative Regulation No. 6410-4  
Evaluation of Administrative Staff Administrative/Management Appraisal- Continued

shall follow those established through the Teacher/Principal Evaluation Program as outlined by the Office of Superintendent of Public Instruction.

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Professional growth and evaluation processes and timelines for district administrators, at a minimum, include:

1. Self-assessment. Administrators reflect on their strengths and areas for continued growth by assessing themselves using the designated WASA framework and self-assessment form. Administrators are required to complete the self-assessment by October 15.

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2. Goal setting meeting. Administrators meet with their direct supervisor to discuss the self-assessment and to jointly identify annual leadership goals for professional growth. In addition, the supervisor will review those district strategic objectives for which the administrator is responsible. Supervisors are required to schedule and complete goal setting meetings by November 1.

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3. Mid-year meeting. Administrators meet with their direct supervisor to jointly discuss and examine evidence of the administrator's progress toward meeting professional growth goals and district strategic objectives. Collecting evidence is a shared responsibility between administrators and their direct supervisor. During the mid-year meeting, administrators bring evidence of their progress toward meeting leadership goals for professional growth and in completing district strategic objectives for which the administrator is responsible. Supervisors will provide formative feedback to administrators. Supervisors are required to schedule and complete mid-year meetings by February 15.

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4. Year-end meeting and written summary evaluation. Administrators meet with their direct supervisor to jointly discuss and examine evidence of meeting professional growth goals and district strategic objectives. At the year-end meeting, administrators bring evidence of their completion of meeting leadership goals for professional growth and in completing district strategic objectives for which the administrator is responsible. Supervisors will provide summative feedback to administrators. Supervisors complete written summary evaluation using the designated form. Supervisors and administrators sign the summary evaluation and supervisors submit copy to the Human Resources Department. Supervisors are required to complete year-end meetings by June 1. Supervisors are required to complete written evaluations by June 30 and submit signed copies to Human Resources.

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As an example of the formative process that will be used in appraising all leadership personnel, the superintendent will follow the below listed procedure in appraising those

directly under his supervision:

1. ~~August/September Meeting-- Initial Meeting~~
  - ~~a. Discuss job description.~~
  - ~~b. Discuss and reach agreement on personal goals for the year.~~
  - ~~c. General sharing between the superintendent and administrator.~~
  - ~~d. Discuss responsibilities related to District goals and objectives.~~
  
2. ~~Late Fall Meeting~~
  - ~~a. Review job description.~~
  - ~~b. Review progress of personal goals.~~
  - ~~c. Review responsibilities related to District goals and objectives.~~
  - ~~d. General sharing.~~
  
3. ~~February Meeting~~
  - ~~a. Review job description.~~
  - ~~b. Review progress of personal goals.~~
  - ~~c. Review responsibilities related to District goals and objectives.~~
  - ~~d. General sharing.~~
  
4. ~~April Meeting~~
  - ~~a. Verbal self-evaluation by appraisee:  
strengths commendations  
yearly goals  
possible goals for improvement  
possible goals for the future~~
  - ~~b. Verbal feedback from superintendent.~~
  - ~~c. General sharing.~~
  
5. ~~By June 30, the appraisee will submit the following to the superintendent:~~
  - ~~a. Written self-evaluation of job description.~~
  - ~~b. Written self-evaluation of personal goals.~~
  - ~~c. Written self-evaluation of the school year.~~
  - ~~d. Additional miscellaneous information as desired.~~
  - ~~e. Possible goals to be pursued for the next school year.~~
  
6. During July the superintendent will write a narrative evaluation appraising the performance of the appraisee for the recently concluded school year. A copy will be given to the appraisee, necessary discussion will occur, the appraisee will acknowledge receipt of the evaluation by signing it, and a copy will be placed in the personnel file.

Administrative Regulation No. 6410-4

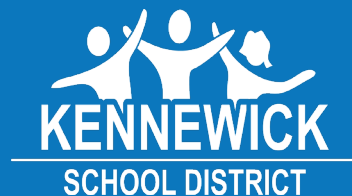
Evaluation of Administrative Staff ~~Administrative/Management Appraisal~~ - Continued

~~Other administrators responsible for evaluating administrative or management personnel will design a process to complete this responsibility similar to that noted above. Copies of all final appraisals will be submitted to the superintendent and will be placed in the appropriate personnel file.~~



