SCHOOL BOARD MEETING
KENNEWICK SCHOOL DISTRICT NO. 17

Meeting Date:	Wednesday, April 12, 2023
Time:	5:30 p.m.
Location:	District Administration Building
Remote Viewing Access:	http://bit.ly/3z1y85C
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

A. Led/recited in both English and Spanish by 4th grade students from Ms. Amanda Brown's class at Fuerza Elementary School

3. Special Recognition

A. School Bus Driver Appreciation **DR. TRACI PIERCE**

4. Communications from Parents, Staff, and District Residents

5. Consent Items

Approval of Board Minutes

A. Minutes of School Board Meeting March 22, 2023

Human Resources Reports

A. Personnel Actions – Certificated, Classified, and Extracurricular
B. Out of Endorsement Teacher Plans 2022-2023

Teaching and Learning Reports

A. Highly Capable Program Plan

6. Superintendent/Board Member Report

7. Reports and Discussions

A. Community Education and Engagement **DR. TRACI PIERCE**
B. Annual Staff / Human Resources Update **DR. DOUG CHRISTENSEN**
C. 2023-2024 Preliminary Budget **VIC ROBERTS**
D. Legislative Page Program **DR. TRACI PIERCE**

8. Unfinished Business

None

9. New Business

A. WSSDA Policy Changes and Proposed Resolution
B. WSSDA Annual Conference - Proposed Break Out Session

10. Next Meeting Agenda – April 26, 2023 Board Study Session

A. Boundary Process

11. Other Business as Authorized by Law

12. Adjourn

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

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING
March 22, 2023

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; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Excused: Student Representative to the Board, London Moody

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): Bronson Brown, District Legal Counsel
Ryan Jones, Capital Projects Manager
April Heiser, Transportation Director

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 141 online and in-person staff and guests in attendance.

RECOGNITION

Winter Sports and Activities

Assistant Superintendent of K-12 Education Matt Scott recognized Athletic Directors, Coaches, and state participants from the following schools: Kamiakin High School state participants in bowling and math club state champions; Kennewick High School state participants in bowling; and Southridge High School state participants in boys and girls wrestling with Jacob Chapa as state champion and Trevor Hoopes 3rd place in wrestling.

School Retirees' Appreciation Week

Superintendent Dr. Pierce recognized Victoria Russell, and Dottie Stevens, Co-Presidents of the Benton-Franklin Retirees' Association. Ms. Stevens and Ms. Russell shared a few words, and Dr. Pierce presented them a gift of appreciation. Dr. Traci Pierce then read Governor Inslee's proclamation declaring March 20-26, 2023, School Retirees Appreciation Week.

BOARD MEMBERS ABSENT

Motion by Diane Sundvik to excuse Student Representative to the Board, London Moody.

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.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Kelly McFadden commented on specialists reducing contracts and/or traveling.

Michelle Melville yielded time to Kelly McFadden.

Elizabeth Maus commented on specialists reducing contracts and/or traveling.

Karen Brutzman commented on specialists traveling to a second building.

Jenn Coe yielded time to Karen Brutzman.

Lucy Razor commented on reducing specialist time.

Jared Bailey commented on specialists reducing contracts and/or traveling.

Lisa Peppard commented on proposed policy 5242 and her concerns that it would limit teachers' rights to express themselves.

Rick Wells introduced students and advisors and shared that the senior class wants to honor one of the school's postgraduates who exemplifies all their values at Southridge High School. Mr. Wells asked the Board to please consider the petition to rename the Southridge High School gymnasium after one of their graduates who exemplifies the Southridge High spirit.

Brook Minelich, Southridge High School Class President, stated that she "wanted to officially present the senior class gift to name our gymnasium in memory of JoJo Khan."

Emma Detmer, Senior Secretary at Southridge High School, commented in favor of the proposal to name the gym after JoJo Khan.

Brady Bostic, Senior Class Delegate, commented in favor of the proposal to name the Southridge High School gym after JoJo. Brady also spoke on behalf of Charles Logan,

Senior Class Treasurer, who also favors naming the gym after JoJo.

Tyler Hogg, a teacher at Southridge High School, commented that he went to school with JoJo and shared comments from classmates. He states that he is in favor of naming the gym after his fellow classmate, JoJo.

Cambri Longaker, a teacher Senior Class Advisor, and 2005 graduate of Southridge High School stated that she "overlapped" with JoJo for one year at SHS. Ms. Longaker shared that she would like to continue to build and honor JoJo's legacy by naming the gym after him.

Mima Phillips, JoJo's mom, shared about her son and thanked the senior class and others for thinking about naming the gym after him.

Monique Vasquez commented on naming the Southridge High School gym after her brother JoJo.

Sandra Lee shared her concerns about specialists reducing contracts and/or traveling.

Linda Stephenson thanked the Board for acknowledging academic teams along with athletes but stated that she is concerned that only students who place first or second at State are invited to the Board meetings. Ms. Stephenson also shared her concerns that the boardroom is not a safe place for students to come as she feels students may hear hate speech spoken during public comment. Lastly, Ms. Stephenson shared her concerns about having someone to manage the Math is Cool program due to so many senior coaches graduating.

Tina Gregory commented that she, too, would like the Board to reconsider what all the people tonight have talked about regarding school specialists. She also commended all the students who came forward and spoke about their fellow student, JoJo, and she stated that it sounds like he donated so much love. Ms. Gregory added that she comes in love, not hate, and is thankful for freedom of speech. She stated that she still believes the only flag that should be in the classroom is the American flag, along with prayer and God.

CONSENT ITEMS

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

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.

The consent items were as follows:

- Minutes of Regular Board Meeting March 8, 2023
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans 2022-2023
- Budget Status Report Ending February 28, 2023
- Payroll and Vouchers Ending February 28, 2023
- Resolution No. 5, 2022-2023: Approve Settlement in JUUL Litigation

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce shared she has started school spring visits, visiting Amon Creek, Amistad, Kamiakin, and Canyon View over that past two weeks. She also shared that the district's 2023 Crystal Apple Award winner is Naomi Devers, a family and consumer science teacher at Kennewick High School, and that she had the honor of presenting Naomi with her award at the recent ESD 123 ceremony. Dr. Pierce also highlighted that the new school safety officer positions have been posted to the district website.

Board Member Gabe Galbraith reported attending the Eastgate Elementary School Passport Around the World and a couple of athletic events.

Board Member Micah Valentine shared he went to Chinook Middle School and spoke with Principal Jake Davis. He shared that he also had the opportunity to talk with Rick Wells and Ron Williamson at Southridge High School, and he visited with a few people regarding the Board's policy work.

Board Member Diane Sundvik shared that she attended the WSSDA Legislative Representative Networking Hour (two sessions); the Mid-Columbia Regional Science Fair; ESD 123 Crystal Apple Award Ceremony; and Kamiakin High School "Connecting with Our Students' Mental Health" provided by Lutheran Services of the NW. She also reported that she attended the 8th Legislative District Townhall, Racial Equity and Social Justice Coalition of the Tri-Cities; Getting to Know KSD: Support the Whole Child; Mid-Columbia Partnership STEM/Projects and High School/College Financial Information Night; Ben Franklin Transit Mobility Access Taskforce; and League of Urban Latin American Citizens,

REPORTS AND DISCUSSIONS

2023-24 Preliminary Budget

Executive Director of Business Operations Vic Roberts discussed preliminary 2023-24 General Fund revenues and expenditures. Preliminary 2023-24 basic education and special education revenue were projected to increase by approximately $23.2M. The preliminary 2023-24 expenditure increase associated with staff cost changes is projected to increase between $14.0M and $15.0M, with MSOC expenses expected to increase by $1.5M. Preliminary revenue and expenditure projections were provided through 2027-28. Mr. Roberts discussed the District funded wage and benefit cost as compared to costs funded

through the state funding formula, indicated a shortage of $31M that needs to be funded through local funding. A budget timeline schedule was presented that resulted in the Board's adoption of the Budget at the June 21 meeting.

Asset Preservation

Ryan Jones, Capital Projects Manager, presented the District's Asset Preservation Program required by OSPI to be completed by April 1 each year. The Asset Preservation Program demonstrates the district's commitment to maintaining buildings through upgrades to building infrastructure. One of the State's requirements is to ensure a certified evaluator completes a building condition evaluation every six years. Mr. Jones reported that the evaluation was completed in March 2020. He then reviewed the building condition scores explaining the evaluation process for scoring.

Star Assessment Data

Assistant Superintendent of Teaching & Learning Alyssa St. Hilaire presented information on student performance on the Star math assessment as a follow-up to the academic progress update provided at the last Board meeting.

President Connors announced a five-minute break at 7:30 p.m.

The Board reconvened at 7:36 p.m.

UNFINISHED BUSINESS

None

NEW BUSINESS

Bus Purchase Plan

April Heiser, Transportation Manager, presented an overview of staff, state funding, fleet summary, and depreciation. She also shared plans with a priority to purchase enough buses with air conditioning to support the district's summer school programs. Ms. Heiser recommended that the Board authorize her to order eight buses for delivery in the summer of 2024.

Motion by Diane Sundvik to authorize the Transportation Manager to order eight buses for delivery in the summer of 2024.

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.

Board Initiation of Naming Facilities, Southridge High School Gymnasium

Dr. Pierce reviewed Policy 9250, Naming of School District Facilities, and Procedure 9250, with a recommendation for the Board to discuss and determine whether to initiate a naming process for the Southridge High School gymnasium.

Motion by Gabe Galbraith to initiate a naming process for the Southridge High School gymnasium.

Seconded by Micah Valentine.

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

Motion carried 5-0.

Policy No. 5242 PERSONNEL: Staff Participation in Political Activities

D Dr. Pierce presented information on the laws and Public Disclosure Guidelines regarding staff participation in political campaign activities while on district property during work time. In addition, she shared model policy from the Washington State School Directors' Association (WSSDA) and presented a new policy on staff participation in political activities.

Motion by Gabe Galbraith to approve Policy No. 5242 PERSONNEL: Staff Participation in Political Activities for the first and second readings.

Seconded by Micah Valentine.

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. 2022-23 Preliminary Budget
B. Legislative Update

C. Family/Parent Involvement and Engagement Efforts
D. WSSDA Policy Changes
E. Legislative Page Program

Ms. Sundvik shared that she is proud of our Nutrition Services Department. She shared that the Tri-City Herald and Ben Franklin Health Department websites show that when they come to our schools to conduct inspections, our schools almost always receive perfect scores.

EXECUTIVE SESSION

President Michael Connors announced an end to the business portion of the meeting at 8:07 p.m. and moved the Board into executive session at 8:12 p.m. per RCW 42.30.110 (1) (i) to discuss a legal issue for approximately 25 minutes. Mr. Connors noted that no further formal action would be taken.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Connors reconvened the regular session of the Board at 8:35 p.m. There being no further business, the Board adjourned at 8:35 p.m.

_____ _____

RECORDING SECRETARY PRESIDENT OF THE BOARD

_____

SECRETARY OF THE BOARD

Approved: April 12, 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, April 12, 2023

EXHIBIT A

	Name	*School*	*Position*	*Justification*	*FTE*	*Date*
NEW POSITONS	Rachael Duncan	Amistad	Teacher - Elem Spec Srvcs	Program Need	.50 NON	TBD
REHIRE						
REPLACEMENT	Megan Kovacich	Special Services	Speech Lang. Pathologist	Murdock resignation	1.0	2023-24
	Jared Lind	K-12	Director of Elem. Educ.	Phillips retirement	1.0	7/1/23
	Chester Ferrell	Eastgate	Teacher - Elem	Uribe move	1.0	2023-24
	Joshua Alexander	Hawthorne	Asst. Principal	Gonzalez move	1.0	7/1/2023
	Brandon Searls	KaHS	Teacher - HS Spec Srvcs	Teynor retirement	1.0	2023-24
	Megan Patton	KaHS	Teacher - HS Spec Srvcs	James move	1.0	2023-24
	Paige Navratil	Special Services	Psychologist	Morrison-Smith retirement	1.0	Contingent on Certification
	Ariana Antles	Special Services	Psychologist	Franks' resignation	1.0	Contingent on Certification
LEAVE OF ABSENCE	Katelynn Stapleton	Washington	Teacher - Elem Spec Srvcs	Requesting LOA (1st)	1.0	Eff. 4/11/23
LEAVE OF ABSENCE	Cynthia Stevens	Washington	Teacher - Elem	Kramer LOA	1.0 NON	2023-24
REPLACEMENT						
RETIREMENTS						
RESIGNATIONS						
IN DISTRICT	Candice Lowrance	MCP to Canyon View	Teacher - Elem	Miller resignation	1.0	2023-24
TRANSFERS	Kathryn Carnevale	SrHS to MCP	Teacher - MS/HS	Bennett retirement	0.8	2023-24
	Sharon Williams	Washington	Counselor	Dammarell resignation	.50 to 1.0	2023-24
	Kenneth Brager	Chinook	Teacher - MS	Coomes retirement	1.0	2023-24
	Sierra Hogg	Washington	Teacher - Elem	Snyder move	1.0	2023-24
	Johnna Reavis	Washington	Teacher - Elem	Quinn retirement	1.0	2023-24
	Jacki Moore	R View to Cwood	Asst. Princ. to Principal	Nesbit resignation	1.0	7/1/2023

