

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

Meeting Date: Wednesday, June 21, 2023
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/45MOiit>
Remote Public Comment Sign-Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

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

2. **Pledge of Allegiance**

3. **Special Recognition**
A. Spring Sports and Activities **MATT SCOTT**

4. **Communications from Parents, Staff, and District Residents**

5. **Consent Items**
Approval of Board Minutes
A. Minutes of School Board Meeting May 24, 2023
B. Minutes of Special School Board Meeting June 2, 2023
C. Minutes of Semi-Annual School Board Retreat June 7, 2023

Board Business Items
A. 2023 – 2024 School Board Meeting Calendar

Human Resources Reports
A. Personnel Actions – Certificated, Classified, and Extracurricular
B. Summary of Kennewick Administrators Association (KAA) and Directors
Group Off-Schedule Contract Changes 2022-2025

Business Office Items
A. Resolution No. 8 2022-2023; Sale of Surplus Property
B. 2023-2024 READY & TEAM Read Agreements

Teaching and Learning Reports
A. Career and Technical Education 2023-2026 Four-Year District-Wide and Four-Year Plans for Middle Schools, High Schools, and Tri-Tech Skills Center.

Policy Updates

A. 2000 Series Policy Updates

6. Superintendent/Board Member Report

7. Public Hearings

A. Public Hearing of Proposed 2023 – 2024 Budget

VIC ROBERTS

- Resolution No. 9, 2022-2023: Adoption of Proposed 2023-2024 Budget

8. Reports and Discussions

A. Student Goal Report: Course Offerings, Athletics, and Activities

MATT SCOTT

B. 2022-23 School Volunteer Data

ROB PHILLIPS

C. Get to Know KSD Year-End Report

ROBYN CHASTAIN

9. Unfinished Business

A. Southridge High School Gym Naming Recommendation

MATT SCOTT

10. New Business

A. Appointment of 2023-24 Student Board Representative and Representative-Elect

DR. TRACI PIERCE

B. Policy No. 2140 INSTRUCTION: Guidance and Counseling

DR. TRACI PIERCE

C. Policy No. 2330 INSTRUCTION: Academic Freedom

DR. TRACI PIERCE

11. Next Meeting Agenda

Consent Agenda Items Only

- Alternative Learning Experience (ALE) Annual Reports

12. Other Business as Authorized by Law

13. Adjourn

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

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
ADMINISTRATION BUILDING
May 24, 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; London Moody, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

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

Special Guest: Bronson Brown, District Legal Counsel

CALL TO ORDER

President Michael Connors called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 137 online and in-person staff and guests in attendance.

RECOGNITION

Vista Elementary 5th Grade Orchestra

Superintendent Dr. Traci Pierce introduced Kelly McFadden, Orchestra Teacher, and Jennifer Behrends, Principal at Vista Elementary School. The orchestra played a song for the Board. Ms. McFadden shared that the Vista Elementary School Orchestra participated in the Middle School Orchestra Festival in April and scored a “Superior” rank.

District volunteer Recognition

Dr. Pierce recognized our school volunteers who volunteer on our district committees. In appreciation, London Moody handed out special volunteer pins to those volunteers who were in attendance.

Student School Board Representative London Moody

The School Board members joined Superintendent Dr. Traci Pierce in recognizing London Moody for serving as the School Board Student Representative for the 2022 – 2023 school year. Dr. Pierce presented London with a plaque from the Board.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Tina Gregory thanked Superintendent Dr. Pierce for her love for our community and Student Board Representative London Moody for doing an amazing job with the School Board. Ms. Gregory stated that schools are for teaching academics and not indoctrination.

CONSENT ITEMS

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

Seconded by Ron Mabry.

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

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular Board Meeting May
- Personnel Actions – Certificated, Classified, and Extracurricular
- Budget Status Report Ending April 30, 2023
- Payroll and Vouchers Ending April 30, 2023
- 2023-2024 Athletic User Fees
- 2023-2024 Middle School ASB Fees and Yearbook Prices
- 2023-2024 High School ASB Fees and Yearbook Prices
- 2023-2024 High School Athletic Admission Prices
- Recommendation Instructional Materials

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce highlighted the great work that is continuing to be done by Action Team for Partnerships (ATPs) around family and community engagement and shared that an annual end-of-year celebration was held last week. Dr. Pierce also shared that nine students applied for the two Student Board Representative and Student Board Representative-Elect positions. She added that London Moody did a great informational video to increase awareness about the leadership opportunity for students. Dr. Pierce explained that the Board members who participate in the interview process will make a recommendation which will be taken to the Board for official action at our June 21 School Board Meeting.

Student Board Representative London Moody shared that serving has been an honor and an amazing experience. She reported that she has one last Superintendent Student Advisory Council meeting next week, where new members will be invited to attend.

Board Member Gabe Galbraith shared that he received a call from a fantastic student from Southridge High School who shared with him all his work on financial literacy and how he has been able to grow a club. Mr. Galbraith wished all the KSD athletes good luck at State.

Board Member Micah Valentine wished all the athlete's good luck at State and shared that he received many calls from people interested in running for the board positions.

Board Member Diane Sundvik shared that she attended the Yakama Nation Convening of School Directors and Tribal Leaders, Mid-Columbia Partnership Talent Show, and Kennewick Empowering Youth (KEY) Connections monthly meeting.

Board Member Ron Mabry asked Dr. Pierce to investigate the possibility of the entire school promoting school activities to encourage better attendance. He reminded the Board of the reading competition and shared that Washington Elementary will celebrate those who participated in the reading competition on May 25.

President Mike Connors reported on his school visit to Hawthorne Elementary, where he was greeted by students who shook his hand and introduced themselves, gave him a tour of the school, and handed him off to the principal. Mr. Connors commented on the importance of teaching soft skills to students.