# Capital Fund Update

February 8, 2023

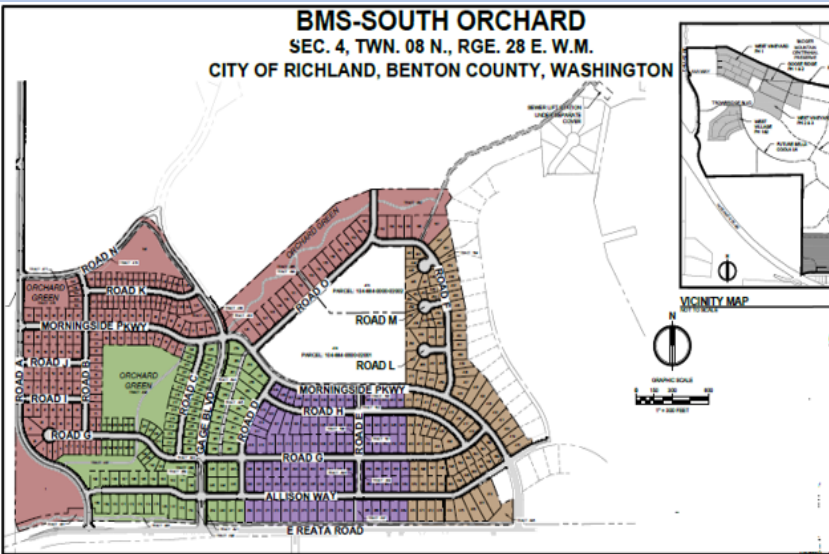


# Kennewick School District

## Capital Project Fund 2022-23 to 2025-26 Projected

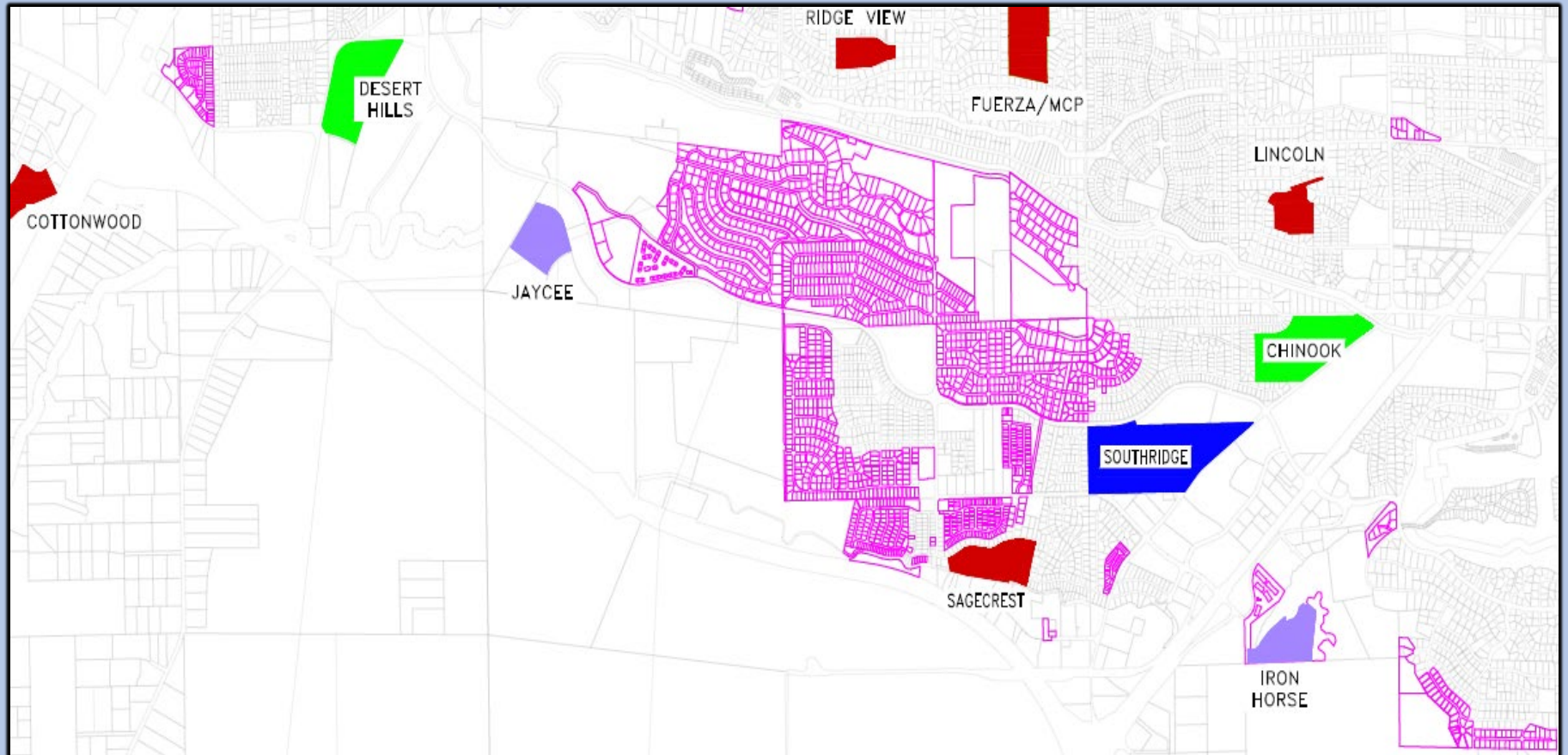
	Budget 22/23	Projected 22/23	Projected 23/24	Projected 24/25	Projected 25/26
<b>Beginning Fund Balance</b>	\$ 54,729,639	\$ 54,549,397	\$ 23,718,389	\$ 28,018,389	\$ 26,718,389
<b>Revenue</b>					
Investment Earnings	500,000	600,000	300,000	200,000	200,000
State Match KeHS/Amistad/SHS/KaHS/R-View/#18	7,000,000	3,600,000	9,500,000	-	-
Bond Sale	-	-	-	<i>Feb 2025?</i>	
IT Network E-Rate Reimbursement/Other	-	556,091	-	-	-
Technology Levy	4,088,750	4,088,750	4,340,000	4,600,000	4,850,000
Tri Tech Other & Small Capital Projects	150,000	150,000	150,000	150,000	150,000
Tri Tech Core Modernization Project (2023-27)	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 11,738,750</b>	<b>\$ 8,994,841</b>	<b>\$ 14,290,000</b>	<b>\$ 4,950,000</b>	<b>\$ 5,200,000</b>
<b>Expenditure</b>					
Land/Property Acquisition/Site Work	2,000,000	2,000,000	-	-	-
Kennewick High Project \$110M	-	100,000	-	-	-
Kamiakin/Southridge Bond Projects \$17.0M & \$25.0M	1,000,000	1,000,000	-	-	-
Ridgeview Renovation Est \$32.5M	25,000,000	25,000,000	5,500,000	-	-
Asset Preservation/Upgrades (Flooring/Roofing/Etc.)	1,500,000	-	1,500,000	1,500,000	1,500,000
Portable Costs/Moving/Etc	-	-	-	-	-
Other - Contingency	5,000,000	-	-	-	-
Information Tech Upgrades/Tech Levy	4,100,000	4,100,000	4,340,000	4,600,000	4,850,000
Tri Tech Building Phase 1.5 9,520 sq ft program space	5,500,000	5,500,000	-	-	-
Tri Tech Other/Small Project Grant	150,000	150,000	150,000	150,000	150,000
<b>Total Expenditures</b>	<b>\$ 44,250,000</b>	<b>\$ 37,850,000</b>	<b>\$ 11,490,000</b>	<b>\$ 6,250,000</b>	<b>\$ 6,500,000</b>
<b>Change In Fund Balance Prior To Transfers</b>	<b>\$ (32,511,250)</b>	<b>\$ (28,855,159)</b>	<b>\$ 2,800,000</b>	<b>\$ (1,300,000)</b>	<b>\$ (1,300,000)</b>
<b>Transfer In From General Fund (Tri Tech)</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ 1,500,000</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance</b>	<b>\$ 23,718,389</b>	<b>\$ 27,194,238</b>	<b>\$ 28,018,389</b>	<b>\$ 26,718,389</b>	<b>\$ 25,418,389</b>

