

Richland Schools

Office of the Superintendent

Memorandum

Date: 05/19/23
To: School Board
From: Shelley Redinger
Subject: Friday Packet

Enclosed please find the following documents:

- Board Dates to Remember
- Upcoming Events/Activities
- Dual-Language Update for 2023-24
- Samples of Regional Superintendent's Organizational Leadership Structures
- Special Education Task Force Update



TO: Board of Directors
RE: Event Dates
DATE: 5/19/23

May:

- **5/23...Board Meeting-Board Room-6:30**
 - **5:30-6:30-Budget Workshop**

June:

- **6/5...Board Leadership-1:30-2:15pm (Kari/Audra)**
- **6/9...Graduations:**
 - **9:00am...Three River's HomeLink-Uptown Theatre**
 - **11:00am...River's Edge HS-Convention Center**
 - **1:30pm...Pacific Crest Online Academy-Convention Center**
 - **4:30pm...Hanford High School-Toyota Center**
 - **7:30pm...Richland High School-Toyota Center**
- **6/13...Board Meeting-Board Room-6:30**
- **6/19...Board Leadership-1:30-2:15pm (Kari/Audra)**
- **6/27...Board Meeting-Board Room-6:30**

July:

- **7/11...Board Meeting-Board Room-6:30**

Upcoming Events/Activities:

This list is suggestions of RSD and community events to attend as a Board Member. By no means is it a comprehensive list of all activities in the District. Future events will be added to it weekly.

MAY:

FRIDAY, MAY 19

- HHS Jazz Bash, 4 p.m. at Hanford High School Commons

TUESDAY, MAY 23

- Orchestra Concert, 7 p.m. at Hanford High School Auditorium

THURSDAY, MAY 25

- Band Concert, 7 p.m. at Hanford High School Auditorium

FRIDAY, MAY 26

- Falcoln Film Fest, 6 p.m. at Hanford High School Auditorium

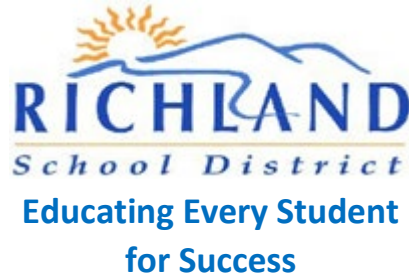
JUNE:

MONDAY, JUNE 5

- TRHL Summer Music Concert, 5:30 p.m. at Chief Jo Auditorium

FRIDAY, JUNE 9

- Three Rivers HomeLink Graduation, 9 a.m. at Uptown Theatre
- River's Edge High School Graduation, 11 a.m. at Three Rivers Convention Center
- PCOA Graduation, 1:30 p.m. at Three Rivers Convention Center
- Hanford High School Graduation, 4:30 p.m. at Toyota Center
- Richland High School Graduation, 7:30 p.m. at Toyota Center



Date: May 19, 2023
To: School Board Members and Dr. Redinger
From: Brian Moore, Assistant Superintendent, and Heather Tolon, ELL Instructional Specialist
Subject: Dual-Language Update for 2023-24 - Bilingual Classrooms at Tapteal Elementary

PURPOSE: Update the school board on the current status of bilingual classrooms at Tapteal for the 2023-2024 school year, dual-language professional development, and classroom instructional plans.

Tapteal Elementary K&1 Bilingual Classrooms 2023-2024:

- In the 2023-2024 school year, Tapteal Elementary will offer Spanish bilingual classrooms in one kindergarten and one first-grade classroom.
 - Caroline Wittman will teach the bilingual kindergarten classroom
 - Yeselle Maldonado will teach the first-grade bilingual classroom
- Both classrooms will receive additional bilingual paraeducator support for the school year.
- The placement lottery is currently open (accessible through the RSD website) and closes on May 31, 2023
 - Our goal is to open these classrooms with approximately 20 students per classroom, with approximately half emerging bilingual students and half monolingual students. We are also trying to maintain a level of class size balance with non-bilingual classrooms at Tapteal.
 - The current lottery application numbers for Kinder are:
 - Entering Kinders (Monolingual): 15
 - Entering Kinders (Emergent Bilingual): 10

- The current lottery application numbers for 1st grade are:
 - Entering 1st graders (Monolingual): 10
 - Entering 1st graders (Emergent Bilingual): 10
- A lottery will be held after May 31st, and families will be notified in June if they were chosen from the lottery for a spot or not. Tapteal students take priority for the lottery; out of Tapteal boundary students will be drawn on a space available basis.