REPORTS AND DISCUSSIONS

Preliminary Budget 2023 - 2024

Vic Roberts, Executive Director of Business Operations, reported on the preliminary 2023-2024 General Fund budget. He reviewed revenue and staff cost changes and shared a General Fund budget outlook for 2023-24 through 2026-27. Use of ESSER funding in 2023-24 would keep the fund balance at a level that would assist with managing the budget; however, projected expenditures continue to exceed revenues after 2023-24 at a rate that will need to be monitored based on actual vs projected enrollment and revenues. Mr. Roberts shared 2023-24 funding and program updates, ASB Fund, and Self-Insured Fund updates and reminded the Board that the public hearing for adopting the district budget would be on June 21.

K-12 Student Academic Growth and Proficiency Targets

Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning, reported district and school-level data, including reading and math grade-level growth and proficiency targets.

NEW BUSINESS

Boundary Recommendation

Rob Phillips, Assistant Superintendent of Elementary Education, handed out scenarios 5a and 5b and community comments to the board members. He then presented a

recommendation for the Board to approve scenario 5b to be implemented as the future elementary boundary effective the 2024-2025 school year.

Motion by Gabe Galbraith to approve scenario 5b to be implemented as the future elementary boundary effective for the 2024-2025 school year.

Seconded by Ron Mabry.

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

Motion carried 4-1.

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda: Semi-Annual Board Retreat.

- A. Annual Board Self-Assessment
- B. Board Goal Setting
- C. 2023-2024 District Priorities
- D. 2023-2024 Board Meeting Calendar

EXECUTIVE SESSION

President Michael Connors announced an end to the business portion of the meeting at 7:20 p.m. and moved the Board into executive session per RCW 42.30.110 (1) (i) to discuss a legal issue for approximately 30 minutes. Mr. Connors noted that no further formal action would be taken.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Connors reconvened the regular session of the Board at 7:50 p.m. There being no further business, the Board adjourned at 7:50 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: June 7, 2023

KENNEWICK SCHOOL DISTRICT NO. 17
SPECIAL SCHOOL BOARD MEETING
DISTRICT ADMINISTRATION CENTER
06-02-2023

MINUTES

MEMBERS PRESENT

Board Members: 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.

Staff: Matt Scott, Assistant Superintendent of K-12 Education

The meeting began at 2:00 p.m. with five in attendance and nine students who were interviewed.

The purpose of the special meeting is for the School Board to conduct interviews for the School Board Student Representative and the Student Representative-elect for the 2023-2024 school year.

There being no further business, the meeting adjourned at 5:20 p.m.

LEGISLATIVE REPRESENTATIVE OF THE BOARD

SECRETARY OF THE BOARD

Approved: June 21, 2023

KENNEWICK SCHOOL DISTRICT NO. 17
SPECIAL SCHOOL BOARD MEETING/RETREAT
DISTRICT ADMINISTRATION CENTER
06-07-2023

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.

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.

Guest: Tricia Lubach, WSSDA, Director of Leadership Development

CALL TO ORDER

President Michael Connors called the meeting to order at 5:32 p.m. and led the Pledge of Allegiance with approximately 19 online and in-person staff and guests in attendance.

SUPERINTENDENT/SCHOOL BOARD RETREAT

The purpose of the retreat is for the superintendent and School Board to conduct a semi-annual review of the district and plan for continued quality education and efficient operation of the Kennewick School District.

DISCUSSION TOPICS: The Board discussed the following topics:

- Annual Board Self-Assessment
- Board Goal Setting
- 2023 – 2024 Priorities
- 2023 – 2024 Board Meeting Calendar

No final decisions were made after any of the discussions. Board Members asked the administration to bring back additional information on some of the topics at a future meeting for discussion.

President Connors announced a five-minute break at 7:00 p.m.

The Board reconvened at 7:05 p.m.

NEXT MEETING AGENDA:

- Public Hearing – Budget Adoption 2023-2024
- SHS Gym Naming Recommendation
- School Volunteer Data
- Get to Know KSD Year-End Report
- Goal Report: Extracurricular Activities, Athletics, and Course Offerings

EXECUTIVE SESSION

President Michael Connors announced at 8:25 p.m. that discussion topics open to the public were concluded and moved the Board into executive session for approximately 30 minutes per RCW 42.30.110 (1) (g) to conduct the Superintendent/Cabinet Performance Review with no formal action of the Board to be taken. At 8:55 p.m. Mr. Connors extended the executive session for an additional 30 minutes.

OTHER BUSINESS AS AUTHORIZED BY LAW

There being no further business, Michael Connors adjourned the meeting at 9:25 p.m.

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: June 21, 2023

2023 – 2024 School Board Meeting Calendar

Month	Day	Meeting Type	Recognition/ Special Items	Goal Focus	Reports/Data	New Business	Presenters
September	13	Business Meeting	<i>Introduce/welcome student Board representatives</i> <i>Introduce new administrators</i>	All students are engaged learners All families are key partners	<ul style="list-style-type: none"> • K-12 Student growth and proficiency targets (DIBELS, SBA ELPA, MAP) • Get to Know KSD (plan for the year) 		Traci Alyssa Robyn
September	27	Study Session Business Meeting		All families are key partners	<ul style="list-style-type: none"> • Family/Parent Involvement and Engagement Efforts (family survey data, ATPs) 		Robyn Alyssa
October	11	Business Meeting	<i>Exec Session: Quarterly Legal Briefing</i>	The district is innovative, proactive and accountable All students are safe, known and valued	<ul style="list-style-type: none"> • Enrollment Update • Capital Projects Update • Capital Budget • Student Safety (Building safety goals/SEL/facility safety updates) 		Vic Matt
October	25	Business Meeting	<i>School Improvement Plans</i>	All community members are important collaborators All students are ready for their future	<ul style="list-style-type: none"> • CIS • Reading Foundation • Community Education Goal Report: Student growth and proficiency targets (graduation rates, algebra, credit, dual credit)		Matt Robyn Alyssa