# Future Development Within Kennewick School District – Impact Amon Creek





# Future Development Within Kennewick School District – Impact Sage Crest





# Future Development Within Kennewick School District – Impact Sage Crest



# Ridge View Elementary

*Project Target Substantial Completion:  
December 2023*





# Tri-Tech Skills Center – Building C

*Project Target Substantial Completion: July 2023*



# Special Education

Program Update

February 8, 2023



## 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.

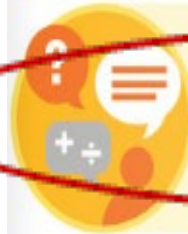
©2021 Kennewick School District

## 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

# 2022-23 Annual Objectives

## Special Services

- We will convene elementary and secondary task forces to review resource room responsibilities, scheduling, and implications of inclusionary practices for students receiving special education services.
- We will continue to provide support for schools in developing multi-tiered systems of support (MTSS) to meet the learning needs of all students.
- We will continue to provide professional development for engaging rigorous instruction.

### **Performance Indicators and Targets**

- The districtwide inclusion rate is  $\geq 58\%$
- School Improvement Plans, identifying strategies to improve student learning and close achievement and opportunity gaps, are presented for board approval in October.
- $\geq 85\%$  of middle and high school students report having access to diverse course offerings, activities and athletics.
- $\geq 65\%$  of middle and high school students participate in at least one athletic or activity.
- $\geq 85\%$  of students are meeting district student growth and proficiency targets.

# Special Services Staff Overview

## Certificated Staff

- 10 Preschool Teachers
- 54 Tier I Resource Room and Structured Learning Teachers
- 16 Tier II Inclusion Autism and Behavior
- 30 Tier III Self-Contained Autism and Life Skills