2023-2024 Dual Language Task Force/ Bilingual Leadership Team:

Brian Moore, <i>Assistant Superintendent</i>	Derek O’Konek, <i>Executive Director, Elementary Education</i>
Sean Langdon, <i>Principal, Tapteal Elementary</i>	Rachael Clayton, <i>Assistant Principal, Tapteal Elementary</i>
Heather Tolon, <i>ELL Instructional Specialist (Elementary)</i>	Lisa Schutt, <i>Instructional Specialist (Tapteal)</i>
Caroline Wittman, <i>Kindergarten Teacher (Tapteal)</i>	Yeselle Maldonado, <i>1st Grade Teacher (Tapteal)</i>

Instructional Updates:

- Professional Development. Heather Tolon has led Caroline and Yeselle in Instructional Professional Development in the following areas:
 - WIDA Standards Framework (Language Standards)
 - Language Objectives & Dimensions of Academic Language
 - Best practices in instruction for the inclusion of emergent bilingual students
 - Cornerstones of Instruction for language acquisition
 - Designated ELD practices
 - Stages of language acquisition for second language learners
 - Analyzing data from WIDA Testing to inform instruction
 - Strategies for instruction to support language acquisition
- Classroom Instruction. *Any areas of instruction taught in Spanish will be connected at the end of the unit to English vocabulary and applied in English (called “Bridging”) to ensure that students can apply content knowledge taught in Spanish to English. Any areas taught in English will have an opportunity for Spanish vocabulary connections.*
 - Foundational Reading Skills: Taught exclusively in English (Spanish may be used to support content understanding of native Spanish speakers) to support the district’s Science of Literacy initiative.
 - As the program progresses, this will be revisited with more PD and team input.

- Math: Discussions in progress on language of instruction. If math is taught in Spanish, we also have the opportunity to test math in Spanish via iReady, supporting District inclusionary efforts.
- SEL: Upon IMC's approval of recommended curriculum, SEL will be taught in Spanish. The recommended curriculum is available in English and Spanish.
- Science and Social Studies: Discussions in progress.

Looking Ahead: The Dual-Language Task Force/ Bilingual Classroom Leadership team will continue to meet in the 2023-2024 school year to discuss future growth plans for the dual-language program. Our initial plan is to grow bilingual classroom options to grades 2-5 at Tapteal in the years ahead and provide bilingual options at other elementary schools and grades 6-12.



Date: May 19, 2023
To: School Board Members
From: Brian Moore, Assistant Superintendent, and Dr. Redinger
Subject: Samples of Regional Superintendent's Organizational Leadership Structures

Background:

At the request of the Board, we have analyzed how our organizational leadership structure compares to other regional and state districts. We find that each district has organizational charts, job title terminology, and structures unique to their individual districts' characteristics and needs. No two districts are the same regarding their superintendents' organizational structure and/or exact job titles.

Very few districts have the job title of deputy superintendent. However, the term deputy is synonymous with other titles such as associate superintendent or assistant superintendent. Assistant superintendents, associate superintendents, and deputy superintendents all coordinate cabinet-level leadership, provide general leadership for the school district, develop and lead system-wide improvement strategies, and monitor progress within and across departments and schools. They also are the ones who take the lead in the Superintendent's planned or unplanned absence or whenever a designee is needed, they represent the district at community, regional, and state-level meetings/committees, sign contracts, and are signatories for paying bills.

The terminology used for superintendent-level job titles differs from district to district. Regardless of the terminology used in the job title, the essential responsibilities of that role remain the same.

Richland School District Superintendent Leadership Structure:

Superintendent (enrollment 12,884)

- Assistant Superintendent (Grades P-5)
- Assistant Superintendent (Grades 6-12)

Examples of Regional Comparative Districts Models:

Mead School District Superintendent Leadership Structure:

Superintendent (enrollment 9,764)

- Assistant Superintendent, Teaching and Learning
- Assistant Superintendent, Business and Operations

Battle Ground School District Superintendent Leadership Structure:

Superintendent (enrollment 11,353)

- Deputy Superintendent

Central Valley School District Superintendent Leadership Structure:

Superintendent (enrollment 13,433)

- Associate Superintendent
- Associate Superintendent of Equity and Whole Child Initiatives

North Thurston School District Superintendent Leadership Structure:

Superintendent (enrollment 14,075)

- Assistant Superintendent, School Leadership (Elementary & Secondary)
- Assistant Superintendent, Instructional Services (CTE, Early Learning, Special Education, Curriculum, Athletics, and Activities)
- Assistant Superintendent, Operations (Finance, Human Resources, Construction, Facilities, MOT, Nutrition, Technology).