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: April 12, 2023

EXHIBIT B

	Name	*School*	*Position*	*Justification*	*Hours*	*Date*
NEW POSITONS	Evett Mariscal	IT	IT Help Desk/Field Tech	Program need	8.0	4/3/23
	Atenogenes Valdez	IT	IT Help Desk/Field Tech	Program need	8.0	4/3/23
	Zoey (Matthew) Peters	IT	IT Help Desk/Field Tech	Program need	8.0	4/3/23
	Evelyn Mendoza	IT	IT Help Desk/Field Tech	Program need	8.0	4/3/23
REPLACEMENT	Miriam Byerly	Transportation	Bus Driver		4.17	3/23/23
	Jordan Evans	Communications	Communications Coordinator	Replaces Sara Schilling	8.0	4/10/23
	Maryanna Hardin	Communications	Communications Coordinator	Replaces Gordon Barnes	8.0	4/10/23
	Nina Ornelas-Sandoval	Eastgate	Para/FP/BE/Bilingual Preferred	Replaces McKenzie Dotson	6.5	4/10/23
	Abigail Bailey	Cottonwood	Para/SS/LifeSkills	Replaces Abbie Drake-Spier	6.5	3/31/23
	Ashley Robertson	Westgate	Library Secretary	Replaces Ellecenia Romero Garcia	6.0	4/10/23
	Edward Kendall	Facilities Services	Carpenter/Swing	Replaces Eric Thoelke	8.0	4/12/23
	Maylen Espindola	Southgate	Para/FP/BE/LAP/Multilingual Learners/Safety & Supervision	Replaces Ashley Thompson	6.25	4/12/23
	Elliott Stewart	Facilities Services	Grounds Worker	Replaces Jaime Diaz	8.0	4/3/23
	Nichole Salazar	Amistad	Lead Cook	Replaces Sherry Hayden	7.0	3/31/23
	Amanda Rante	Lincoln	Para/SS/Autism	Replaces Natalie Olvera-Vargas	6.5	4/10/23
	Veronica Baldridge	Westgate	Para/SS/Tier II Autism	Replaces Phil Smith	6.0	4/10/23
	Lucerito Quevedo	Eastgate	Para/BE/Bilingual	Replaces Velma Gomez	6.5	4/10/23
REHIRE	Amy Munoz	Amistad	Para/FP/LAP	Replaces Shelby McDermott	6.0	3/27/23
RESIGNATION	Zachary Morrison	Westgate	Para/FP/BE		6.75	3/31/23
	Stephanie Cervantes	ECEAP	Para/ECEAP		8.0	3/31/23
	Cari McClelland	Ridge View	Lead Secretary		8.0	4/21/23
	Jordan Watson	Kennewick	Counseling Secretary		8.0	4/21/23
	Mackenzie Schmaljohann	Chinook	Para/SS/Tier II Autism		6.0	4/21/23
	Luz Rosario Rodriguez	ECEAP	Para/ECEAP		8.0	4/28/23

CLASSIFIED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

RESIGNATION CONT.	Gabrielle Perez	Chinook	Para/SS/LifeSkills		6.5	3/31/23
	Miriam Byerly	Transportation	Bus Attendant	To sub bus driver	5.17	3/21/23
	Kara Baber	KDC	Para/SS/Preschool		5.0	4/10/23
	Ana Straley	Southridge	Cook		6.0	3/31/23
	Keyston Aubrey	Chinook	Para/SS/Tier II Autism		6.0	3/31/23
	Mindi Reffalt	KDC	Para/SS/Preschool		5.0	4/11/23
LEAVE OF ABSENCE	May Golaga	Highlands	Cook	Until 10/2/2023	6.0	4/17/23
RESIGNED FROM LOA	America Fonseca	N/A	Para	To sub teach	N/A	3/28/23
LAYOFF						
RETIREMENT	Alma Garcia	Cottonwood	Lead Secretary		8.0	8/31/23
RETURN FROM LOA	Kathryn Martell	ECEAP	Para/ECEAP		8.0	4/17/23
TERMINATION						

EXTRACURRICULAR
ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

Exhibit C: Lists new employment contracts and terminations that have occurred for supplemental contracts since the last meeting of the Board of Directors.

BOARD MEETING DATE: Wednesday, April 12, 2023

EXHIBIT C

SUPPLEMENTAL CONTRACTS
ELECTIONS AND TERMINATIONS

	NAME	*SCHOOL*	*POSITION*	*JUSTIFICATION*	*HOURS*	*DATE*
NEW POSITIONS						**2022-2023 Sc Yr**
REPLACEMENTS						
	Laura Stephens	Southridge HS	Assistant Girls Basketball	Replaces .5 Vanessa Young/.2 Scott Loar		**2023-2024 Sc Yr**
	Laura Hester	Southrdge HS	Assistant Girls Basketball	Replaces .5 Vanessa Young		**2023-2024 Sc Yr**
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2023-2024 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr
						2022-2023 Sc Yr

LEAVE OF ABSENCE	*NAME*	*SCHOOL*	*POSITION*	*COMMENTS*	*DATE*
					2023-2024 Sc Yr
					2023-2024 Sc Yr
					2023-2024 Sc Yr
RESIGNATIONS	*NAME*	*SCHOOL*	*POSITION*	*COMMENTS*	
	Addy Jasper	KENEWICK HIGH SCHOOL	Assistant Volleyball	Resigned	**2022-2023 Sc Yr**
	Vanessa Young	Southridge HS	Assistant Girls Basketball	Resigned	**2023-2024 Sc Yr**
					2022-2023 Sc Yr
					2023-2024 Sc Yr
					2023-2024 Sc Yr
					2023-2024 Sc Yr
					2023-2024 Sc Yr
					2022-2023 Sc Yr
					2023-2024 Sc Yr
					2022-2023 Sc Yr

KENNEWICK SCHOOL DISTRICT

DOUG CHRISTENSEN- ASSISTANT SUPERINTENDENT- HUMAN RESOURCES
1000 W. 4TH AVE. • KENNEWICK, WA 99336-5601
P: (509) 222-5010 • F: (509) 222-5051
doug.christensen@ksd.org

To: School Board Members

From: Doug Christensen

CC Traci Pierce, Superintendent

Date: April 12, 2023

Re: Out of Endorsement Teacher Plans (2022-23)

OSPI requires that school districts keep support plans on file for teachers who may be teaching one or more classes outside of their endorsement area(s). WAC 181-82-110 states that these plans must be approved by the school board.

This memo serves as the approval request to the School Board for the current Out of Endorsement plans of Support that have been developed between the teachers and their principals. The Human Resources Department has also signed off and approved all plans.

If you would like to see the support plans that are current for teachers in the District, they can be found on the School Board Page of the KSD Staff Intranet by clicking on the link below and searching under the title of "Out of Endorsement Plans":

http://education.ksd.org/SchoolBoard/Pages/default.aspx

RECOMMENDATION: Approve the Out of Endorsement Plans of Support developed by the KSD via principals and teachers.

NAME	CERT #	ENDORSEMENTS	BUILDING	GRADES	SUBJECT
Baker, Michael	505055D	Stem Tech, Mat. Eng, Engineering, Work Site Coord., Career Choices	DHMS	6	Technology
Canada, Brooke	374997E	Reading, Elem Ed	MCP	K, 1, 2, 3, 4, 5	Writing, Math
Cuevas, Elizette	571686E	Emergency Sub	Eastgate	K-5	Sped
Durham, Hunter	545055F	Condition- ML Humanities	Park MS	8	Soc Studies, Language Arts
Hocking, Kristina	388259D	English, ELL	SrHS	9, 10, 11, 12	General Math
Hulvey, Jacqulyn	508903B	Elem Ed, ML Math	MCP	6, 7, 8	PE, Computer Programming
Rannow, John	316012D	Business Ed, Mktg Ed, Sped	KeHS	9, 10, 11, 12	Social Studies, Language Arts
Sparhawk, Alexandra	591381R	Sped	KeHS		Sped
Stoker, Jessica	588340J	Visual Arts	KeHS	9, 10, 11, 12	Art
Wilkinson, Megan	587079E	Elem Ed, ML Science	HMS	7, 8	US History, State Spec Studies

Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning
1000 W. 4th Avenue
Kennewick, WA 99336

DATE: April 12, 2023

TO: Board of Directors

FROM: Alyssa St. Hilaire, Assistant Superintendent of Teaching and Learning
Kevin Pierce, Director of Learning Programs and Supports

RE: **Highly Capable (Hi-Cap) Program Plan**

Washington's Highly Capable Program is a component of the state's program of basic education. School districts provide instruction, activities, and services that accelerate learning for young learners identified as Highly Capable. Districts must define an educational program for Highly Capable students, and comply with specific program-related provisions that, integrated as a whole across the K–12 continuum, will deliver a comprehensive and equitable education for Highly Capable students.

Each year, districts must complete a comprehensive program plan and present it for OSPI and Board approval. The Board approved the 2021-2022 Highly Capable Plan on November 17, 2021. This year, OSPI has been very behind on their processes, and we just received approval and are now submitting for Board approval.

Attached is the 2022-23 Hi-Cap igrants application, and below is a summary of KSD's Hi-Cap program and details regarding our current program evaluation efforts.

Recommendation:

The Board approves the 2022-23 Highly Capable Program Plan as presented.

KENNEWICK SCHOOL DISTRICT

Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning
1000 W. 4th Avenue
Kennewick, WA 99336

Summary of KSD's Hi-Cap Program and Program Evaluation Efforts

Kennewick's elementary Highly-Capable (Hi-Cap) program is organized into four distinct delivery models:

1) Kennewick's Opportunities for the Gifted (KOG): Comprised of three self-contained portable classrooms located at Vista Elementary with a current enrollment of 58 students:
    a. Third Grade, 16 students, Teacher – Kim Estes
    b. Fourth Grade, 25 students, Teacher – April Samples
    c. Fifth Grade, 17 students, Teacher – Debbie Devine

    KOG is a magnet program that pulls students from the entire district, with transportation provided. Students are identified through the CogAT, NWEA MAP assessments in reading and math, and our state's Smarter Balance Assessment. Students scoring in the top ten percent on CogAT and MAP and at the highest rating (4) on the SBA assessments may qualify. Kennewick does not use a committee to determine qualifications.

2) Cluster Small Groups: Four Kennewick elementary schools are staffed with a half time teacher who assess students referred by teachers or parents because of high performance on district assessments and overall classroom performance. Students qualify if they score at the top 10%ile on the CogAT and possess MAP scores in the top 10%ile as well. They are pulled out for mainly math with one school pulling one group out for reading. These four schools have the lowest free/reduced percentage rates which range 16% to 36%:
    a. Cottonwood Elementary, Math, 10 students, Teacher – Amy Springen
    b. Cottonwood Elementary, Reading, 12 students, Teacher – Amy Springen
    c. Amon Creek Elementary, Math, 17 students, Teacher – Amy Springen
    d. Sage Crest Elementary, Math, 25 students, Teacher – Kathy Kern
    e. Ridge View Elementary, Math, 19 students, Teacher – Kathy Kern

3) Hi-Cap Cluster Classrooms: In addition to pulling students into small Hi-Cap groups at the second and third grade levels, one Cluster school, Amon Creek Elementary, created two Hi-Cap classrooms where all identified students are grouped in self-contained classrooms all year. Qualifying requirements are similar to the previous two models; however, students in the next upper 10% band (80% to 90%) on the MAP can qualify with top scores on the SBA. This elementary has a free/reduced percentage of 22% and is our largest elementary with 743 students enrolled.
    a. Fourth Grade Classroom, 27 students, Teacher – Rachel Kelly

KENNEWICK SCHOOL DISTRICT

Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning
1000 W. 4th Avenue
Kennewick, WA 99336

b. Fifth Grade Classroom, 25 students, Teacher – Rebecca Melone

4) Young Scholars After School STEM program: Thirteen of our elementary schools identify Hi-Cap students by administering Pearson's non-verbal NNAT3 to all second graders. These students are then invited to participate in an afterschool STEM program that typically operates once each week for approximately one hour. One teacher in each school receives extra-pay to facilitate testing in October and prepare and facilitate extension activities in science, math, and technology. These schools are the most impacted by poverty with a free/reduced range of 93% to 57%. (The following information is currently being collected and will be updated as we receive it) :
   a. Amistad, Teacher – Stephanie Pearson
   b. Canyon View, 16 students, Teacher – Andrea Kurkjian
   c. Cascade, 11 students, Teacher – Tara Metz
   d. Eastgate, Teacher – Morgan Gamboa
   e. Edison, Teacher – Mark Chandler
   f. Fuerza, 33 students, Teacher – Freddy Arroyo
   g. Hawthorne, 8 students, Teacher – Jeff Pieros
   h. Lincoln, Teacher – Chandra Karlberg
   i. Southgate, 7 students, Teacher – Lindsey Davis
   j. Sunset View, 11 students, Teacher – Suzy Armstrong
   k. Vista, 12 students, Teacher – Karen Brutzman
   l. Washington, 7 students, Teacher – Katie Pratt
   m. Westgate, 14 students, Teacher – Mark Russell and Taylor Mearns

Program Summary

Model	# of Schools	# of Teachers	# of Students	Students per Teacher/Group	Grade Levels	Hours per week per student
KOG	1	3	58	19	3-5	32.5
Cluster Groups	4	2	83	10	2-5	2.5
Cluster Classroom	1	2	52	52	4-5	32.5
Young Scholar	13	2.2	153*	11	2-5	1

*estimate until all data is received

KENNEWICK SCHOOL DISTRICT

Alyssa St. Hilaire
Assistant Superintendent of Teaching and Learning
1000 W. 4th Avenue
Kennewick, WA 99336

Total served in elementary hi-cap: 346
Total 2nd to 5th grade elementary students: 5634
Percentage of KSD elementary students identified/served in hi-cap: 6%

On an annual basis. OSPI requires school boards to approve the district Hi-Cap plans. Last year when asked to approve our Hi-Cap plan, Board members asked for more information and specifically in the areas of screening and participation numbers. Concerns about equity of access between our low and high free/reduced schools were expressed.

With support from Hanover Research, we are currently conducting a program review to help identify KSD program strengths and growth areas. The program review is designed to help us answer the following questions:

- Do the four delivery models support accelerated student growth?
- Is access to hi-cap services equitable from school to school? Are they aligned with other like districts within our state?
- Are all Hi-Cap students in the Kennewick School District being identified?
- Are parents of Hi-Cap students satisfied with the level of growth and engagement of their children within each of our models?
- Are elementary staff satisfied with the quality and quantity of activities offered within the Young Scholar program?
- How does the academic growth of our Hi-Cap students compare between our models?
- How does KSD's elementary Hi-Cap program compare to like-districts within our state?
- Are elementary principals aware of Washington state Hi-Cap program requirements?
- What is the satisfaction of our intermediate Hi-Cap students who have participated one or more years in one of our Hi-Cap models?
- What are best strategies to maximize growth for our Hi-Cap students?
- Do academic growth levels differ between push-in and pull-out delivery models?
- How do other like-districts screen elementary students to identify Hi-Cap students?