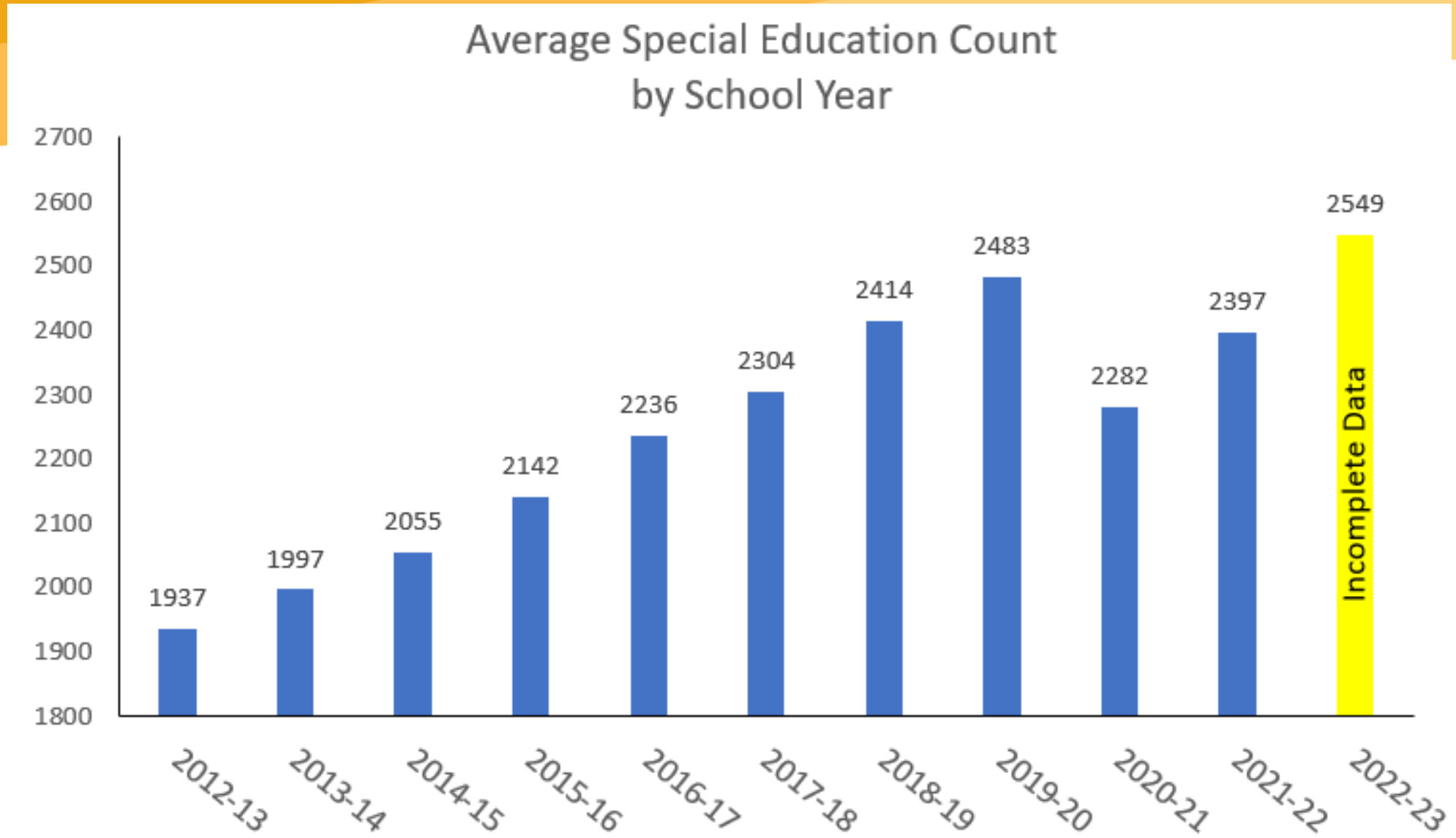
## Itinerant Staff

- 6 Occupational/Physical Therapists
- 24.6 Speech Therapists
- 14 School Psychologists
- 1 Teacher of the Visually Impaired

## Intervention Team

- 3 Educational Specialists
- 1 Board Certified Behavior Analyst
- 2 Mental Health Intervention Specialists
- 6 Paraeducators

# Enrollment Overview





# Special Programs

Program/Ages Served	Students Served	Description
Preschool Ages 3-5	KDC and ECEAP	Provides early intervention programming for students with special needs.
Resource Room (Tier I) Grades K-12	All Schools	Serves students with identified disabilities in small groups or general education classrooms with instructional supports to provide access to the general education setting.
Structured Learning Grades 2-5	Edison	Serves students who are functioning in the low/low average range of intellectual ability and have deficits in the areas of academic functioning that impact their ability to benefit from the general education setting but for whom life skills is too restrictive.
Inclusion Autism (Tier II) Grades K-12	Amon Creek, Southgate, Hawthorne, Sunset View, Cascade, Westgate  Chinook  Kamiakin	Serves students who have deficits in the areas often associated with autism spectrum disorder. The students in this program benefit from both special education and general education settings.

# Special Programs

Program	Students Served	Description
Inclusion Behavior (Tier II) Grades K-5	Canyon View, Washington, Ridgeview, Edison, Amistad, Vista	Serves students both in the special education and general education who benefit from behavioral supports and skill development to access their education.
Autism (Tier III) Grades K-12	Lincoln, Washington, Southgate, Amon Creek  Desert Hills  Kennewick	Serves students who have significant needs that are often associated with autism spectrum disorder. The students in this program require highly structured environments and supports generally provided in the special education setting.
Life Skills (Tier III) Grades K-12	Sagecrest, Cottonwood, Canyon View, Amistad, Hawthorne  Horse Heaven Hills, Chinook, Highlands  Kennewick, Kamiakin, and Southridge	Serves students who possess moderate to severe intellectual disability who require instruction and supports that are most frequently provided within a self-contained setting.
Community and Employment Transition Program (CET) Ages 18-21	Southridge Portable	Serves students ages 18-21 to develop the skills to transition to post-secondary work, living, community participation and future training.

# Special Services Teacher Staffing By Program

Programs	TOTAL STUDENT ENROLLMENT	Preschool	Elementary School	Middle School	High School
Keewaydin Discovery Center	187	10			
Tier I – Resource Room	1739		17	18	17
Structured Learning	21		2		
Tier II – Inclusion Autism	117		6	1	2
Tier II – Inclusion Behavior	53		6	1	
Tier III – Autism	101		8	1	1
Tier III – Life Skills	227		9	4	7
CET	7				1