Month	Day	Meeting Type	Recognition/ Special Items	Goal Focus	Reports/Data	New Business	Presenters
November	8	Study Session Business Meeting	<i>Native American Heritage Month</i>	The district is innovative, proactive and accountable	<ul style="list-style-type: none"> Legislative Priorities 		Traci
December	13	Business Meeting	<i>Officer elections</i> Consent Agenda: <ul style="list-style-type: none"> 2023 Legislative Priorities 	The district is innovative, proactive and accountable All students are ready for their future	<ul style="list-style-type: none"> 2022-23 Financial Closeout Delta High School Tri Tech 		Vic K.C. Paul
January	10	Semi-Annual Retreat	<i>Supt-Cabinet Performance Goals</i>	Goal setting & Board development	<ul style="list-style-type: none"> Annual Community Report Board Planning Board Development 		
January	24	Business Meeting	<i>Fall Sports</i> <i>School Board recognition</i> <i>Board compensation</i>	All staff members are safe, respected, and valued professionals	<ul style="list-style-type: none"> Board Compensation Nutrition Services Staff Safety <ul style="list-style-type: none"> Staff Training – Safeschools L & I - Staff Injuries/Claims 		Christine Mollie
February	14	Study Session Business Meeting	<i>National School Counseling Week</i> <i>Exec Session: Quarterly Legal Briefing</i>	The district is innovative, proactive and accountable All students are engaged learners	<ul style="list-style-type: none"> Capital Budget Update Special Education 		Vic Matt/Lexie

Month	Day	Meeting Type	Recognition/ Special Items	Goal Focus	Reports/Data	New Business	Presenters
February	28	Business Meeting	<i>Nat'l Board Cert Teachers</i> <i>CTE Month</i>	The district is innovative, proactive and accountable	<ul style="list-style-type: none"> • 2023-2024 Budget Update 		Vic
March	13	Business Meeting	<i>Education Support Professionals Week</i>	The district is innovative, proactive and accountable	<ul style="list-style-type: none"> • 2024-25 Preliminary Budget • Legislative Update • Academic Progress Update 		Vic Traci Alyssa
March	27	Business Meeting	<i>Winter Sports and Activities</i> <i>School Retirees recognition</i> <i>Exec Session: Quarterly Legal Briefing</i>	The district is innovative, proactive and accountable	<ul style="list-style-type: none"> • 2024-25 Preliminary Budget • Asset Preservation 		Vic Ryan
April	10	Business Meeting	<i>School Bus Driver Appreciation Day – April 25</i>	The district is innovative, proactive and accountable All staff members are safe, respected, and valued professionals	<ul style="list-style-type: none"> • Preliminary Budget 2024-25 • Annual Staff/HR Update: <ul style="list-style-type: none"> ○ Recruiting, hiring, and retention efforts ○ Staff survey ○ Staff diversity and retention ○ Staff performance standards/Professional Development 		Vic Doug
April	24	Study Session Business Meeting		All students are engaged learners	<ul style="list-style-type: none"> • Highly Capable Program 		Alyssa

Month	Day	Meeting Type	Recognition/ Special Items	Goal Focus	Reports/Data	New Business	Presenters
May	8	Business Meeting	<i>Certificated Employees</i>	The district is innovative, proactive and accountable All students are safe, known and valued	<ul style="list-style-type: none"> ● Preliminary Budget 2024-2025 ● K-12 Student Goal Report <ul style="list-style-type: none"> ○ Attendance rates ○ K-12 Discipline rates ○ K-12 Student survey data 		Vic Matt
May	22	Business Meeting	<i>Exec Session: Quarterly Legal Briefing</i> <i>District Volunteer Recognition /Reception (IMC, CEB, Equity Team, Sped, Bilingual/Migrant, Tribal Collaboration, CTE advisory, ECEAP)</i> <i>Recognize Student Board Member</i>	All students are engaged learners	<ul style="list-style-type: none"> ● Preliminary Budget 2024-2025 ● K-12 Student growth and proficiency targets (MAP reading and math) 		Vic Alyssa
June	5	Semi-Annual Retreat	<i>Spring Sports and Activities</i> <i>Board Meeting Calendar</i> <i>Supt-Cabinet Performance Goals</i>	Strategic planning & Board development	<ul style="list-style-type: none"> ● Annual Board Self-Assessment ● Board Goal Setting ● 2024-2025 Priorities ● 2024-2025 Calendar 		

Month	Day	Meeting Type	Recognition/ Special Items	Goal Focus	Reports/Data	New Business	Presenters
June	26	Business Meeting		<p>The district is innovative, proactive and accountable</p> <p>All students are engaged learners</p>	<ul style="list-style-type: none"> Public Hearing - Budget Adoption 2024-25 Course offerings, arts, extracurricular activities, and athletics School volunteer data presented Get to Know KSD year-end report 		Vic Matt Robyn
July	24	Business Meeting: <i>Board Members Attending Remotely</i>			<p>Consent Only:</p> <ul style="list-style-type: none"> ALE Annual Reports 		
August	14	Business Meeting		The district is innovative, proactive, and accountable	<ul style="list-style-type: none"> Technology Operations Update 		Ron