217 Highly Capable Program Plan
Fiscal Year: 22-23
Milestone: Final Approval Issued (Printed 4/6/2023)

District: Kennewick School District
Organization Code: 03017
ESD: Educational Service District 123

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2022-23 school year.

- **Page 1 must be UPDATED ANNUALLY:** District indicates if accepting Highly Capable funds, corrects all contact information as needed, corrects dates to current school year, and signs assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page. Page 7 is to be updated annually.

REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2022-23), click **Print All**, to the right of Save. **(WAC 392.170.025)**

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under **RCW 28A.150.220(3)(g)3)**.

Updated Pages

Updates have been made to the following pages:

- ☐ Page 2
- ☑ Page 3
- ☑ Page 4
- ☑ Page 5
- ☑ Page 6
- ☑ Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of **RCW 28A.150.220(3)(g)**, the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See **RCW 28A.185.020** (1) and (2).

Please check only one box below:

☑ **LEA accepts Highly Capable allocation for 2022-23 school year. LEA agrees to the comply with:**

a. **RCW 28A.150.220(3)(g)(3)**
The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

b. **RCW 28A.185.020**
Highly Capable program requirements provided in state law.

c. **WAC 392-170-012**
Highly Capable program requirements provided under OSPI rules. **WAC 392-170**

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

f. *Annually complete the End-of-Year Report (iGrants Form Package 250).*

g. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

h. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2022-23 school year.** LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with **RCW 28A.150.220(3)(g)**. This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:

a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

b. *Annually complete applicable portions of the End-of-Year Report (iGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

c. **Your school board must approve the information and data you enter in this form package annually.** *LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.*

d. *Follow* **RCW 28A.185.020** *District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

e. *Follow* **RCW 28A.300.770** *Highly Capable students –Identification procedures. Assessment process for identification as Highly Capable student.*

☑ District officials have read, and the district complies with, the laws and regulations above.

Authorized Representative Name:	Brandon Lord
Authorized Representative Title:	Fiscal Officer
Date: (MM/DD/YY)	12/01/22

Highly Capable Program Coordinator	
Contact Name:	Kevin Pierce
Contact Organization:	Kennewick School District
Contact Email:	kevin.pierce@ksd.org
Contact Phone:	(509) 222-5896
Contact Name:	Kevin Pierce
Contact Organization:	Kennewick School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? ☐ **Yes** ☑ **No**	
Contact Name:	
Contact Organization:	
Contact Email:	
Contact Phone:	

Page 2

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 | 035 | 036

Instructions

1. Select one check box.
2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.

☑ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.

☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☑ Yes ☐ No

Page 3

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification WAC 392-170-042

Assurances

☑ Public notification for parents and students before any major identification activity.

Public Notification

☑ Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.

☑ Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process WAC 392-170-045 | 055

Assurances

☑ District uses a specific process to refer students for the Highly Capable program

☑ Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

☑ District gets permission to assess.

☑ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑	Explanation of the **procedures for identification** of a student for entrance into the HCP.	☑
Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑	Explanation of the **process for appealing the selection decision** of the multidisciplinary selection committee.	☑
Explanation of the **procedures to exit a student** from the program.	☑	Explanation of the **procedures to exit a student** from the program.	☑
Information on the **district's program and the options** that will be available to identified students.	☑	Information on the district's **program and the options** that will be available to identified students.	☑

D. Screening Procedures OPTIONAL WAC 392-170-045 | 055 | 060 | 075

Instructions

The referral process could include a method to screen out students who do not qualify for the HCP, based on clear current evidence.

The district uses a screening process. Yes ☑ No ☐

If yes, click the **NEW** button and complete the tables to document the type of screener by grade level.

If no, continue to **Part E.**

Do Not Lose Your Data - Click Save!
Click **Save** at the top of the page after you complete each table.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable
[selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) district math & reading common assessments	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12

Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

Screening Procedures

Assurances
Mark both check boxes to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented screening process.

☑ All tests and other evaluation materials used in the screening meet requirements of WAS 392-170-060 *Nondiscrimination in the use of tests.*

Instructions

MSC Considers Screening and Assessment Data
Make sure your multidisciplinary selection committee reviews all the data you collect through your screening procedures and your assessment process.

> **WAC 392-170-075 Selection of Most Highly Capable**
> [selection] "(3) Shall be based on a selection system that determines which students are the most highly capable as defined under **WAC 392-170-055**, and other data collected in the assessment process."

If you checked the **K12 box**, do NOT check the boxes below individual grades.

Cognitive	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAt 7-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAt 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Academic Achievement	Screener by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
State Assessment(s)	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
MAP for Primary Grades (MPG)	☐	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	**Screener by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Torrance Test of Creative Thinking (TTCT)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-based Rating Scale	**Screener by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
State Assessment(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	**Screener by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

E. Assessment Process WAC 392-170-055 | 060

Assurances
Mark each check box to affirm that WAC requirements detailed in 392-170-055 and 392-170-060 are in place.

☑ District has a clearly defined and documented assessment process.

☑ All tests and other evaluation materials used in the assessment meet requirements of WAC 392-170-060 *Nondiscrimination in the use of Tests.*

Instructions

Use **up-to-date assessment tools.** Contact individual publishing companies for more information on each assessment.

Other - Name the other data sources you use.

If K12 is marked, do not check any of the individual grade level boxes for the measure.

ALERT: Districts that screen must use different instruments in the assessment process.

Assessment Measures

Cognitive	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
CogAT 7-Screening Form	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
CogAT 8-Screening Form	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 7-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CogAT 8-Full Battery	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Naglieri Nonverbal Aptitude Test (NNAT2)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales (SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Binet Intelligence Scales for Early Childhood (Early SB5)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Wechsler Intelligence Scale for Children, 4th Edition (WISC IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJ IV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Otis-Lennon School Ability Test, 8 Edition (OLSAT 8)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s) NNAT3 NAGLIERI NON-VERBAL APTITUDE TEST	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐

Academic Achievement	Assessment Measure By Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12

State Assessment(s)	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐	☑	☑	☐
MAP for Primary Grades (MPG)	☐	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Measures of Academic Progress (MAP)	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
Iowa Test of Basic Skills (ITBS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Iowa Test of Educational Development (ITED)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Stanford Achievement Test Series, 10th Edition (SAT 10)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Woodcock-Johnson IV (WJIV)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kaufman Test of Educational Achievement (KTEA)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Creativity	**Assessment Measure by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Torrance Test of Creative Thinking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Research-Based Rating Scale	**Assessment Measure by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Gifted Rating Scales, 2003 (GRS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Rating the Behavioral Characteristics of Superior Students (Renzulli Scales)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Scales for Identifying Gifted Students, 2004 (SIGS)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		☑												
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Informal Measures	**Assessment Measure by Grade Level**													
	K12	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Kingore Observation Inventory	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teacher Rating Scale-locally developed	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Parent Rating Scale-locally developed	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Report Card	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Portfolio-Work Samples	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other: Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

F. Selection WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data
If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

> **WAC 392-170-075 Selection of Most Highly Capable**
> Shall be based on a selection system that determines which students are the most Highly Capable as defined under WAC 392-170-055, and other data collected in the assessment process."

Assurances

- ☑ District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- ☐ Board Policy and Procedure Number **2190**
- ☑ If not, 2190: Board Policy and Procedure Name or Number 2166

G. Multidisciplinary Selection Committee (MSC) WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- ☑ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- ☑ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

Page 4

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management WAC 392-170-078 | 080

Assurances

- ☑ District provides educational opportunities that take into account each student's needs and capabilities.
- ☑ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies **four primary structures** for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services**/Programs, CEDARS Gifted Value 33
- **Acceleration** Services/Programs, CEDARS Gifted Value 34
- **Non-Traditional** Services/Programs, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications** teachers integrate to meet the needs of their Highly Capable students.

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables
For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom-based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification	
☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects

☑ Pacing	☑ Content acceleration
☐ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☑ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 33 Unique HCP services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Self-Contained classroom	☐	☐	☐	☐	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Supplemental pull-out program	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Specialty online course or courses	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification	
☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Cambridge AICE	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
College in the High School	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Concurrent or dual enrollment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Credit by examination	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Early entrance middle school, high school or college	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Grade level advancement	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑
Honors/Advanced	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
International Baccalaureate (IB)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Online course(s) for subject acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑
Running Start	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☑
Subject-based acceleration	☐	☐	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification	
☑ Differentiation	☑ Curriculum Compacting
☑ Flexible grouping	☑ Enrichment
☑ Independent study	☑ Independent projects
☑ Pacing	☑ Content acceleration
☑ Supplemental instruction in area of interest	☐ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

CEDARS Gifted Value 35 Non-traditional services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Mentorship	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Collaborative partnership with industry	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with ESD	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cooperative arrangement with other district(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental academic competitions	☐	☐	☐	☐	☑	☑	☑	☑	☑	☑	☐	☐	☐	☐
Supplemental summer enrichment or acceleration	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Supplemental before or after school services and extra-curricular academic activities	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	☐	☐	☐
Other Name(s)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Instructional Strategies and Curricula Modification	
☐ Differentiation	☐ Curriculum Compacting
☐ Flexible grouping	☑ Enrichment
☐ Independent study	☑ Independent projects
☐ Pacing	☐ Content acceleration
☑ Supplemental instruction in area of interest	☑ Supplemental materials in area of interest
☐ Cluster grouping	☐ Other Name(s)

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Program Goals, Monitoring and Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals WAC 392-170-030

Assurance

☑ District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the sate Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

☑ District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	☑	October: Revise as necessary each year based on state guidelines and submit to schoolboard at November meeting
Program Expenditures	☑	September: Revise as needed per student need throughout the year. Utilize grants to support.
Compliance to WAC 392-170	☑	December: Review WAC and revise as needed yearly
District Procedures	☑	April: Revise as needed based on High Cap committee recommendations, administrator and teacher review
Goals for District Program	☑	April: Revise as needed based on High Cap committee recommendations, administrator and teacher review
Academic Goals for HCP Students	☑	October: Revise as needed based on High Cap committee recommendations, administrator and teacher review
Communications	☑	October and March: Keep forms and public notices posted to the district website and school websites up to date, and in multiple languages
Variety of Services at Grade Levels	☑	October: Revise as needed based on High Cap committee recommendations, administrator and teacher review
Continuum of Services	☑	September: Revise as needed based on High Cap committee recommendations, administrator and teacher review
Other: Name(s)	☐	

C2. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	**Grades**	**Collect or Administer**	**Review**
Grades and Tests			
AP Tests	☐ Elementary ☑ Secondary	June	September-Obtober
Cambridge AICE Tests	☐ Elementary ☐ Secondary		
Classroom-based Assessments	☐ Elementary ☐ Secondary		
District Assessments	☑ Elementary ☑ Secondary	November, January, May November, January, May	November, January, May November, January, May
IB Tests	☐ Elementary ☑ Secondary	June	September-October
Performance Assessment	☐ Elementary ☐ Secondary		
Progress Reports	☐ Elementary ☐ Secondary		
Report Cards	☐ Elementary ☐ Secondary		
State Assessments	☑ Elementary ☑ Secondary	May-June May-June	September-October September-October
Student Growth Percentiles (SGP) comparing academic peers	☑ Elementary ☑ Secondary	May May	September-October September-November
Other: Name(s)	☐ Elementary ☐ Secondary		
Qualitative Data			
Staff Anecdotal Observation	☑ Elementary ☐ Secondary	October-May	October-May
Student Reflection	☑ Elementary ☐ Secondary	May	September

Student Interviews	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

Surveys			
Administrator	☑ Elementary ☑ Secondary	May May	September September
Parent	☑ Elementary ☐ Secondary	KOG program, YS and HC programs	September
Student	☑ Elementary ☑ Secondary	KOG, HC, and YS Programs Honors	September September
Teacher	☑ Elementary ☑ Secondary	May May	September September
Other: Name(s)	☐ Elementary ☐ Secondary		

Other Data Sources			
Attendance	☐ Elementary ☐ Secondary		
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	☐ Elementary ☑ Secondary	May	June
Program Participation	☐ Elementary ☐ Secondary		
Other: Name(s)	☐ Elementary ☐ Secondary		

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School Board Annual Approval of District Comprehensive Plan: iGrants 217

WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	15	50	74	80	73	107	108	95	84	80	54	35	865

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval

WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 11/9/2022

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files	Uploaded By	Uploaded At
2021 11-18 School Board Mintues.pdf	KEVIN PIERCE	10/27/2022 4:04 PM

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Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

   Kevin Pierce

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

   OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

   Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2022-23 identification cycle.

   Universal screening for all second graders in Title 1 schools each fall. Look for rapid growth over time with WIDA and early exits. Screen for above-grade-level on WaKIDS in the fall.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2021-22 identification cycle.**

   LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

   a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification**.

   b. Highly Capable selection decisions must be based on consideration of **criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.

   c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment**. These data points may

be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.

d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, a **nonverbal screening and assessment** must be used.

a.Student profiles that take into consideration academic achievement as identified through state and district assessments; cognitive achievement as measured by the CogAT and NNAT assessments; teacher rating scales of gifted behaviors for students who are borderline on the CogAT assessments.
b. Identification of students based on the overview of student profiles and assessment results for the district tests, State tests, and Cognitive tests; exceptions are made for local norms by district and school.
c. Teacher anecdotal records are only one small part of the student's overall profile to support the MDT's decision to select for the program.
d. NNAT will be used for all students in Title 1 schools. NNAT is a non-verbal assessment that will help identify the creative and cognitive abilities of students not yet proficient academically. We have a special Young Scholars program that reaches the strengths of this student profile.