# Inclusion Rates

**LRE 1:** Students are educated with their nondisabled peers 80% or more of the school day.

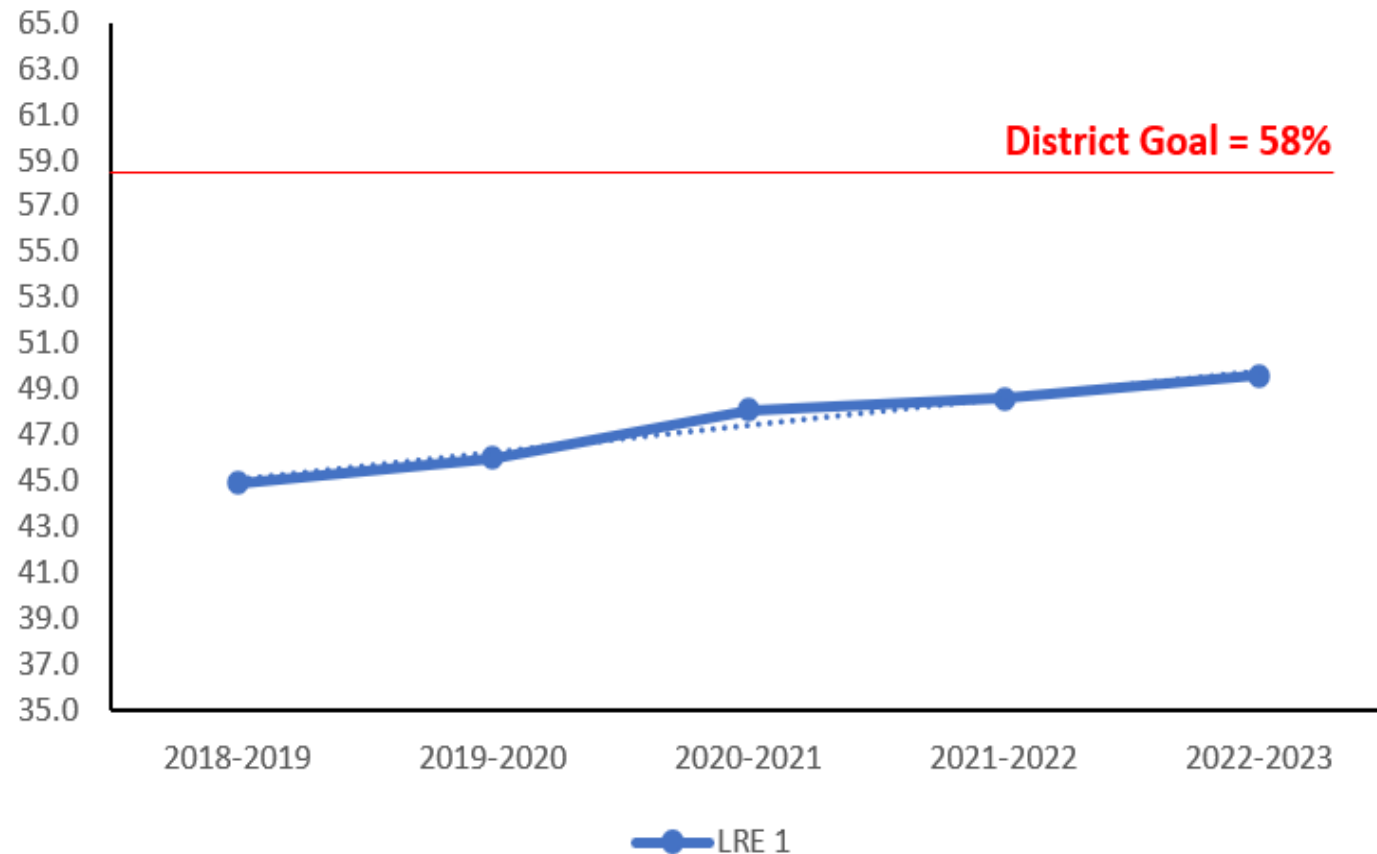
**LRE 2:** Students are educated with their nondisabled peers 40-79% of the school day.