Pasco School District Superintendent Leadership Structure:

Superintendent (enrollment 17,663)

- Assistant Superintendent, Instructional Services (SpEd, Federal Programs, Assessment, Curriculum & Professional Development, Early Intervention)
- Assistant Superintendent, Operations (Support Services, MOT, Equity, Nutrition, Partnerships, and Family Engagement)
- Assistant Superintendent of Schools and Social Emotional Learning (T&L, CTE, Student Supports)
- Assistant Superintendent of Legal Services (Finance, HR, Technology)

Kennewick School District Superintendent Leadership Structure:

Superintendent (enrollment 17,821)

- Associate Superintendent (Human Resources, Transportation)
- Assistant Superintendent (K-12 Education: Elementary, Secondary, and Special Services)
- Assistant Superintendent (Elementary Education direct support for elementary principals)
- Assistant Superintendent (Teaching & Learning, CTE, Assessment, Curriculum)



**Educating Every Student
for Success**

FRIDAY PACKET DETAIL

May 19, 2023

TOPIC: Special Education Task Force Update

PURPOSE: Update the school board on the Special Education Task Force plan and progress

FROM: Zac Carpenter, Executive Director, Elementary Special Education
Robert Sorensen, Executive Director, Secondary Special Education



Educating Every Student for Success

FRIDAY PACKET DETAIL

May 19, 2023

A group of Special Education Administrators, District Administrators, and Parents met on October 18, 2022. This team reviewed the recommendations from the 2018 Special Education Audit and the Special Education Task Force Strategic Plan documents and developed a focus for future meetings. The team also recommended reaching out to original Special Education Task Force (SETF) members and adding additional members as necessary to ensure future meetings included a team that represented a variety of perspectives.

Following that original meeting, the SETF met 3 additional times this school year. The SETF currently includes Special Education Administrators, District Administrators, a building Principal, Special Education Teachers, Richland Education Association representatives, and representatives from 6 different families within the district.

January 26, 2023: The SETF reviewed current progress towards the SETF goals documented in the Special Education Task Force Strategic Plan 2020-2024. The team reviewed the progress presented at the June 14th, 2022 School Board meeting and the progress that has been made since that update. The team determined improvements are needed in how progress is communicated to all stakeholders. The team discussed ways to better demonstrate progress, be more transparent, and ways to improve accessibility of the information.

February 23, 2023- The SETF reviewed updates to the progress on the SETF Strategic Plan goals. The team discussed additional goals to consider, and areas of needed improvement. The team also discussed areas of focus to identify measurable goals. The team was able to narrow the focus down to 11 areas, which included Professional Development, Co-Teaching, Universal Design for Learning (UDL), Multi Tiered System of Support (MTSS), Least Restrictive Environment (LRE), Technology, Transition, IEP Compliance and development, Accountability, Community Engagement, Data Monitoring, and Planning.

March 29th, 2023- The SETF met for the last time this school year and discussed how to measure growth in the 12 focus areas.

What we learned as a Task Force-

Least Restrictive Environment: The district is making great improvements in the number of students on an IEP who spend at least 80% of their day in the general education setting. After analyzing comparable schools, we are confident we are on the right track and are focused on continuing our growth.

Percentage of Students on an IEP who are spend 80% or more of their day in General Education

District	April 2023	2020-2021
Richland School District	64.3%	60.3%
Pasco School District	56%	52.4%
Kennewick School District	49.6%	47.7%
Mead School District	53%	44.3%
Central Valley School District	44%	45.3%
Northshore School District	70%	62.5%
Bellevue School District	70%	66.9%

Extended School Year- A focus area of the SETF/Urban Collaborative was to increase our delivery of services for Extended School Year.

School Year	Total Students Served	Primary (PK-5th)	Secondary (6th-21)
2017-2018	10	7	3
2018-2019	11	10	1
2019-2020	20	10	10
2020-2021	42	24	18
2021-2022	55	33	22
2022-2023	58	34	24

Measurables for 2023-2024- The SETF identified measurables for our upcoming work.