Community Education and Engagement

April 12, 2023

KENNEWICK
SCHOOL DISTRICT

Review of January Retreat Discussion

KENNEWICK
SCHOOL DISTRICT

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.

KENNEWICK
COMMUNITY
EDUCATION

Current Situation

- Program coordinator position is vacant.
- We are continuing Ed2Go course offerings.
- The Board has expressed interest in expanding family engagement and volunteer programs and efforts in our district.

Updated 2022-23 Board Identified Priorities

Student Safety & Crisis Management	Community Involvement	Funding	Student Learning and Performance
• Student safety • Mental health supports • Campus safety • Board discussions about safety • Communication about safety efforts • Effective crisis management processes/protocols	• Opportunities for stakeholder engagement • Parent/community involvement in schools • Student involvement in processes	• Levies • Budget • Retaining pre-COVID funding • Maintaining and/or increasing staffing as state provides • No unfunded mandates	• Ensure high standards for students and increase student success • Increase graduation rates • Pre-apprenticeships/ apprenticeships and pre-employment credits • Post-secondary focused career/life counseling • Post-secondary data

Fall/Winter Session

(September 6 – Dec 14)

- 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

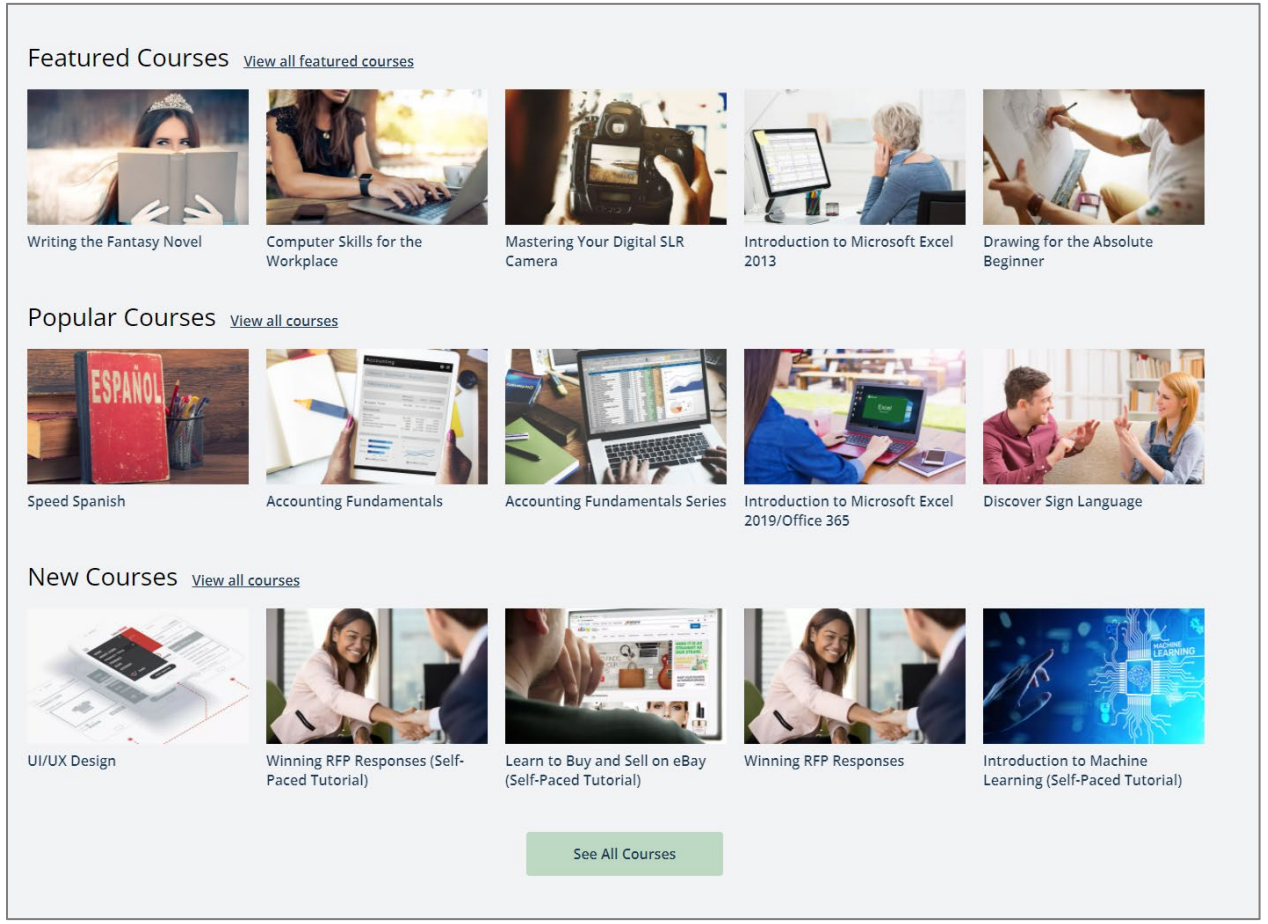
ALPACA BRAIDED RUG *NEW*

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



Ed2Go – Online Classes

- 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.

2022-23 TEACHERS
CLOCK HOUR OPPORTUNITIES

KENNEWICK COMMUNITY EDUCATION

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.

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
Grammer 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 had 16 new instructors.
- Participation levels have increased to higher than pre-pandemic.
- Ed2Go participation has increased 21% since 2021.
- A KCE Instagram has been created.

Community Education Status & Budget

- Program costs significantly exceed program revenue
- Historical Revenue

22-23 Was trending toward $45K or so.
21-22 COVID
20-21 COVID
19-20 $31,672
18-19 $44,273
17-18 $46,401
16-17 $45,846
15-16 $50,742
14-15 $77,602
13-14 $66,341
12-13 $77,150
11-12 $87,142
10-11 $76,184
09-10 $60,932

Community Education Status & Budget

- Program costs significantly exceed program revenue
- Historical Revenue:

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12-13 $77,150
11-12 $87,142
10-11 $76,184
09-10 $60,932

September 2022 – January 10, 2023

Kennewick Community Education - Payout Report ed2go				
2022/2023				
Transaction Month	Class	Subtotal	Ed2Go Fees	Paid to KSD
Sep-22	Accounting Fundamentals	$ 105.00	$ 75.00	**$ 30.00**
Sep-22	Discover Sign Language	$ 199.00	$ 129.00	**$ 70.00**
Sep-22	Loss Weight and Keep it off	$ 100.00	$ 65.00	**$ 35.00**
Sep-22	Start Your Own Edible Gard	$ 105.00	$ 75.00	**$ 30.00**
Sep-22	Discover Sign Language	$ 105.00	$ 65.00	**$ 40.00**
Oct-22	Computer Skills for the Workplace	$ 105.00	$ 75.00	**$ 30.00**
Oct-22	Stocks Bonds & Investing	$ 105.00	$ 65.00	**$ 40.00**
Oct-22	Handling Medical Emergencies	$ 105.00	$ 75.00	**$ 30.00**
Oct-22	Writing For children	$ 105.00	$ 65.00	**$ 40.00**
Oct-22	Spanish for Medical Pros	$ 115.00	$ 75.00	**$ 40.00**
Oct-22	Speed Spanish	$ 115.00	$ 75.00	**$ 40.00**
Oct-22	Discover Sign Language	$ 115.00	$ 65.00	**$ 50.00**
Nov-22	Creative writing	$ 299.00	$ 199.00	**$ 100.00**
Dec-22	Listen to Your Heart and Success Will Follow	$ 100.00	$ 65.00	**$ 35.00**
Dec-22	Introduction to Windows	$ 105.00	$ 75.00	**$ 30.00**
			$ 1,243.00	$ 640.00

Board Discussion

- Board interests and priorities?
- Board ideas/options?
- Board direction?

Update and Next Steps

KENNEWICK
SCHOOL DISTRICT

Current Family and Community Engagement Structures and Positions

Communications Department	Learning Programs and Supports Department	Migrant and Multilingual Team
Goal: To provide personal and professional development classes for community members **Activities:** • Recruit and support community instructors • Coordinate ed2go offerings • Develop and publicize course catalogs/offerings **Current Staff:** • Community Education Coordinator (not currently filled)	**Goal:** To help ensure that schools have meaningful family engagement **Activities:** • Work with schools and ATPs to develop plans for family engagement • Coordinate systems and provide support and resources **Current Staff:** • Family Engagement Manager • Schools Out Coordinator • McKinney-Vento/Foster Care Liaison	**Goal:** To provide support for migrant and multilingual students and families **Activities:** • Identify migrant families • Coordinate Parent Advisory Council (PAC) • Coordinate resources for families **Current Staff:** • Migrant Recruiters • Migrant Data Analysts • Immigrant Support Coordinator • Migrant Health Nurse

Enhance and Expand the Community Education Coordinator Position

- Expand the focus of the Community Education Coordinator position to include family/community engagement and education
- Co-fund position and structure collaboration efforts across departments
- Change the title to **Family and Community Engagement Coordinator**
  - Partner with Learning Programs and Supports, Migrant/Multilingual, and other departments
  - Expand education offerings to meet the needs of parents
  - Coordinate and offer family education/engagement classes
  - Continue to offer community education/recruit and support community instructors
  - Continue to offer ed2go courses

Family and Community Education Ideas
(PAC feedback and other)

- Classes in technology: PowerSchool, Parent Square, Varsity Tutoring
- Classes in mental health/social emotional needs of children
- Training in student behavior
- Training in parenting
- Training in culture/diversity for newcomers
- Learning about colleges (financial aid, GET, college applications)
- Learning about community resources
- Education about laws in US for immigrant parents
- English language classes for adults
- Computer classes for adults
- How to help your child in math
- How to help your middle schooler transition to high school

This Photo by Unknown Author is licensed under CC BY

Other:

- Training offered multiple times all year
- Children welcome

Board Questions/Feedback

KENNEWICK
SCHOOL DISTRICT

Annual Staff/Human Resources Report

April 12, 2023

KENNEWICK
SCHOOL DISTRICT

Staff

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

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

2022-23 Annual Objectives

Staff Recruitment, Hiring, and Retention

- We will continue to attend and host annual recruiting fairs for both certificated and classified staff, highlighting the opportunities and benefits of working for Kennewick School District.
- Our district Staff Wellness Committee will meet regularly to develop wellness activities for staff and communicate health and wellness supports and benefits available to staff. We will continue to partner with local pharmacies to sponsor annual flu clinic opportunities for staff.
- We will continue to build our "Recruiting Washington Teachers" teaching academy program, geared toward encouraging and supporting high school students from diverse backgrounds, including bi-lingual students, in exploring and pursuing careers in education.

Staff Value, Voice, and Recognition

- We will continue to conduct an annual all-staff survey to seek input from staff and identify areas of strength and needed improvement.
- We will continue to foster respectful and collaborative relationships with professional associations and labor unions to negotiate fair, mutually beneficial and fiscally responsible collective bargaining agreements.
- We will continue to recognize staff for excellence and celebrate years of service in the district through our staff award programs and encourage collegial appreciation through our weekly staff "Kudos."
- We will strive to intentionally infuse positivity into the workplace.

Staff Training, Professional Growth, and Performance

- New teachers will continue to receive support from a consulting peer educator through our district Peer Assistance and Resources (PAR) Program.
- We will expand new staff orientation and onboarding efforts to ensure staff are well-prepared and supported in their roles.
- All staff will continue to complete mandatory training focused on workplace safety, anti-discrimination and harassment, student safety, staff conduct expectations and professionalism.
- We will continue to implement the state Teacher/Principal Evaluation Program (TPEP) focused on high-quality teaching, high-quality leadership and student learning and growth.
- We will implement a new professional growth and evaluation system for central office leaders, focused on high-quality leadership, support for schools and improved student learning.

Presentation Outline

- **Staff Recruitment, Hiring and Retention**
  - Current staff statistics and data
  - Annual recruiting efforts
  - Long-term recruiting strategy
- **Staff Value, Voice and Recognition**
  - Annual staff survey data
  - Staff recognition
  - Staff Wellness Committee
- **Staff Training, Professional Growth, and Performance**

Staff Recruitment, Hiring and Retention

KENNEWICK
SCHOOL DISTRICT

Staff Data

STAFF (2022-23)

1,222
Certificated

1,190
Classified

463
Substitutes

482
Casual Employees

TEACHERS (2022-23)