**LRE 3:** Students are educated with their nondisabled peers 39% or less of the school day.

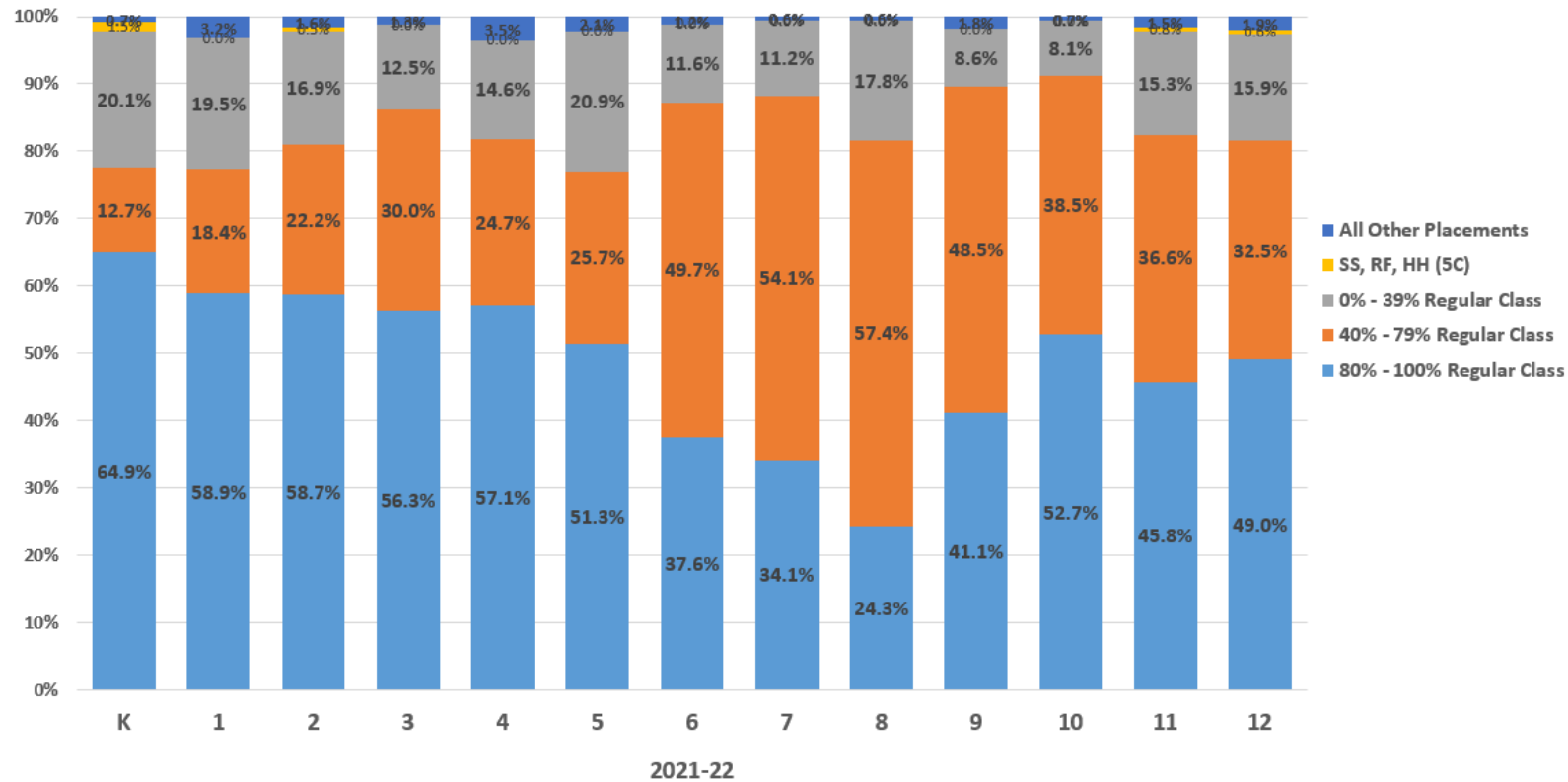
		2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>LRE 1</b>	State	56.6%	57.7%	60.0%	62.4%	63.4%
	KSD	44.9%	46.0%	48.1%	48.6%	49.6%
<b>LRE 2</b>	State	29.2%	28.4%	26.3%	24.3%	23.7%
	KSD	36.2%	36.3%	33.3%	34.6%	33.5%
<b>LRE 3</b>	State	12.8%	12.4%	12.2%	11.6%	11.4%
	KSD	16.8%	16.0%	16.5%	14.9%	15.2%

# Inclusion Rate Trend Over Time

LRE 1 by School Year



# Inclusion Rate by Grade



# Efforts to Improve the Inclusion Rate

***Universal Design for Learning (UDL)*** is an approach to teaching that provides for a higher degree of differentiation of instruction in the classroom by:

- providing students multiple means of engaging in learning;
- providing multiple means for teachers to represent what is being taught and;
- giving students multiple means of demonstrating their learning.

## • System Efforts:

- Listening sessions conducted during the 2021-2022 school identified barriers to inclusion implementation.
  - Varied understanding
  - Need for partnership/support
- To align with the K-12 vision, special services shuffled responsibilities – our three district-office administrators are each assigned to 9-10 buildings.
  - Monthly meetings (with who) focus on student needs/successes, program needs/successes, as well as inclusionary practices needs/successes.



# Safety and Behavioral Supports for Staff and Students

## **Safety Supports:**

- New staff onboarding and site communication/supervision
- Data collection, analysis and intervention
  - Employee injury
  - Isolation and Restraints
  - Discipline

## **Behavior Supports:**

- Added Candy Mountain Academy as a part of our continuum of services
- The intervention team continues to support students and programs, district wide
- A position was created for a Tier II Behavior Program at the middle school level – location TBD
- Ongoing consultation from regional practitioners



# Parent Engagement

## *All families are key partners*



### SPECIAL EDUCATION PARENT ADVISORY COMMITTEE (SEPAC)

#### WHO WE ARE

Representatives from the district, across age and ability levels, that focus on the needs of all students with special needs and are committed to improving special education services in KSD.

#### WHAT WE DO

SEPAC is an advisory committee that meets throughout the school year with district special education administration to:

- Facilitate communication between parents and community members
- Identify common goals and needs to increase parent participation and understanding of special education services
- Provide feedback on district policies and initiatives

#### JOIN OUR TEAM!

Complete your application at:

[bit.ly/ApplySEPAC](https://bit.ly/ApplySEPAC)

- **Meeting Frequency:**
  - Quarterly, or more, determining on need.
- **Recent Membership/Participation:**
  - 5-8 Families representing students from preschool to high school.
  - Always seeking new participants
- **Topics/Connections to our Work:**
  - Feedback on communication and presentations
  - Website Input
  - Program Names
  - General Feedback – identifying strengths and opportunities for growth
  - Resource fair

# Questions?





**INSTRUCTION**

Flag Displays and Exercises

~~The flag of the U.S. stands as the universal and most singularly important emblem of America. (Note: Board wanted to discuss) The flag of the United States and the flag of the state shall be prominently installed, displayed and maintained in schools. A United States flag being in good condition shall be displayed during school hours at every school site and in every school classroom.~~ Flag exercises shall be conducted in each school on a minimum of once per day, including but not limited to the opening of all school assemblies. -Students not reciting the Pledge of Allegiance shall maintain a respectful silence.