**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, June 21, 2023

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITONS	Frank Richter	SrHS	Teacher - HS Sp Srvcs	Program need	1.0	2023-24
	Dale Higham	KeHS	Teacher - HS	Program need	1.0	2023-24
REHIRE	Perry Kelly	Amistad	Teacher - Elem	Douglass resignation	1.0	2023-24
	Nancy Otte	Amon Creek	Counselor	Program need	1.0 NON	2023-24
REPLACEMENT	Benjamin Wilson	K-12 Student Services	Director	Leavitt resignation	1.0	July 1, 2023
	Claire Clark	Sunset View	Teacher - Elem	Perea move	1.0 NON	Contingent on Certification
	Guy Strot	Legacy	Principal	Williams' move	1.0	2023-24
	Britney Gough	Canyon View	Teacher - Elem Sp Srvcs	Strickland	1.0	2023-24
	Carmen Maples	Park MS	Teacher - MS Sp Srvcs	Drozd resignation	1.0	2023-24
	Sandra Bushnell	Special Services	Speech Lang Pathologist	Mackay resignation	0.4	2023-24
	Chantal Mejia	Fuerza	Teacher - Elem	Medina TOSA assignment	1.0	2023-24
	Jeremy Fox	HHHMS	Principal	Isley move	1.0	July 1, 2023
	Timothy Lee	KaHS	Teacher - HS	Fleming resignation	1.0	2023-24
	Matthew Swenson	KeHS	Teacher	Middleton move	1.0	2023-24
LEAVE OF ABSENCE	Travis Wright	Ridge View	Teacher - Elem	Requesting .20 LOA	1.0 to .80	2023-24
	Julie Sumsion	DHMS	Teacher - MS	Rescinding LOA request	1.0	2023-24
	Stephanie Steiger	Eastgate	Teacher - Elem	Requesting LOA	1.0	2023-24
	Shelby Romm	Westgate	Teacher - Elem	Requesting LOA	1.0	2023-24
	Araceli Cossio	Ridge View	Teacher - Elem	Requesting LOA	1.0	2023-24
	Silvia Rodriguez	Fuerza	Teacher - Elem	Requesting LOA	1.0	2023-24
LEAVE OF ABSENCE REPLACEMENT	Tamara Barcus	Cottonwood	Teacher - Elem	Leonard, PAR TOSA	1.0 NON	2023-24
	Christopher Gutierrez	KaHS	Teacher - HS	Abersfeller LOA	1.0 NON	2023-24
	Sara Senske	Cascade	Counselor	Michel LOA	1.0 NON	Contingent on Certification
	Carlos Quiros	Chinook	Teacher - MS	Jansons' leave of absence	1.0 NON	2023-24
	Dorothy Gale	Lincoln	Teacher - Elem	Wideen LOA	1.0 NON	2023-24

**CERTIFICATED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

RETIREMENTS	Kurt Clemmens	KeHS	Teacher - HS		1.0	6/30/2023
	Peggy Merk	Westgate	Teacher - Elem		1.0	8/31/2023
	Kim Berna	Eastgate	Teacher - Elem		1.0	6/30/2023
RESIGNATIONS	Katelyn Stapleton	Washington	Teacher - Elem Sp Srvcs		1.0	6/14/2023
	Michaela Marty	Amon Creek	Teacher - Elem		1.0	6/14/2023
	Adrianna Barnett	Eastgate	Teacher - Elem		1.0	8/20/2023
	Sarah Petersen	SrHS	Teacher - HS Sp Srvcs		1.0	8/20/2023
	Kurtis Clawson	DHMS	Teacher - MS		1.0	8/20/2023
IN DISTRICT TRANSFERS	Leah Kennedy	KaHS	Teacher - HS	Additional .20, prog. Need	.80 to 1.0	2023-24
	Phillip Dron	SrHS to KaHS	Teacher - HS	Price retirement	1.0	2023-24
	Katelyn Scrimsher	KeHS to KaHS	Teacher - HS	Littrell move	1.0	2023-24
	Brian Massey	Amon Creek	Asst. Principal to Principal	Foltz resignation	1.0	July 1, 2023
	Sara Barrett	Chinook	Teacher - MS	Program need	1.0	Contingent on endorsement
	Melissa Dinning Herres	Southgate	Teacher - Elem	Canter move	1.0	2023-24
	Diana Torres	Fuerza	Teacher - Elem	Chavez move	1.0	2023-24
	Martha Mather	HHHMS to HMS	Teacher - MS	Hirsch resignation	1.0	2023-24
	Tiffany Rohdenburg	Edison to Wa	Teacher - Elem	Hogg move	1.0	Eff. 11/8/2023
	Sarah Whittaker	Haw to HHHMS	Teacher - Elem to MS	Christenson resignation	1.0	2023-24
	Lisa Steinman	Cascade to Wa	Teacher - Elem	Price move	1.0	2023-24
	Rebecca Williamson	KeHS	Teacher- HS Spec Srvcs	Fuquay retirement	1.0	2023-24
	Jennifer Arrequin	Park to DHMS	Teacher - MS	Charboneau retirement	1.0	2023-24
	Areli Lora	Amistad	Teacher - Elem	Melchert move	1.0	2023-24
	Alfredo Arroyo	Fuerza to Park MS	Teacher - Elem to MS	Cabrera resignation	1.0	2023-24
	Karla Flores	Sgate to Amistad	Teacher - Elem Sp Srvcs	Pentecost PAR TOSA	1.0	2023-24
	Kate Kinion	KeHS	Teacher - HS	Hall resignation	1.0	2023-24
	Bec Hamel	Cottonwood	Teacher - Elem	Rehberg resignation	1.0	2023-24
	Kimberly Baker	Park to DHMS	Teacher - MS	Heitz move	1.0	2023-24
	Rebecca Melone	A Creek to DHMS	Teacher - Elem to MS	Hopkins resignation	1.0	2023-24
	Sulema Pacheco	Park MS	Teacher - MS	Daug's retirement	1.0	2023-24
	Jennifer Escobedo	Eastgate	Teacher - Elem	Hamrick move	1.0	2023-24
	Ana Navarro	KeHS	Counselor	Program need	1.0	2023-24