13.3
Average Years Teaching Experience

61.5%
Have Master's Degree or Higher

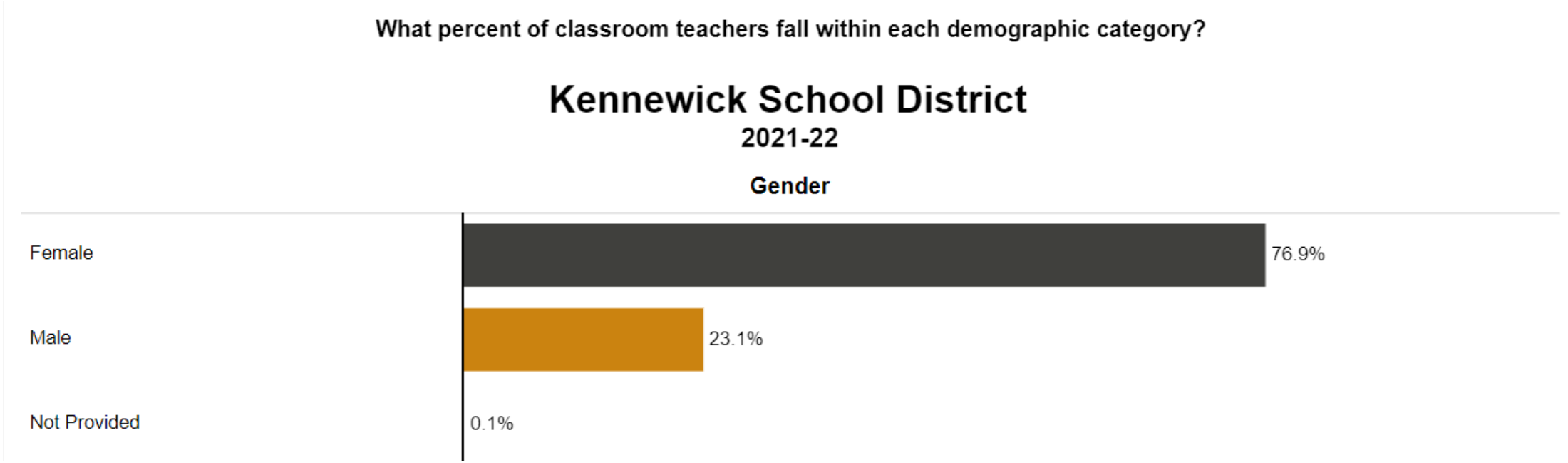
136
Have National Board Certification

Staff Demographics

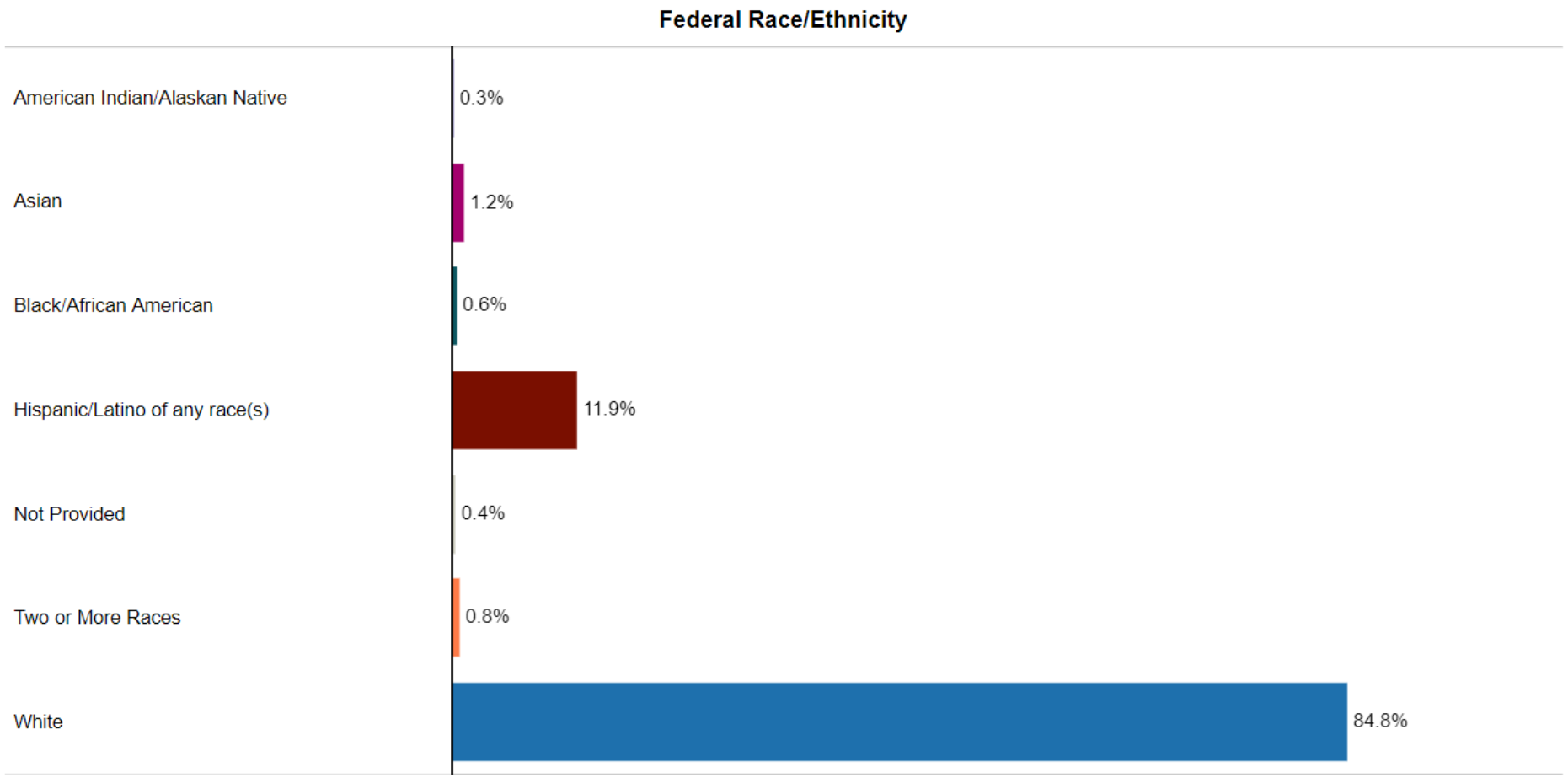
- Increase in total staff over time reflects increase in district/growth student enrollment over time

	2015	2023	% change
Male	22%	33%	+11%
Female	78%	67%	-11%
African American/Black	.58%	2%	+1.42%
Asian	.97%	2%	+1.03%
Hispanic	8.26%	20%	+11.74%
Two or More Races	1.26%	3%	+1.74%
White	88.22%	73%	-15.22%

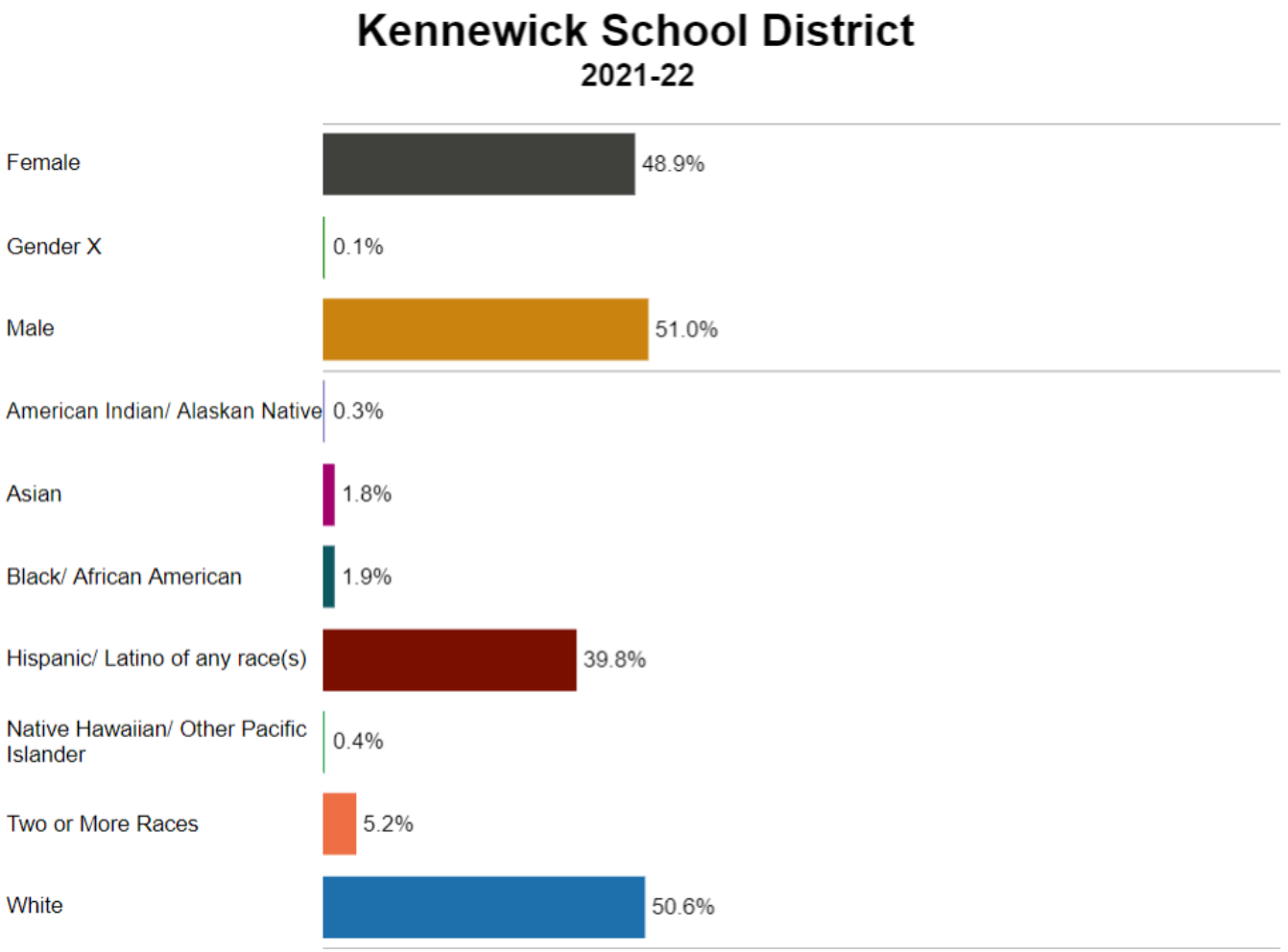
Classroom Teacher Demographics



Classroom Teacher Demographics



Student demographics



Teacher Retention Rate

- Since 2018, we have hired 217 teachers
  - Of the 217 new hires, we have retained 198
- This is a 91.2% retention rate for KSD
- The state average is 85%

Annual Recruiting Efforts

- Annual regional and state-wide job fairs
- Annual KSD job fair in March and May
  - All buildings are represented
  - Average attendance is over 150 candidates from universities and other districts
- Direct contact with universities for “hard to fill” positions (special education, bilingual education, etc.)
- Dedicated webpages for recruiting/hiring-including testimonials from minority teaching and administrative staff
- Posting of jobs on state/regional websites

Long-Term Recruiting Strategy: *Recruiting Washington Teachers/Bilingual Educators Initiative*

- Partnership with WSU Tri-Cities for our high school students in teaching academy courses
  - Automatic acceptance into WSU when completing the Careers in Education course
  - Scholarship opportunities
  - Opportunity for part-time as para-educator work while earning teaching degree

- *This year, 12-15 KSD high school graduates will begin earning their teaching degrees at WSU Tri-cities while they work part time as para-educators for the KSD*

Staff Value, Voice and Recognition

KENNEWICK
SCHOOL DISTRICT

Annual Staff Survey

- Designed to help assess areas of strength and areas for improvement, aligned with our strategic goal

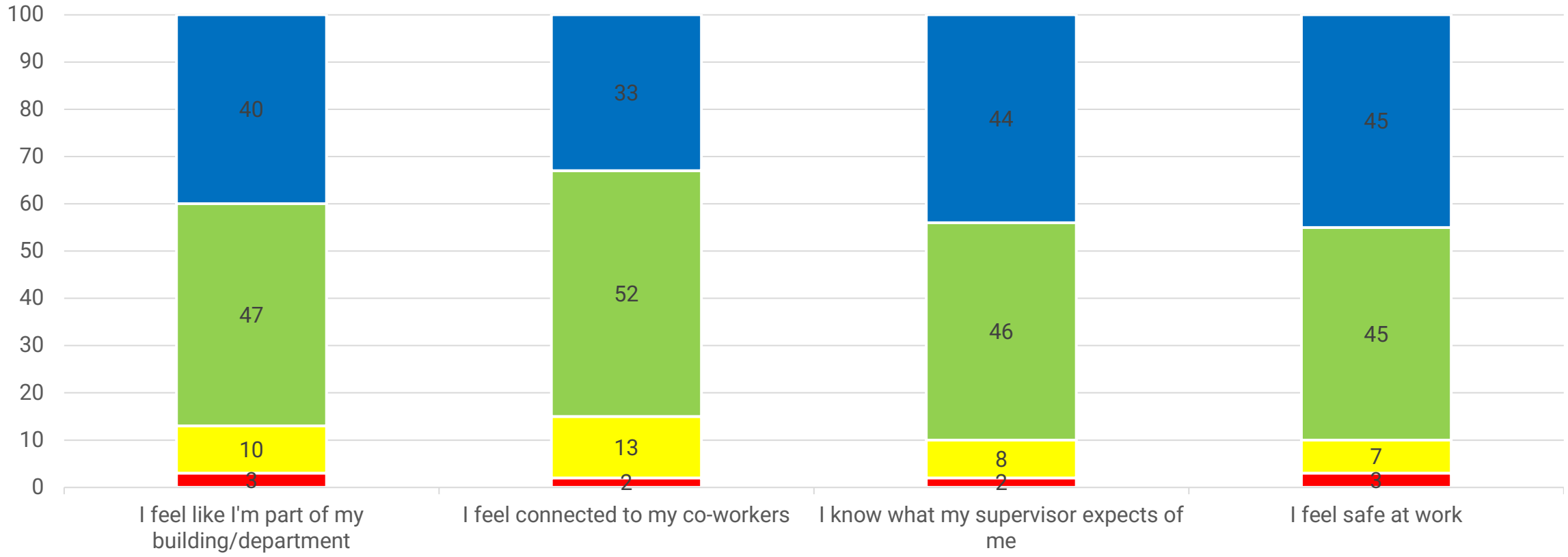
  - Spring 2021: 1,163 staff responses
  - Spring 2022: 1,550 staff responses *(25% increase over prior year)*
  - Spring 2023: Survey will be deployed April 10