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Flags Other Than the United States Flag

A flag is defined as, "a piece of material cloth, usually rectangular, of distinctive color and design, used as a symbol, standard, signal, or emblem." When permanently displaying flags other than the United States flag in schools, the following restrictions apply:

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- No flag larger than the United States flag may be displayed.
- No flag may be hung higher than the United States flag.
- Multiples of the same flag may not be displayed.
- Flags may not be used to cover a window.
- ~~No flag may be hung in a manner that causes distraction. (NOTE: Board needs to discuss this as it is subjective)~~

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~~In addition, no posters or other signage may be used like a flag to signal or attract attention. (NOTE: Board needs to discuss this as it is subjective)~~

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Legal Reference: [RCW 28A.230.140](#) United States flag--Procurement, ~~Display display, Exercisesexercises~~--National Anthem;--Non-Compliance, ~~Penalty~~  
[RCW 1.20.015](#) Display of national and state flags.

Adopted: April 28, 1993  
Revised: July 12, 2006  
Revised: [December 14, 2022](#)

## Board Discussion

Regarding flag displays:

- More prominent
- Larger
- Hung higher
- Hung over a window or hang multiple flags of the same flags
- Hung in a manner that causes distraction (eg hung over windows, having multiple flags (many of the same flags)
- Should be done as committee? Board not prepared to discuss
- Would like to discuss changes
- After definition - or something used like a flag to signal or attract attention (i.e. posters)
- First sentence: The flag of the U.S. stands as the universal and most singularly important emblem of America
- Wording to include permanent displays
- Subjective parts/wording need to be considered
- Community needs to see the draft in full to be able to comment/time to do it correctly/legally
- Bronson stated that policy needs to not be subjective so it can be enforced
- Bring back updated draft for first reading
- Be sure to add legal references
- Note the items that are ambiguous
- Draft something that is close to a finished product

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## INSTRUCTION

### Flag Displays and Exercises

The flag of the United States and the flag of the state shall be prominently installed, displayed and maintained in schools. A United States flag being in good condition shall be displayed during school hours at every school site and in every school classroom. Flag exercises shall be conducted in each school on a minimum of once per day, including but not limited to the opening of all school assemblies. Students not reciting the Pledge of Allegiance shall maintain a respectful silence.

### Flags Other Than the United States Flag

A flag is defined as, “a piece of material, usually rectangular, of distinctive color and design, used as a symbol, standard, signal, or emblem.” When ~~permanently~~-displaying flags other than the United States flag in ~~schools~~classrooms on a full-time basis, the following restrictions apply:

- No flag larger than the United States flag may be displayed.
- No flag may be hung higher than the United States flag.
- ~~Multiples of the~~No more than two copies of the same flag may ~~not~~ be displayed.
- Flags may not be used to cover a window.

Legal Reference:     [RCW 28A.230.140](#) United States flag--Procurement, display, exercises--National Anthem.  
                           [RCW 1.20.015](#)        Display of national and state flags.

Adopted: April 28, 1993

~~Revised/Amended~~: July 12, 2006

~~Revised/Amended~~: ~~December 14, 2022~~February 8, 2023





## BOARD OF DIRECTORS

### Student Representatives to the Board of Directors

A high school student representative will serve as an advisor to the Board of Directors. The role of the student advisor will be to:

1. Provide student insight and perspective to the Board of Directors and ~~District~~ district administration and assist the Board in the understanding of student issues.
2. Serve as a liaison to the students of the ~~D~~district through the established student government and communications networks.
3. Report to students about the work of the school district and the Board of Directors.

The student representative will be bound by all applicable rules and regulations pertaining to the elected board members. The student representative will participate in ~~board~~ Board discussions, but will not have the right to make motions, vote, hold ~~board~~ Board offices, or attend executive sessions.

The student representative may be selected from any high school in the district. -The student representative must reside within the Kennewick School District boundaries.

Adopted: \_\_\_\_\_-January 27, 2010

Amended: February 8, 2023



## BOARD OF DIRECTORS

### Student Representative to the Board of Directors

#### Qualifications for Application

1. The student must be in grades 9, 10, or 11 when applying for this position.
2. The student must meet the academic standards for participation in athletics or other student activities and maintain proper academic standing throughout his or her term.
3. The student will be expected to maintain personal standards of behavior appropriate to participation in student activities.
4. The student must be willing to articulate student opinion to the Board of Directors.

#### Term of Office

1. The representative shall be selected in the spring of the year for the following year by a vote of the Board of Directors upon recommendation by the interview committee.
2. The term of office will be for one school year, beginning in July and concluding in June.
3. In the event of a vacancy during the school year, a student will be selected from qualified applicants not previously selected to serve the remaining term of the school year.

#### Application Process

1. Students will submit a complete ~~Student~~ ~~student~~ ~~Representative~~ ~~representative~~ application to the Board of Directors.
2. Students must obtain approval signatures from their parents and their high school principal.
3. Students must submit three letters of references, at least two from teachers or administrators.
4. Selected applicants will be interviewed by a team consisting of some or all of the following: one or more members of the Board, the ~~Superintendents~~ ~~superintendent~~, the ~~High-high School school~~ ~~Principals~~ ~~principals~~ or designees, the departing student representative, and other selected participants.

#### Removal

1. The ~~S~~student ~~R~~representative serves at the discretion of the Board of Directors.
2. The Board may remove a student representative for failure to fulfill his or her duties including attendance at meetings, for failure to maintain academic standards, or for behaviors that the Board deems unacceptable as a member of the Board of Directors or embarrassing to the school district.