**CERTIFICATED PERSONNEL
ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS**

Kayla Cravens	Southgate to KaHS	Counselor	Program need	1.0	2023-24
Kristi DeLancy	Southgate	Teacher - Elem	Dinning Herres' move	1.0	2023-24
Jen Jordan	HR to Tchg & Lrng	CPE to K-5 Specialist	Dale retirement	1.0	2023-24
Cheryl Spradling	Egate to Cascade	Teacher - Elem	Crowther move	1.0	2023-24
Linda Robledo	Fuerza to Edison	Teacher - Elem	Rohdenburg move	1.0	2023-24

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

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

DATE: June 21, 2023

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Grace Kimball	Washington	Para/SS/Autism Classroom	Program Need	6.5	6/5/2023
	Hilda Muniz	Vista	Para/SS/Tier II Behavior	Program Need	6.0	5/31/2023
REPLACEMENT	Maria Andrade	Fuerza	Cook	Replaces Hayden Wonders	6.0	5/25/2023
	Jennifer Brown	Transportation	Bus Driver		4.17	5/23/2023
	Tara Homberg	Canyon View	Elementary Secretary	Replaces Jonea Cope	6.0	8/15/2023
	Candis Ferguson	Transportation	Bus Driver		4.17	6/1/2023
	Indelisa Tiscareno	Transportation	Bus Attendant		4.5	6/6/2023
	Miguel Marin	Transportation	Bus Driver		4.5	6/7/2023
REHIRE						
RESIGNATION	Bryanne Stewart	Vista Lincoln	Attendance Secretary	Location Correction	6.0	6/29/2023
	Tawnya Elliott	Chinook	Para/FP/LAP		6.0	7/14/2023
	Karen Buel	Transportation	Bus Attendant		5.5	5/25/2023
	Candace Bersosa	Amistad	Para/SS/Resource Room	To sub para	6.0	5/25/2023
	Crystal Curtis	Transportation	Bus Driver		4.5	5/26/2023
	Elizabeth Diaz	Highlands	Para/FP/BE/Bilingual		6.0	7/31/2023
	Mcala Tornow	K-12	K-12 Compliance & Data Analysis Assistant		8.0	7/28/2023
	Savannah Garcia	Chinook	Para/BE		6.0	6/15/2023
	Alexandra Karlsson	Washington	Para/SS/Autism 1-1		6.5	7/13/2023
	Cindy Culley	Desert Hills	Cook	To sub cook	6.0	6/14/2023
	Audrey Huff	Horse Heaven Hills	Para/FP/LAP		6.0	7/13/2023
	Erika Folta	Amon Creek	Para/SS/Tier III Autism	To sub para	6.5	6/14/2023
	Deric Moore	Kamiakin	Para/SS/Resource Room		6.0	6/14/2023
LEAVE OF ABSENCE	McKenzie Dotson	Eastgate	Para/SS/Tier II Autism		6.0	8/30/2023
RESIGNED FROM LOA	Staci Burrill	N/A	Para		N/A	6/2/2023
	Kathleen Rannow	N/A	Para		N/A	6/14/2023
LAYOFF						

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

RETIREMENT	Marcia Anglesey	Southridge	Para/FP/EL		6.0	8/31/2023
	Laura Meacham	Vista	Para/FP/LAP		6.25	8/31/2023
	Tami LaFortune	Transportation	Bus Driver		6.0	6/14/2023
	Robin Becker	Westgate	Para/FP/BE		6.0	8/31/2023
	Valerie Meeker	Park	Cook & Grandfathered Cashier		5.75	8/31/2023
RETURN FROM LOA						
TERMINATION	Nina Ornelas-Sandoval	Eastgate	Para/FP/BE/Bilingual Preferred		6.5	5/17/2023



DR. DOUG CHRISTENSEN / *Associate Superintendent of Human Resources*

1000 W. 4TH AVE. • KENNEWICK, WA 99336-5601

PHONE: (509) 222-5010 • FAX: (509) 222-5051

doug.christensen@ksd.org

To: Kennewick School District Board Members
From: Doug Christensen, Associate Superintendent of Human Resources
Date: June 21, 2023
Re: **Summary of Kennewick Administrators Association (KAA) and Directors Group Off-Schedule Contract Changes 2022-2025**

Below is a summary of changes for the KAA following the 2022-23 salary study:

- Up to five (5) days of unused vacation may be cashed out annually.*
- Employees with a minimum of fifteen (15) years of certificated K-12 experience and at least 10 years of service in the KSD or a combination of 5 years of experience in an equivalent administrative position in the KSD and other district will receive supplemental service pay of 1% of their base salary.*
- Base salaries for select positions/years have been adjusted to better align with neighboring comparable districts.

*These changes also apply to the Directors Group Off-Schedule Contract



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Resolution No. 8
2022-2023

**A RESOLUTION AUTHORIZING THE
SALE OF SURPLUS PROPERTY 2022/2023
SEE ATTACHMENT A**

WHEREAS certain equipment and supplies which are no longer economical to repair or maintain are currently in storage in the School District, and

WHEREAS, for the most part, said equipment is of such small value that it would be fiscally impractical, even at depreciated cost, for public and private school districts outside of the Tri-Cities area to acquire and then transport the surplus items,

IT IS RESOLVED that the Business Manager or designee is authorized to sell the surplus property; Provided said property is offered to the public to view and bid auction on said items with the items selling to the highest bidder on condition that the bid is tendered and items removed in a timely manner, as provided in the procedures established for this sale; and, Provided that the terms and conditions of sale are to be advertised in the Tri-City Herald, a newspaper of general circulation in the School District; and, Finally Provided that the Business Manager, or designee, shall give actual notice, as required by RCW 28A.335.180, of availability, at depreciated cost, of said surplus items to public and private school counterparts in the metropolitan Tri-Cities area.