All Staff Survey Questions

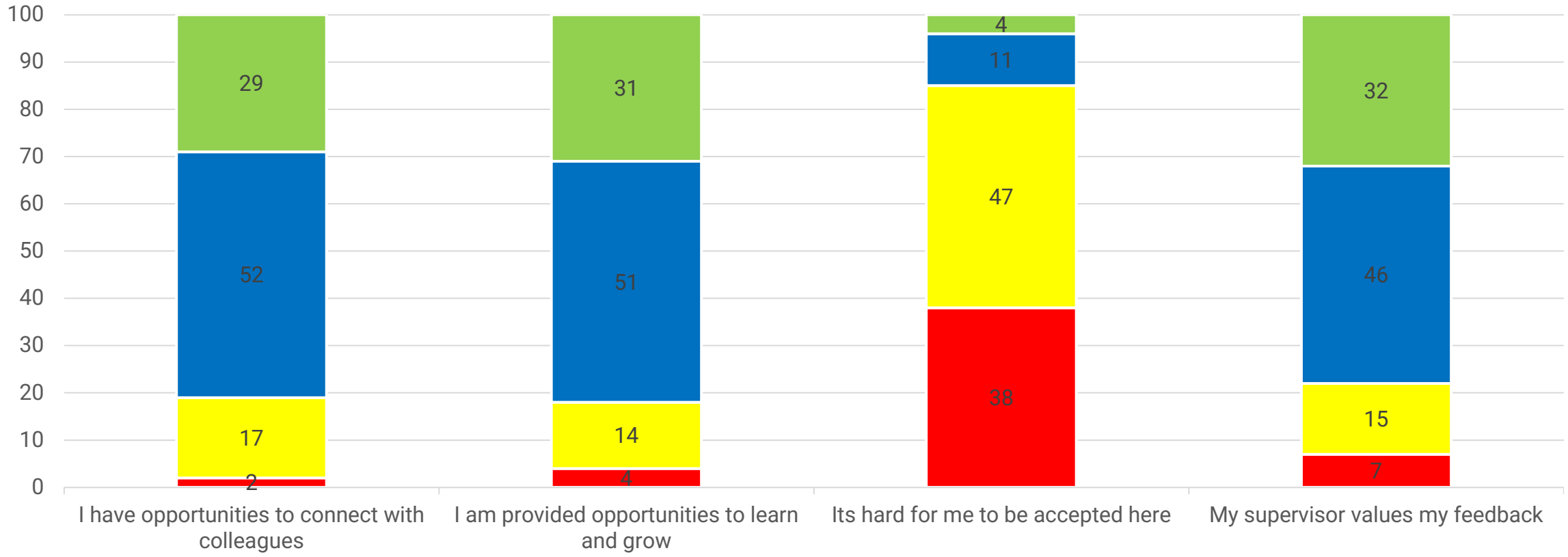
1. I feel like I'm a part of my building/department
2. I feel connected to my co-workers
3. I know what my supervisor expects of me
4. I feel safe at work
5. I have opportunities to connect with colleagues
6. I am provided opportunities to learn and grow in my job
7. It's hard for me to be accepted here
8. My supervisors value my feedback
9. Sometimes I feel I don't belong
10. My supervisors seem invested in the success of our team
11. My co-workers and I are held to high standards of professionalism and performance
12. I am happy at work
13. I am included in the activities of my building/department
14. I find my work meaningful
15. I am treated with respect in my job
16. My job utilizes my skills and abilities
17. I feel like we have a positive culture in my building/department

- Strongly agree
- Agree
- Disagree
- Strongly disagree

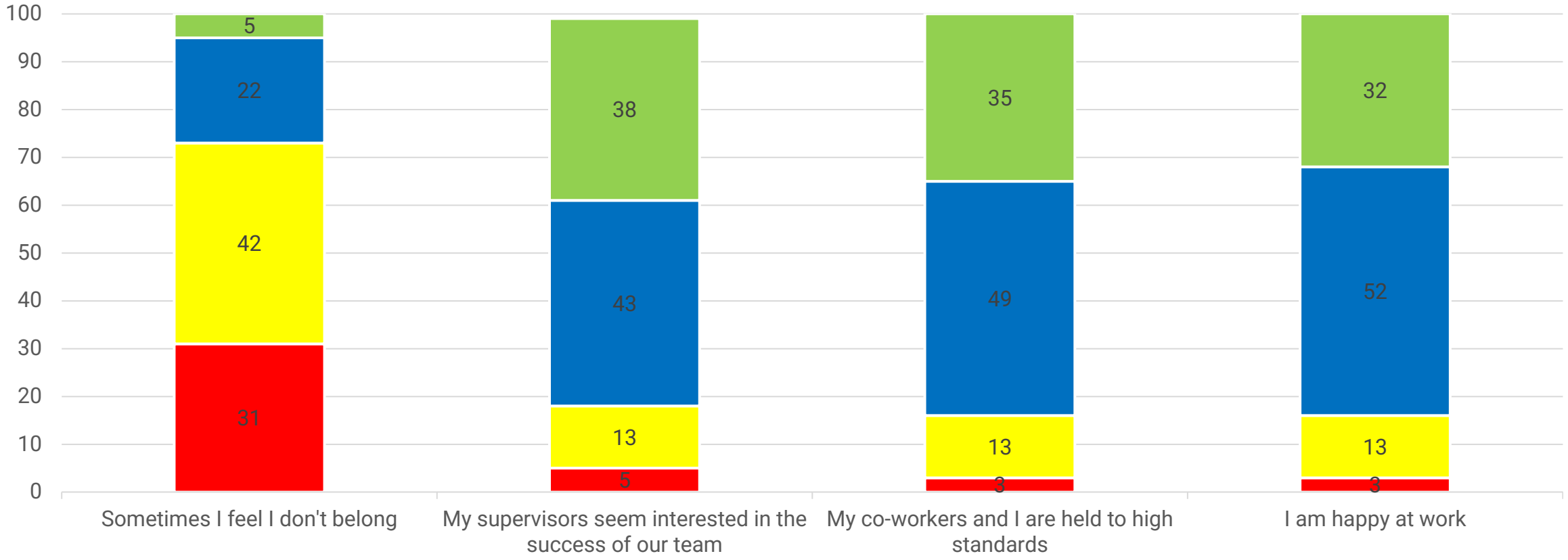
Spring 2022 Staff Survey Results



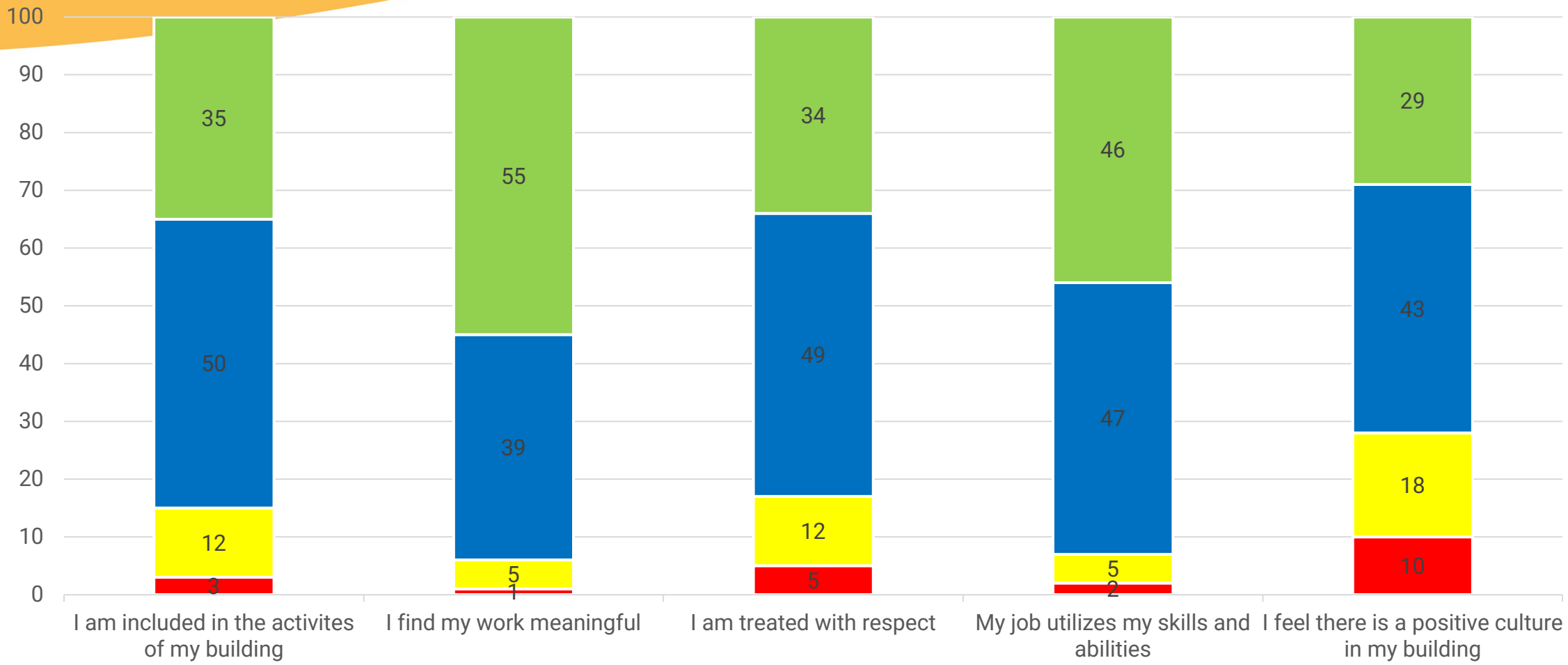
Spring 2022 Staff Survey Results



Spring 2022 Staff Survey Results



Spring 2022 Staff Survey Results



2022 Staff Survey: Data Analysis

Strengths	Opportunities to Improve
• Overall staff participation rate up 25% • Staff feel safe at work (90%) • Staff find their work meaningful (94%) • Staff feel their skills and abilities are utilized (93%)	• Classified staff participation rate (39% compared to 61% certificated) • Positive culture in building/department (72%) • Supervisors value feedback (78%) • Feeling of not belonging (27%) • Feeling of not being accepted (15%)

Updates: Spring 2023 Questions

1. I feel like I'm a part of my building/department
2. I feel connected to my co-workers
3. I know what my supervisor expects of me
4. I feel safe at work
5. I have opportunities to connect with colleagues
6. I am provided opportunities to learn and grow in my job
7. I feel a sense of belonging at work
8. My supervisors value my feedback
9. My supervisors are invested in the success of the team
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13. I find my work meaningful
14. I am treated with respect in my job
15. My job utilizes my skills and abilities
16. I feel like we have a positive culture in my building/department

Questions 4 and 7 include open text boxes with prompt:

"If you answered disagree or strongly disagree, please tell us why"

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Staff Recognition

- Building level/supervisor level activities
- District level awards, recognition and Kudos
- Years of Service Employee Recognition Program
  - 39% of teachers have 15 years or more of experience.

Staff Wellness Committee: Policy 5515

The duties of the committee will include:

1. Sharing supports available through the Office of the Superintendent of Public Instruction, the Educational Service District, and the School Employees' Benefits Board;

2. Sharing links to a secondary traumatic stress self-assessment tool and any associated resources;

3. Reviewing district level annual staff survey data; and,

4. Utilizing the data collected, report to the Board at least once per year with a summary of committee activities, the status of staff well-being, and an assessment and recommendations for the implementation of this policy and procedure.

Staff Wellness Committee

Members:

- Rama Devagupta – Teacher, Southridge High School
- Lori Woods – Teacher, Southgate Elementary School
- Desiree Martinez – Assistant Principal, Kennewick High School
- Jesus Barajas – Benefits Specialists
- Naomi Puckett – Principal, Ridge View Elementary
- Toni Neidhold – Director of Human Resources

Meeting Dates: Sep. 2022, Nov. 2022, March 2023, May 2023

Committee Activities:

Focus on collecting and sharing information regularly with all staff via email, monthly district newsletters, social media, etc.

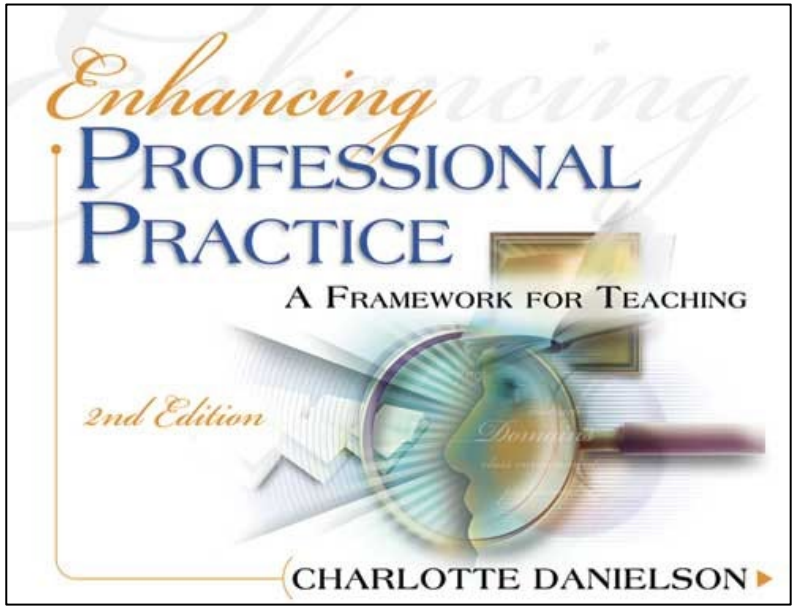
- Share access to free mental health supports for all staff and families.
- Collect, review and share additional access to health care benefits from our insurance provider.
- Collect, review and share other physical fitness activities and healthy living ideas with employees.
- Review annual staff survey data and give input on what data might be good to collect in future surveys.