1. Professional Development- Increase the number of Professional Development offerings regarding service delivery to our students. Topics include but are not limited to, Transition, Assistive Technology, Inclusive Practices, SEL and ESY. Professional Development opportunities will increase from 457 hours to 700 hours as measured by the number of clock hours earned.
 - a. Staff- 213 staff trained and 457 hours earned.
 - b. Community- 4 Opportunities (Assistive Technology 1, Post Secondary Transition 2, UDL 1)
2. CoTeaching- Expand access to co-taught classrooms as a part of the continuum of services as measured by the number of classroom offerings or sections at each level.
 - a. Preschool
 - i. Number of Co-Teaching Sections/Classrooms
 1. Baseline: 0
 - b. Elementary
 - i. Number of Co-Teaching Sections/Classrooms
 1. Baseline: 0
 - c. Middle School
 - i. Number of Co-Teaching Sections
 1. Baseline: 4
 - d. High School
 - i. Number of Co-Teaching Sections
 1. Baseline: 21
3. Universal Design for Learning (UDL)
 - a. Grow the understanding and utilization of UDL practices throughout the district by increasing the number of staff who have been trained in UDL strategies and have accessed coaching specific to UDL. This will be measured by the number of participants in All Kids Every Day (AKE) cohorts and coaching cycles.
 - i. Baseline: # of staff completing Year1, Year2, and Year3 AKE Training
 1. AKE Year 1- 25 Staff Completed
 2. AKE Year 2- 19 Staff Completed
 3. AKE Year 3- 0 Staff Completed (Year 3 cohort will begin 2023-2024)
 4. UDL Coaching Participants: 2 staff completed cycles
4. Multi-Tiered System of Support (MTSS)- Increase the progress towards a district-wide system of support as measured by the completion of an Action Plan around MTSS and District Capacity Assessment (DCA). The DCA is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. The DCA has 27 items with a max score on each item of 2.
 - i. DCA: March 2022, 8 out of a possible 54
 - ii. DCA: May 2023, 22 out of a possible 54
5. Least Restrictive Environment (LRE)- Increase our percentage of students with an IEP who are

served in general education for 80% of their day or more from 64.3% to 65.3% by April of 2024. This will be measured by monthly apportionment count.

i. Baseline: 64.3% (April 2023)

6. IEP- Improve the alignment of student needs and IEP goals through the use of Goalbook as a fidelity tool. Goalbook usage data will be used to monitor improvement in this area. Goalbook is an online tool-kit that guides staff through the development of a high quality statement of a student's present levels of functioning and provides support in developing appropriate IEP goals. We are currently in year 2 of implementing Goalbook in the district.

i. Baseline:

1. Active Accounts- 77
2. # of Developed Present Levels- 278
3. Viewed Learning Goal Pages- 1430

7. Assistive Technology (AT)- Increase access to Assistive Technology for our students through Professional Development and support by holding monthly AT Team Meetings and providing PD to staff and community.

i. Baseline:

1. AT Team meetings- 6
2. PD Opportunities- 3

8. Transition- Increase staff and community knowledge regarding Post Secondary Transition through Professional Development and community outreach as measured by number of PD opportunities and community outreach events.

i. Baseline:

1. PD- 2 opportunities
2. Community- 0 opportunities

9. Accountability- Improve accountability to stakeholder support, professional development, and services to students, staff, and families as measured by end of the year survey data. This survey will go out at the end of the 2022-2023 School Year.

i. Baseline: TBD

10. Community Engagement- Improve relationships with stakeholders through consistent communication and family engagement opportunities as measured by annual survey data and family/community engagement opportunities.

i. Baseline:

11. Data- Improve data collection and data monitoring for our students with disabilities by analyzing academic assessment, School Wide Information System data, and Goalbook usage. This will be accomplished through quarterly data meetings. The commitment is to increase from 2 meetings per year to 4 meetings per year.

i. Baseline: 2 meetings per year

2023-2024

The Special Education Department has reviewed this data, the recommendations from the Task Force, and the feedback from our staff and families and have identified 3 primary goals that align to the District

Strategic Plan for the 2023-2024 school year:

Accountability- The special education department will improve accountability by increasing the use of the fidelity tool, Goalbook. This goal focus was selected because every one of our students has an IEP with goals and progress monitoring. By increasing the usage, all of our students could potentially be impacted by better alignment of student needs and IEP goals.

- The district will improve its use of goalbook from 77 active accounts to at least 100 active accounts by May of 2023 as measured by the Goalbook Toolkit.

Academic Success- The special education department will improve the academic success of our students on IEPs through an improved MTSS framework. This will be accomplished through professional development, improved tier one instruction, increased co-teaching opportunities, access to assistive technology, expanding transition services and improved service delivery (e.g. UDL). This goal was selected because it has the widest range of impact across the district and was a finding of the Urban Collaborative Special Education Audit.

- The district will improve the delivery of services to our students by continuing to build a more robust Multi-Tiered System of Support from a score of 22 to a score of 30 as measured by the District Capacity Assessment.

Community Engagement- The district will improve the level of community engagement through increasing the number of opportunities for the community to engage in learning (community nights and professional development), improved communication regarding progress towards our goals, and continued participation in planning for systems level improvement (e.g. Special Education Task Force).

- The district will improve community engagement through increased learning opportunities for the community from 4 opportunities to 8 as measured by the number of opportunities.