Dated this 21st day of June 2023

Secretary to the Board

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

2022-2023 SURPLUS SUPPLIES AND EQUIPMENT ATTACHMENT A

CPU'S	BOOKSHELFS	MISC. METAL CABINETS/SHELVES
COMPUTER MONITORS	MISC. SIZED FILE CABINETS	MISC. WOOD CABINETS/SHELVES
KEYBOARDS	MISC. CUSTODIAL EQUIPMENT/SUPPLIES	OFFICE CHAIRS/STUDENT CHAIRS
MISC. COMPUTER PARTS	MISC. PE/SPORTS EQUIPMENT/CLOTHING	MISC. TEACHER/STUDENT DESKS
LAPTOPS-HARD DRIVES REMOVED	MISC. GROUNDS EQUIPMENT	MISC. SCHOOL FURNITURE
LASERJET/DESKJET PRINTERS	TIRE MOUNT/BALANCER	MISC. SIZED/SHAPED TABLES
SCANNERS	AUTOMOTIVE TOOLS/EQUIPMENT	VACUUMS
TABLETS	WASHERS/DRYERS	LARGE PALLET WRAP MACHINE
MISC. CAMERAS/CAMCORDERS	MICROWAVES	DRILL PRESSES
2-WAY RADIOS	MISC. KITCHEN EQUIPMENT	MISC. SHOP TOOLS
TELEVISIONS	REFRIDGERATORS	MISC. SHOP EQUIPMENT
DVD/VCR PLAYERS	FREEZERS	MAGAZINE/BOOK RACKS
OVERHEAD PROJECTORS	MILK COOLERS	LARGE STORAGE RACKS
VISUAL PRESENTERS	MISC. MUSIC EQUIPMENT/INSTRUMENTS	TEXTBOOKS
DOCUMENT CAMERS	MUSIC STORAGE RACKS	MISC. MATS/PADS
COPY MACHINES	MISC. OT/PT ITEMS	LIBRARY BOOKS
MISC. TELEPHONES	MISC. CARTS/ROLLING CARTS	EXCERSIZE EQUIPMENT
SPEAKERS	MISC. OFFICE EQUIPMENT	LOCKERS
FAX MACHINES	MISC. CARPENTRY TOOLS/SAWS	WORKBENCHES
RADIO PLAYERS	MISC. FURNITURE/COUCHES	SCIENCE MATERIALS
CASSETTE/CD PLAYERS	MISC. PRESCHOOL TOYS	PING PONG TABLES
MISC. SCHOOL SUPPLIES	MISC. LIBRARY ITEMS	

2022-2023 SURPLUS MOTOR VEHICLES

UNIT #	YEAR/MAKE	LIC #	VIN #	ASSET #	MINIMUM BID
41	1997 Thomas School Bus	45101C	1T7HT4B29V1149057	A46811	No Minimum
51	2004 International School Bus	69105C	4DRBRAAN94B964486	A74267	No Minimum
72	2003 Thomas School Bus	61672C	1T88T4D2031127258	A58928	No Minimum
74	2003 Thomas School Bus	61683C	1T88T4D2931127260	A58930	No Minimum
75	2003 Thomas School Bus	61684C	1T88T4D2031127261	A65541	No Minimum
96	2001 Thomas School Bus	57034C	1T88T4B2411100760	A53656	No Minimum
97	2001 Thomas School Bus	57035C	1T88T4B2611100761	A53655	No Minimum
180	1997 Ford Cargo Van	22058D	1FDKE30L9VHB92500	A46843	No Minimum



VIC ROBERTS

Executive Director of Business Operations

1000 W. 4th Avenue

Kennewick, WA 99336

(509) 222-6673 | vic.roberts@ksd.org | ksd.org

DATE: June 21, 2023

TO: Board of Directors

FROM: Vic Roberts, Executive Director of Business Operations

RE: **2023-24 READY & TEAM Read Agreements**

READY Agreement: The Children’s Reading Foundation of the Mid-Columbia agreement is up for renewal for the 2023-24 school year. The 2022-23 contract amount is increased from \$265,000 to \$270,000. The Agreement target participation is unchanged from 2,500 participants. Final payment is based on actual cost of the READY program not to exceed the agreement amount of \$270,000.

TEAM Read Agreement: The 2023-24 TEAM Read Program agreement increases the targeted elementary school participation from nine to ten with the addition of Amistad. The addition of Amistad increases the program cost from \$97,375 to \$115,500 for the 2023-24 school year. The base agreement amount is set at \$80,000 with the remaining balance to be paid dependent on actual costs incurred that exceed \$80,000.

Recommendation:

READY!: Approve READY! Agreement at \$270,000.

TEAM Read Program: Approve TEAM Read Agreement at \$115,500.