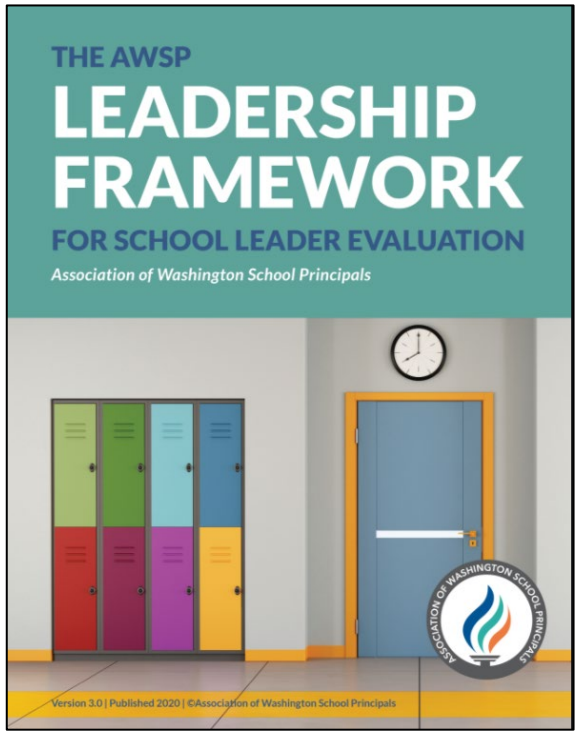
Staff Training, Professional Growth, and Performance

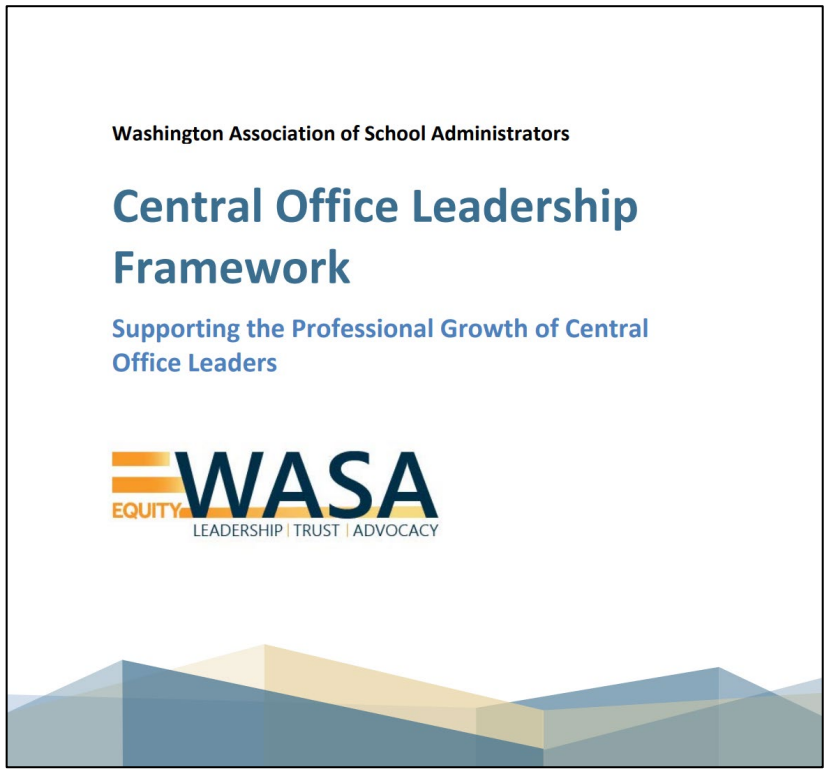
KENNEWICK
SCHOOL DISTRICT

State Frameworks for Certificated and Administrative Staff

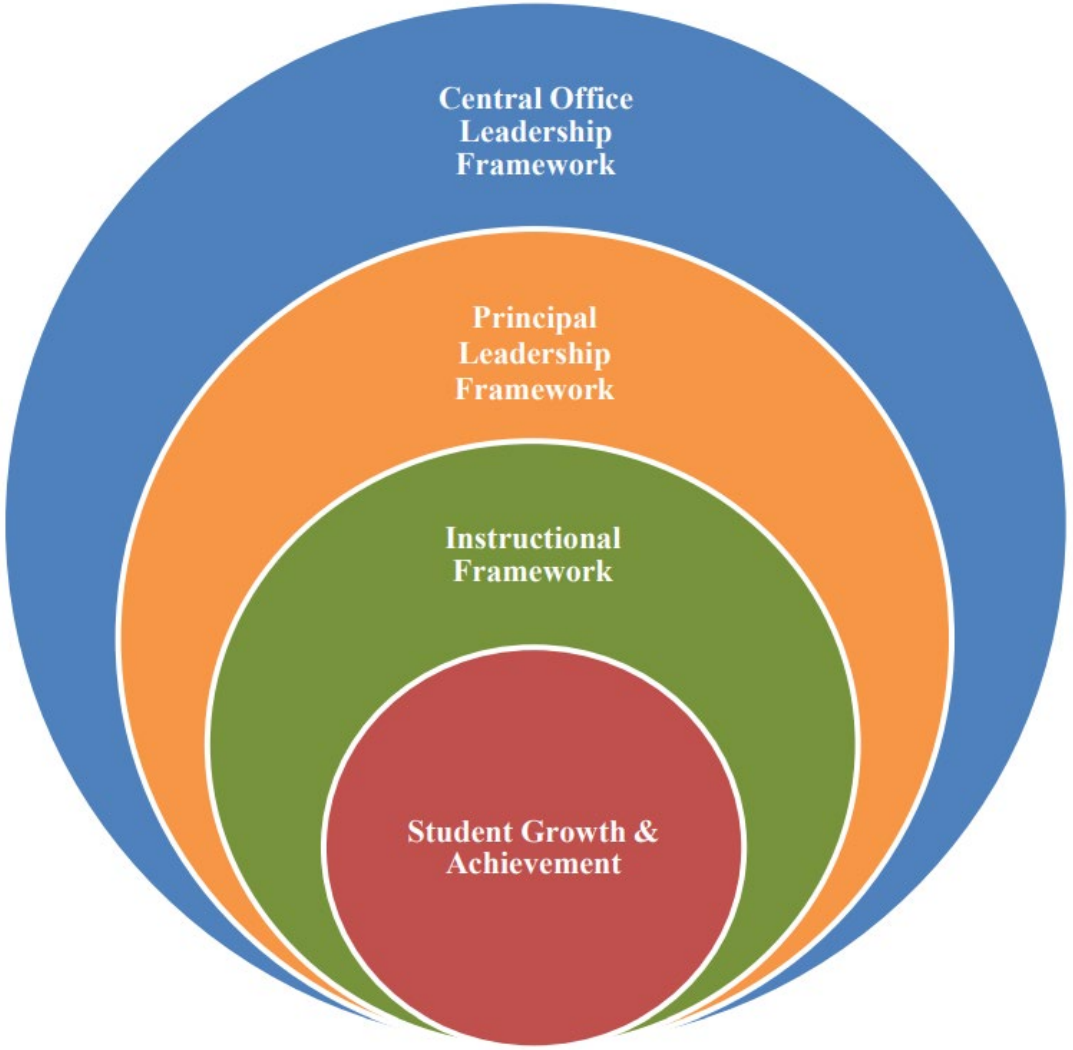
- Frameworks define performance standards and expectations for performance and growth







Teachers/Certificated Staff	Building Administrators	Central Office Administrators
Danielson Framework/State 8	AWSP Framework/State 8	WASA Framework
1. Centering instruction on high expectations for student achievement 2. Demonstrating effective teaching practices 3. Recognizing individual student learning needs and developing strategies to address those needs 4. Providing clear and intentional focus on subject matter content and curriculum 5. Fostering and managing a safe, positive learning environment 6. Using multiple student data elements to modify instruction and improve student learning 7. Communicating and collaborating with parents and the school community 8. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	1. Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff 2. Demonstrating commitment to closing the achievement gap 3. Providing for school safety; 4. Leading the development, implementation, and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements; 5. Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals 6. Monitoring, assisting, and evaluating effective instruction and assessment practices 7. Managing both staff and fiscal resources to support student achievement and legal responsibilities 8. Partnering with the school community to promote student learning.	<u>Effective Leadership</u> a) Focus on Student Learning b) Dynamic and Distributive Leadership c) Sustained Improvement Efforts <u>Quality Teaching and Learning Support</u> a) Quality Classroom Instruction b) Coordinated and Aligned Curriculum and Assessment c) Coordinated and Job-Embedded Professional Development <u>System-Wide Improvement</u> a) Effective Use of Data b) Strategic Allocation of Resources c) Policy and Program Coherence <u>Clear and Collaborative Relationships</u> a) Professional Culture and Collaborative Relationships b) Clear Understanding of School and District Roles and Responsibilities c) Engaging the Community and Managing External Environment


Central Office Leadership Framework
Principal Leadership Framework
Instructional Framework
Student Growth & Achievement

Professional Growth and Evaluation Process

- Reflection and self-assessment using framework
- Goal setting with supervisor
  - Activities
  - Data collection
- Observation and formative feedback
- Data analysis and review with supervisor
- Summative evaluation

Board Comments, Questions, and Discussion

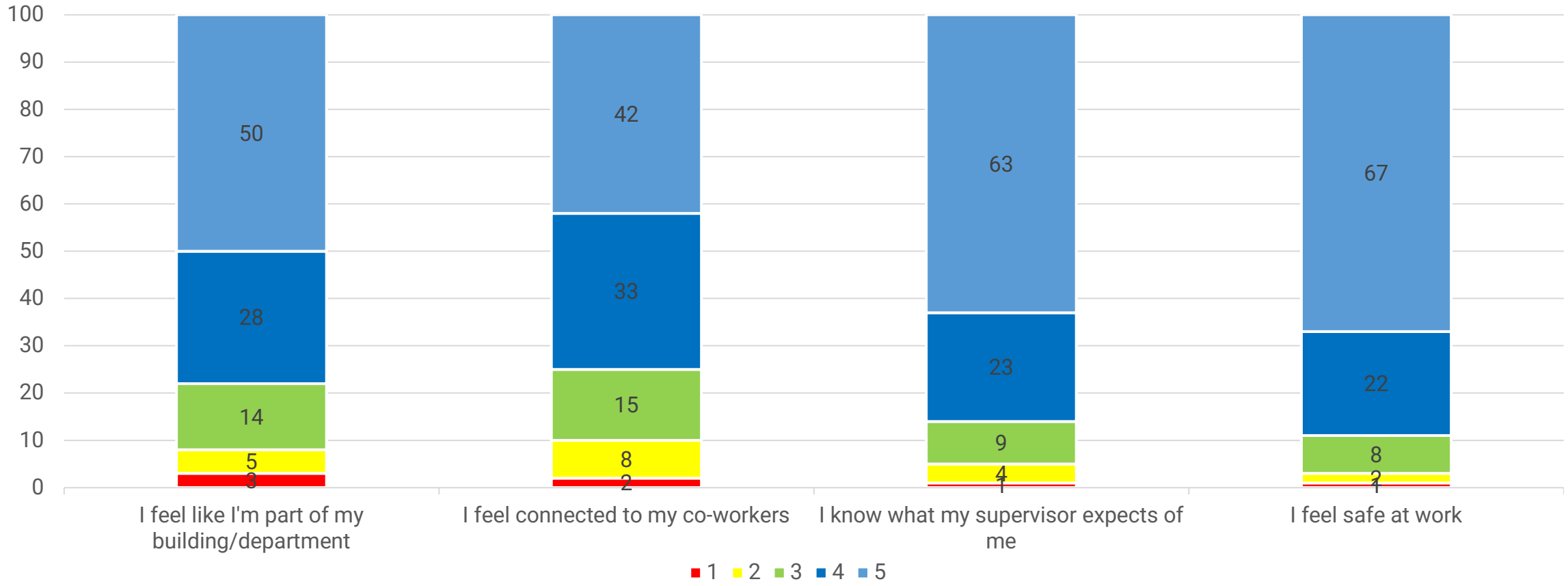
KENNEWICK
SCHOOL DISTRICT

Appendix

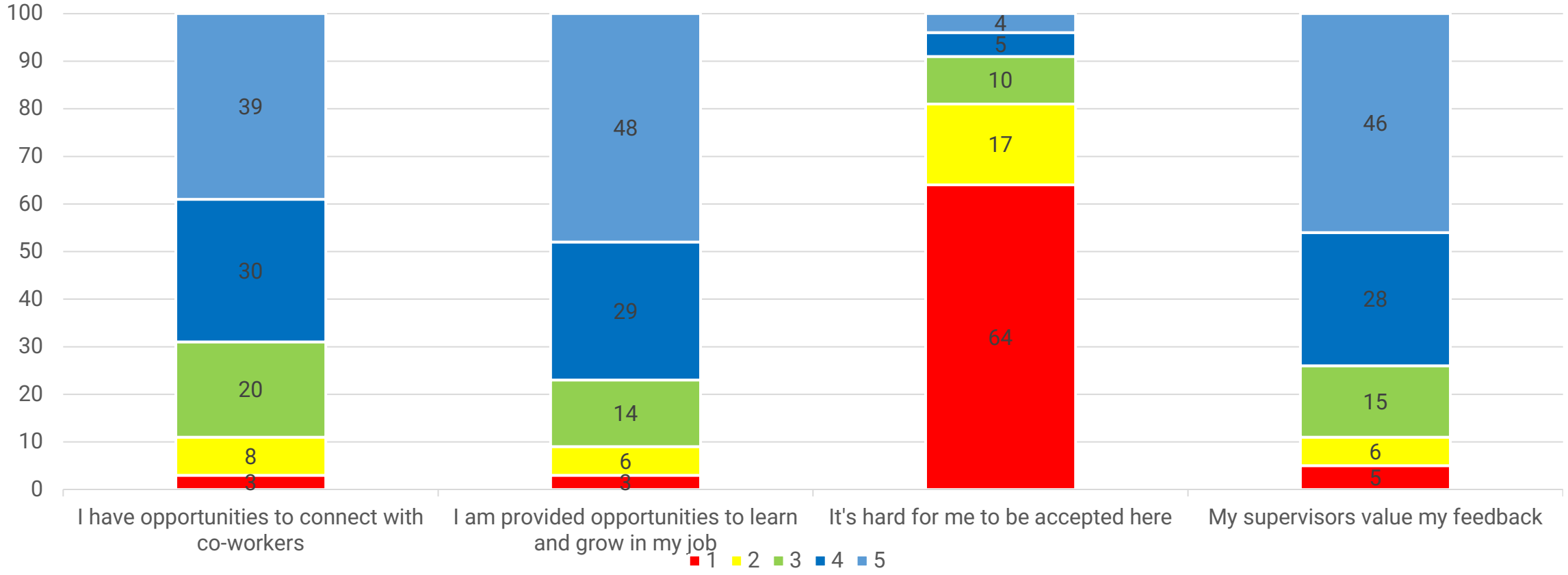
2021 Staff Survey Data

KENNEWICK
SCHOOL DISTRICT

Spring 2021 Staff Survey Results



Spring 2021 Staff Survey Results



Spring 2021 Staff Survey Results

Spring 2021 Staff Survey Results

KENNEWICK
SCHOOL DISTRICT

General Fund & Capital Fund 2023-24 Preliminary Budget Update

April 12, 2023

General Fund Budget Update

- Staffing meetings at middle and high schools in process
  - District staff budgets & project wage/benefit cost increase in process
  - Both House and Senate using same inflation factor of 3.7%
  - House and Senate differ in monthly health benefit allocation ($1,116 vs $1,100)
- District change in revenues dependent on final legislative 2023-25 operating budget
  - Session End Date: April 23, 2023
- District Non-Staff Costs – Materials/Supplies/Operating Costs (MSOC) In Process