#### Responsibilities of the Student Representative

The ~~Student~~ ~~student~~ ~~Representatives~~ ~~representatives~~ will:

1. Adhere to all the rules and regulations pertaining to Board members.
2. Attend regular school board business meetings, held on the second and fourth Wednesday of every month at 5:30 p.m.
3. Review the Board of Directors Board packet and reading materials prior to all regular Board meetings.

Administrative Regulation No. 1115  
Student Representative to the Board of Directors – continued

4. Participate in discussion at regular open meetings of the Board when applicable. -However, the student representative may not make any motions or vote.
5. Provide reports to the Board as requested.
6. Report Board deliberations and actions to their respective high school as applicable.
7. Provide a year-end report. -This report can be used as part of a student's Independent Study Culminating Project if so desired.
8. Help orient the new student representative for the following year.

Responsibilities of the Superintendent and the Board of Directors

The ~~Superintendent~~superintendent and the Board of Directors will:

1. Establish a liaison for the student representative. This liaison will be the ~~Assistant~~assistant ~~Superintendent~~superintendent for ~~Secondary~~secondary Educationeducation. This liaison will meet with the student representative prior to Board Meetings, as needed, to answer questions about Board procedures and business.
2. Meet with the student representative and liaison at the beginning of the school year to review expectations, responsibilities, and participation.
3. Meet with the student representative quarterly to assess the experience and plan for future activities.
4. Assist the student representative in preparing for reports to the Board.

Adopted: \_\_\_\_-January 27, 2010

Amended: February 8, 2023

**BOARD OF DIRECTORS**

Student Representative to the Board of Directors

KENNEWICK SCHOOL DISTRICT

Application for Student Representative to the Kennewick School Board

Name \_\_\_\_\_ Cumulative GPA \_\_\_\_\_ Grade 10, 11, or 12 \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Please describe your educational and career goals.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please include a current resume and on a separate sheet of paper, please explain in 250 words or less why you would like to serve as the student representative to the Kennewick Board of Directors.

List two high school staff members and one other adult as references who could speak on your behalf.

Name \_\_\_\_\_ Position \_\_\_\_\_ Email \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Signature \_\_\_\_\_ Date \_\_\_\_\_

Submit the completed application, resume, and letters of recommendation to your ~~High School~~ Principal's principal's Office-office by April 15.

# High School Restrooms

**February 8, 2023**





# Background Information

- The Superintendent's Student Advisory Council identified high school restroom cleanliness and student behavior in restrooms as an issue they wanted to discuss.
- Over the course of a couple of meetings, we worked with students to:
  - 1) define the issue;
  - 2) provide some specifics about the issue;
  - 3) articulate their interests related to the issue; and,
  - 4) identify some suggested ideas/recommendations for ways to address the issue to share with high school principals.



# Issue, Interests and Ideas

**Overall Issue:** Lack of restroom cleanliness, vandalism, and vaping, and resulting lack of access.

**Specifics:**

- 10 students vaping, then admin shuts down bathroom
- Tik Tok stuff – missing stall doors, stealing soap, toilets clogged. Fights, safety.
- Toilets closed at KaHS
- Availability – only two urinals / no stall between. Only one stall in each bathroom.
- Cleanliness. One bathroom missing all of the mirrors. Closed off since last year.
- Availability. Gender neutral bathrooms are locked. Becomes accessibility issue. Have to get key.
- KeHS has more respect due to updated bathrooms and more consequences (ISS, etc.)
- Outdated makes a difference – respect plays a big part
- Empty threats of punishment
- Mainly freshmen/younger students offending
- Old bathroom smell – 500 building -no one want to use them. Everyone skips in there. 10 people at a time. Toilets are usually clogged.
- Feminine care products – dispensers but no products.

# Issue, Interests and Ideas

## **Student Interests:**

- Efficiency
- Keeping vandalism free – good environment, safe and clean environment for students
- No barriers to learning
- Holding specific students accountable for bad behavior (vs. punishing everyone)
- Basic hygienic needs (soap)
- Student privacy and health
- Accessibility

# Issue, Interests and Ideas

## Student Ideas/Recommendations to Help Address Issue:

- Implement/increase system for regular check-ins/rounds by custodians
- Do reminders about expectations on morning announcements and through video PSAs
- Conduct more bathroom checks (by admin, staff during passing periods)
  - Check bathrooms at the start of each hour
- Ensure that there are consistent consequences for vandalism and vaping
  - Parent contact
  - Loss of independent privileges (must be accompanied by adult)
- Consequences should fit behavior
  - Clean up
  - Steeper consequences for repeat offenders
- Put more focus on 9<sup>th</sup> graders, as they are the worst offenders
  - Intentionally teach 9<sup>th</sup> graders expectations
- Upgrade bathrooms, including paper towel and hygiene dispensers
- Add products to hygiene dispensers
- Renovate old bathrooms (new paint, new stall locks)

# Strategies in Use to Address Issue

- Implementing a “10/10 Rule” that keeps students in class for the first ten and last ten minutes of class.
- Using color coded hall pass systems
  - Having students wear color-coded lanyards; students are expected to use the restroom facility in the designated wing.
  - Having students wear vests as a bathroom pass by zone. The color of zone designates which restroom by proximity they should be using. Allows for increased visibility and accountability.
- Installing graffiti resistant wraps to cover doors with student artwork.
- Locking bathrooms when significant clean up or maintenance is needed to remove graffiti.
- Considering investing in vape detectors.