**Kennewick School District
Career & Technical Education
District Wide Plan ~ 2023-2027**

<i>Focus Area</i>	CURRENT YEAR	2023-24	2024-25	2025-26	2026-27
<i>Curriculum, Instruction, Academic Integration, Accountability & Instructional Materials</i>	<ul style="list-style-type: none"> OSPI Program Re-Approval: Business & Marketing Review scope, sequence, curriculum, equipment and professional development needs for FCS. Implement new/renewed courses: Teaching Academy – SHS Multi-media – new teacher SHS Review PD for Anatomage tables training. Review new program -Career Labs with Desert Hills Middle School Purchase new course curriculum Medical Terminology. Review AG program at Southridge HS – mentor teacher. 	<ul style="list-style-type: none"> OSPI Program Re-Approval: Agriculture Review scope, sequence, curriculum, equipment and professional development needs for Business and Marketing. Purchase Lincoln Electric curriculum for welding certification at Kamiakin. Purchase Science equipment for Food Science classes (microscopes). 	<ul style="list-style-type: none"> OSPI Program Re-Approval: Skilled & Technical Review scope, sequence, curriculum, equipment and professional development needs for Photography. 	<ul style="list-style-type: none"> OSPI Program Re-Approval STEM Review scope, sequence, curriculum, equipment and professional development needs for STEM, Health Sciences. 	<ul style="list-style-type: none"> OSPI Program Re-Approval: Family & Consumer Science. Review scope, sequence, curriculum, equipment and professional development needs for: STEM Health Sciences.
<i>Equipment, Facilities and Safety</i>	<ul style="list-style-type: none"> Completed safety training for middle and high school lab teachers. New greenhouse, complete lighting, tables – Ag program – KeHS Evaluate classroom and equipment safety. Support Kennewick High School CTE programs to accommodate needs in new high school building – FCS freezer, washer/dryer New computers for Desert Hills and Chinook middle school computer classes. New laptops/cart for Kamiakin Yearbook class. 	<ul style="list-style-type: none"> New greenhouse tables, lighting and irrigation system completion – SHS New Science equipment for FCS program. Lincoln welding simulation computer – Kam HS Evaluate software needs for all programs. 	<ul style="list-style-type: none"> Continue to provide funding to ensure equipment is to date with industry standards and uniform by program. Update equipment rotation schedule. Evaluate software needs. Support implementation of CASE Ag Power & Tech. 	<ul style="list-style-type: none"> Continue to provide funding to ensure equipment is to date with industry standards and uniform by program. Update equipment rotation schedule Evaluate software needs. 	<ul style="list-style-type: none"> Continue to provide funding to ensure equipment is to date with industry standards and uniform by program. Update equipment rotation schedule Evaluate software needs.
<i>Work-based Learning & Certification</i>	<ul style="list-style-type: none"> Expand industry partnership for all programs to provide more opportunities for students to job 	<ul style="list-style-type: none"> Support the development and growth of work site 	<ul style="list-style-type: none"> Support the development and growth of work site 	<ul style="list-style-type: none"> Support the development and growth of work site 	<ul style="list-style-type: none"> Support the development and growth of work

	<p>shadow.</p> <ul style="list-style-type: none"> • Increase number of guest speakers: Photo, ASL, Tech Ed, • Support curriculum related field trips (Ag, JROTC, ASL, Photography, Tech Ed, F&Cs, Sports Med, Business-Marketing) • Review WBL/WSL options • Research new opportunities for students for industry internships. 	<p>learning options.</p> <ul style="list-style-type: none"> • Researching opportunities to add a workforce development coordinator in our high schools. • Research new opportunities for students for industry internships. 	<p>learning options.</p> <ul style="list-style-type: none"> • Research new opportunities for students for industry internships. 	<p>learning options.</p> <ul style="list-style-type: none"> • Research new opportunities for students for industry internships. 	<p>site learning options.</p> <ul style="list-style-type: none"> • Research new opportunities for students for industry internships.
Advisory Committees	<ul style="list-style-type: none"> • Review committee membership and recruit additional members: Business – Marketing, ASL, Technology Education, Agriculture. • Facilitate review of 4-year plan and program evaluation. 	<ul style="list-style-type: none"> • Review committee membership and recruit additional members: • Facilitate review of 4-year plan and program evaluation. 	<ul style="list-style-type: none"> • Review committee membership and recruit additional members: • Facilitate review of 4-year plan and program evaluation. 	<ul style="list-style-type: none"> • Review committee membership and recruit additional members: • Facilitate review of 4-year plan and program evaluation. 	<ul style="list-style-type: none"> • Review committee membership and recruit additional members: • Facilitate review of 4-year plan and program evaluation.
Program Improvement, Long Range Planning, Students Recruitment and Access to Programs	<ul style="list-style-type: none"> • Facilitate the ongoing development and implementation of 4-year plans. • Work with targeted programs to develop and implement a marketing and recruitment strategy: All programs. • Review course of study handbooks (CTE course info – accuracy) • Promote non-traditional options/ opportunities- Career Construction Day, MAGIC, CBC Non-trad Day, targeted programs, etc. • Facilitate and support collaboration between MS – HS teachers in all programs. • Support Student Job Fair facilitated by our Workforce Engagement Coordinator (April 19). 	<ul style="list-style-type: none"> • Work with targeted programs to develop and implement a marketing and program recruitment strategy: TBD. • Review course of study handbooks (CTE course info – accuracy). • Implement online course handbook for all high schools. • Promote non-traditional options/ opportunities- Career Construction Day, CBC Computer Science Day, targeted programs, etc. • Facilitate and support collaboration between MS – HS teachers in all programs. • Support Career Specialists efforts with career fairs, post-high school training and education promotion activities. 	<ul style="list-style-type: none"> • Work with targeted programs to develop and implement a marketing and program recruitment strategy: TBD. • Review course of study handbooks (CTE course info – accuracy) • Promote non-traditional options/ opportunities- Career Construction Day, MAGIC, CBC Non-trad Day, targeted programs, etc. • Facilitate and support collaboration between MS – HS teachers in all programs. • Support Career Specialists efforts with career fairs, post-high school training and education promotion activities. 	<ul style="list-style-type: none"> • Work with targeted programs to develop and implement a marketing and program recruitment strategy: TBD. • Review course of study handbooks (CTE course info – accuracy) • Promote non-traditional options/ opportunities- Career Construction Day, MAGIC, CBC Non-trad Day, targeted programs, etc. • Support Career Specialists efforts with career fairs, post-high school training and education promotion activities. 	<ul style="list-style-type: none"> • Work with targeted programs to develop and implement a marketing and program recruitment strategy: TBD. • Review course of study handbooks (CTE course info – accuracy) • Promote non-traditional options/ opportunities; Career Construction Day, MAGIC, CBC Non-trad Day, targeted programs, etc.