KENNEWICK SCHOOL DISTRICT

General Fund
Materials/Supply/Operating Costs (MSOC)

Materials/Supplies/Operating Costs (MSOC) Select Categories	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Prelim Budget	Budget Change 23/24 - 22/23
Utility Cost	$ 3,641,500	$ 3,642,500	$ 3,750,750	$ 4,013,000	$ 262,250
Property/Liability Insurance	2,280,000	2,755,000	3,071,900	3,256,000	184,100
Transportation/Fleet Fuel	885,000	885,000	900,000	1,220,000	320,000
Transportation	491,300	475,350	465,350	465,350	-
Curriculum Adoption	1,032,500	1,032,500	32,500	232,500	200,000
IT/Technology/Software	3,109,000	3,109,000	3,189,000	3,189,000	-
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,592,850	3,594,850	3,262,850	3,287,850	25,000
Maint/Grounds (Equipment & Fleet Replacement)	221,500	221,500	196,500	196,500	-
Special Education	1,309,976	1,309,976	1,130,476	1,955,467	824,991
Security Resource Officer Contract	400,000	400,000	415,000	680,000	265,000
ESD Prevention Services	175,000	175,000	175,000	185,000	10,000
Reading Foundation (23-24 Contract TBD/In Progress)	379,575	379,575	379,575	379,575	-
Testing/Assessment Contract	185,000	185,000	70,000	70,000	-
Building Budgets	2,502,875	2,456,242	2,266,922	2,266,922	-
Other MSOC/No Tri Tech/No CTE (01,02,97)	2,104,741	2,117,000	1,675,523	1,725,523	50,000
Subtotal Basic Ed/Local Funded *MSOC Budget Change*	$ 22,310,817	$ 22,738,493	$ 20,981,346	$ 23,122,687	***$ 2,141,341***
Delta/Running Start/CBC Academy-Offset With Revenue	3,155,000	3,145,000	2,870,000	Offset with funding	
Open Doors- Offset With Revenue	$ 375,000	$ 365,000	$ 390,500	Offset with funding	
Science Resource Center (Offset With Revenue)	897,500	187,500	222,500	Offset with funding	
Communities In Schools (22-23: 11 schools/ $57K each)	385,000	511,830	627,000	$60K each for 23-24; +1 = 12 schools/$720K	
Career & Technical Education	1,541,834	1,407,886	2,092,886	Budgets in process - minimal impact on basic ed bottom line. Funding can only support program costs.	
Tri Tech Skill Center	1,423,228	1,668,228	1,853,228		
Federal Programs	1,077,746	2,538,310	1,234,234		
Learning Assistance Program (LAP)	282,377	715,470	632,281		
Bilingual	266,000	162,500	164,500		
Early Childhood Educ. Assistance Program (ECEAP)	274,500	277,000	277,000		
Food Service Program	5,480,903	4,708,343	5,672,373		
Other Grants/Contingency	1,500,000	1,500,000	1,500,000		
Other Non-Local Funded Program Change	950,322	725,470	772,669		
Subtotal	$ 17,609,410	$ 17,912,537	$ 18,309,171		$ -

Capital Fund
2023-24 Preliminary Budget

April 12, 2023

Kennewick School District

Capital Project Fund

2022-23 to 2026-27 Budget/Projected

	Budget 22/23	Projected 22/23	Prelim Budget 23/24	Projected 24/25	Projected 25/26	Projected 26/27
Beginning Fund Balance	**$ 54,729,639**	**$ 54,549,397**	**$ 31,944,238**	**$ 27,269,238**	**$ 27,069,238**	**$ 25,869,238**
Revenue						
Investment Earnings	500,000	850,000	325,000	300,000	300,000	300,000
State Match KeHS/Amistad/SHS/KaHS/R-View/#18	7,000,000	3,600,000	9,500,000	-	-	
Bond Sale	-	-	-	*Next Bond 2025 or later?*		
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	5,000,000
Tri Tech Other & Small Capital Projects	150,000	150,000	150,000	150,000	150,000	150,000
Tri Tech Core Modernization Project (2023-27)	-	-	-	-	-	-
Total Revenues	**$ 11,738,750**	**$ 9,244,841**	**$ 14,315,000**	**$ 5,050,000**	**$ 5,300,000**	**$ 5,450,000**
Expenditure						
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 $32.5M	25,000,000	24,000,000	6,500,000	-	-	-
Asset Preservation/Upgrades (Flooring/Roofing/Etc.)	1,500,000	-	1,500,000	1,500,000	1,500,000	1,500,000
Portable Costs/Moving/Etc	-	-	-	-	-	-
Other - Contingency	5,000,000	-	5,000,000	-	-	-
Information Tech Upgrades/Tech Levy	4,100,000	4,100,000	4,340,000	4,600,000	4,850,000	5,000,000
Tri Tech Building Phase 1.5 9,520 sq ft program space	5,500,000	4,000,000	1,500,000	-	-	-
Tri Tech Other/Small Project Grant	150,000	150,000	150,000	150,000	150,000	150,000
Total Expenditures	**$ 44,250,000**	**$ 33,350,000**	**$ 20,990,000**	**$ 6,250,000**	**$ 6,500,000**	**$ 6,650,000**
Change In Fund Balance Prior To Transfers	**$ (32,511,250)**	**$ (24,105,159)**	**$ (6,675,000)**	**$ (1,200,000)**	**$ (1,200,000)**	**$ (1,200,000)**
Transfer In From General Fund (Tri Tech)	**$ 1,500,000**	**$ 1,500,000**	**$ 2,000,000**	**$ 1,000,000**	**$ -**	**$ -**
Ending Fund Balance	**$ 23,718,389**	**$ 31,944,238**	**$ 27,269,238**	**$ 27,069,238**	**$ 25,869,238**	**$ 24,669,238**

2019 Bond & Planning For Next Bond

- 2019 Bond Final Project – Ridge View
  - Ridge View Target Completion – By December 2023

- Process & Projects For Next Bond
  - Use 10-Year Capital Facilities Plan As Guide
    - Evaluate Buildings Eligible for State Assistance Funding
    - Current Condition/Infrastructure, Project Cost, Timeline, Use of Fruitland, Build On Site
    - Evaluate other smaller scale projects
    - Evaluate Cost/Project State Assistance/Evaluate Impact on Tax rates
    - Input & Review: Facility Executive Committee, School Board, Public
  - Target Preliminary Project List By January 2024
  - Determine When To Present Bond to Voters

KENNEWICK SCHOOL DISTRICT

TABLE 16 — PHASE 1 2019 BOND PROJECTS

Facility Project
Kennewick High School
Amistad Elementary (Phase 2)
Kamiakin High School Addition
Southridge High School Addition
New Elementary #18
Ridge View Elementary

KENNEWICK SCHOOL DISTRICT

2019 Board Approved Bond Projects
$125M Bond Presented to Voters

Projects	Estimated Cost (in Millions)	State Assistance	Local Share
Kennewick High	$112	$56	$56
Amistad	$18	$8	$10
Ridge View	$30	$15	$15
Elementary 18	$30	$15	$15
Property Acquisition	$ 5	$ 0	$ 5
Capital Improvements	$ 5	$ 0	$ 5
Kamiakin Project	$17	$4	$13
Southridge Project	$17	$6	$11
TOTAL	$234	$104	**$130**
Use of Capital Fund	($5)		**($5)**
ADJUSTED TOTAL	$229		**$125**

KENNEWICK SCHOOL DISTRICT

TABLE 17 — CAPITAL FACILITIES PLAN PHASE 2 POTENTIAL BOND PROJECTS

Facility Project
Hawthorne Elementary
Washington Elementary
New Elementary #19
Highlands Middle School
Horse Heaven Hills Middle School
New Middle School #6
Vista Elementary
New Elementary #20

- Enrollment does not support building new schools
- 2023 - Evaluate condition of above schools and other schools eligible for state matching funds within the next 5 years (2024 – 2029)
- Target Preliminary Project List by January 2024

KENNEWICK SCHOOL DISTRICT

Next Steps & Budget Timeline

- April - May: District Staffing Reviewed
- April – May: Budget Presentations – General Fund/Other Funds
- April 23: Scheduled End Of Legislative Session
  - OSPI To Update Allocation Models
  - Finalize projected district revenues for 2023-24
- June 21: Public Hearing & Adoption of District Budget

KENNEWICK SCHOOL DISTRICT

Legislative Page Program

April 12, 2023

Legislative Page Program

- The Washington State Legislature has one of the finest page programs in the country. Each year, hundreds of students from across Washington State have the opportunity to take part in the legislative process and observe the Legislature and other branches of state government in action.
- Pages are sponsored by legislators and serve for one week during the legislative session, which runs January-April in odd numbered years and January-March in even numbered years.
- Pages spend their week learning about the legislative process while distributing materials throughout the Capitol Campus, assisting offices, delivering messages, working on the House or Senate Floor, and presenting the colors at the opening of the day's legislative session. Pages also spend time each day in Page School learning about all aspects of state government and legislative process.

Legislative Page Program

Requirements:

- Have parent or guardian permission
- Receive a recommendation from a teacher and their principal
- Be at least 14 years of age and have not reached their 17th birthday

Benefits:

- Pages earn a stipend of $50 per day and can also earn community service hours
- “In all honesty before coming here, I had no interest in government or politics. After this fantastic experience, I can actually see myself doing something here in the capitol. The Page School hearings were definitely my favorite part…It was such a cool experience sitting in the chairs and speaking into the microphones. I really felt like my vote made a big difference; it seemed as though I was doing something important. I really enjoyed the opportunity of being both the chair and a committee member…and being able to verbalize my opinion…I loved it."

— *Asia*

Scholarship Program

Gina Grant Bull Memorial Legislative Page Scholarship Program

- During her lifetime, Gina Grant Bull served the state of Washington in both the Legislature and at the community level. In every role, from Legislative Assistant to House Page Supervisor to teacher to coach, Gina went out of her way to make everyone feel welcomed and a valued member of the institutional family.
- The Page Program and the pages held a special place in Gina's heart. Her mission, before she unexpectedly passed away in 2016, was to extend this opportunity to all students in Washington State regardless of economic status. This scholarship honors her service and dedication.
- This goal of this scholarship is to encourage all students, regardless of income level, to participate in the Page Program by helping offset the expense of traveling to and staying in Olympia for the week. By reducing the financial burden and raising awareness of the program, the legislature hopes to make participation in this great educational opportunity economically feasible for more students across Washington State.
- The scholarship uses the Federal Free and Reduced-Priced Lunch Qualifications to assess need. Applicants must supply a copy of the letter of approval issued by the school district after the Free and Reduced Lunch application is processed.
- Applying for the scholarship will not help or hurt the applicant's acceptance into the program. Scholarship applications must be received no later than one month prior to paging.

Application and More Information

Legislative Page Programs and Page School

Senate Page Program House of Representatives Page Program Gina Grant Bull Legislative Memorial Page Scholarship

Applications for the 2023 Page Program Are Closed

Since prior to our statehood in 1889, students from across Washington have come to Olympia to serve as pages for the Washington State Legislature during the legislative session. Each week, the House and Senate provide pages the opportunity to take part in the legislative process and observe the Legislature and other branches of state government in action. The pages, who are between 14-16 years old, help deliver documents and provide assistance the chamber during floor sessions, all while attending the Legislative Page School. Paging presents students with a unique educational opportunity to participate in the legislative process.

The Washington State Legislature is proud to offer one of the finest page programs in the nation. To learn more about the role of a page, view our Day in the Life of a Page video!

Applications open November 1st each year. When applying, potential pages can select which weeks they are available to work.

https://leg.wa.gov/PageSchool/Pages/default.aspx

Kennewick School District #17, 1000 W. 4th Ave., Kennewick, WA 99336

Resolution No. 6
2022 – 2023

WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION (WSSDA) WEIGHTED VOTE REMOVAL RESOLUTION

WHEREAS, in Washington State any school district over 2,000 pupils or more is a school district of the first class; and

WHEREAS, in Washington State any school district under 2,000 pupils is a school district of the second class; and

WHEREAS, there are approximately 295 school districts in Washington State; and

WHEREAS, there are approximately 95 first class districts in Washington State; and

WHEREAS, there are approximately 200 second class districts in Washington State; and

WHEREAS, decisions and advocacy made by WSSDA impacts every school district; and

WHEREAS, article XI Section 3 of the WSSDA bylaws includes the following language for a weighted vote during general assembly; "When a weighted vote is called, delegates shall receive the number of votes as set forth in a vote chart based on student enrollment on the first school day in October."

NOW, THEREFORE BE IT RESOLVED the Kennewick School Board of Directors does hereby move to remove Article XI Section 3 titled Weighted Vote from the WSSDA bylaws.

BE IT FURTHER RESOLVED that Article XI section 2 item E be revised to state only, "Every delegate shall have one vote."

Adopted and approved this 12 day of April 2023.

ATTEST _____
Secretary, Board of Directors

_____
President, Board of Directors

_____
Vice President, Board of Directors

_____
Member of the Board of Directors

_____
Member of the Board of Directors

_____
Member of the Board of Directors