<p><i>Post HS – Articulation & Program of Study</i></p>	<ul style="list-style-type: none"> • Explore new articulations for Fashion Marketing and Sports & Entertainment Marketing. • Update articulation agreements. • Support Career Specialists efforts with career fairs, post-high school training and education promotion activities. • Facilitate coordination of vertical alignment between high school and post-secondary teachers for Teaching Academy and Child Development. • Implement new articulations agreements in ASL with CWU (SCC drop mid-year). • Looking for new articulations in Business and Marketing classes with Community College outside of the Tri-cities (CBC dropping some business articulations). 	<ul style="list-style-type: none"> • Update articulation agreements per timeline. • Support collaboration between HS and post-secondary teachers that share articulations. • Update Programs of Study with our local community college. 	<ul style="list-style-type: none"> • Update articulation agreements. • Support collaboration between HS and post-secondary teachers that share articulations. • Review scope and sequence for new programs. • Update Programs of Study with our local community college. 	<ul style="list-style-type: none"> • Update articulation agreements. • Support collaboration between HS and post-secondary teachers that share articulations. • Review scope and sequence for new programs. • Update Programs of Study with our local community college. 	<ul style="list-style-type: none"> • Update articulation agreements. • Review scope and sequence for new programs. • Update Programs of Study with our local community college.
<p><i>Student Leadership & Employability</i></p>	<ul style="list-style-type: none"> • Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom. • 21st century skills are an integral part of the course. • Encourage teachers to affiliate with state Career & Technical Student Organization CTSO's. • Help to expand leadership in the middle school CTE programs. • 21st century skills are an integral part of the course. • Review and implement new industry certifications when available. 	<ul style="list-style-type: none"> • Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom. • 21st century skills are an integral part of the course. • Encourage teachers to affiliate with state CTSO's, where appropriate • Review and implement new industry certifications when available. 	<ul style="list-style-type: none"> • Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom. • 21st century skills are an integral part of the course. • Encourage teachers to affiliate with state CTSO's, where appropriate • Review and implement new industry certifications when available. 	<ul style="list-style-type: none"> • Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom. • 21st century skills are an integral part of the course. • Encourage teachers to affiliate with state CTSO's, where appropriate • Review and implement new industry certifications when available. 	<ul style="list-style-type: none"> • Encourage and support all staff to provide leadership opportunities for all students (CTSO'S) both in and out of the classroom. • 21st century skills are an integral part of the course. • Review and implement new industry certifications when available.
<p><i>Professional Development & Educator Licensing</i></p>	<ul style="list-style-type: none"> • Provide opportunities for teachers to stay current with industry standards through targeted conferences, workshops, in-service and internships. • Provide opportunities for all staff to 	<ul style="list-style-type: none"> • Provide opportunities for teachers to stay current with industry standards through targeted conferences 	<ul style="list-style-type: none"> • Provide opportunities for teachers to stay current with industry standards through targeted conferences and 	<ul style="list-style-type: none"> • Provide opportunities for teachers to stay current with industry standards through 	<ul style="list-style-type: none"> • Provide opportunities for teachers to stay current with industry standards

Focus Area	CURRENT YEAR	2023-24	2024-25	2025-26	2026-27
	<ul style="list-style-type: none"> update/obtain First Aid/CPR Assist CTE teachers to attain and maintain certification. 	and in-service. <ul style="list-style-type: none"> Provide opportunities to update/obtain First Aid/CPR Assist CTE teachers to attain and maintain certification. 	in-service. Provide opportunities for all staff to update/obtain First Aid/CPR <ul style="list-style-type: none"> Assist CTE teachers to attain and maintain certification 	targeted conferences and in-service. <ul style="list-style-type: none"> to attain and maintain certification 	through targeted conferences and in-service. <ul style="list-style-type: none"> Assist CTE teachers to attain and maintain certification

CTE Director: Yvonia Anderson

Date: 5/24/2023

General Advisory Committee Chair or designee: Pamela McLaughlin

Date: 5/24/23

School Board Approval: _____

Date: _____

Focus Area Terminology	
Curriculum: <ul style="list-style-type: none"> Curriculum and instructional materials are up-to-date Curriculum is aligned to the essential learning's and grade level expectations Course competencies are aligned to local/state/national standards Safety competencies are integrated into the curriculum Safety is taught and assessed Competencies for employability are integrated into the curriculum Employability skills are taught, assessed and documented Leadership competencies are integrated into the curriculum Non-traditional career objectives are integrated into the curriculum Process used to evaluate and improve student performance 	Program Improvement/Student Recruitment <ul style="list-style-type: none"> A student recruitment plan has been developed There is a written plan that provides program direction and improvement A program promotion plan is in place Equal access is provided to all students, including non-traditional and special populations
Equipment/Facilities	Post HS/Articulation

<ul style="list-style-type: none"> ▪ Labs/shops have appropriate equipment ▪ Facilities and environment meet safety standards ▪ Safety plan is on file ▪ Safe practices are understood and implemented 	<ul style="list-style-type: none"> ▪ Post-high school information is integrated into the program ▪ Articulation agreements are in place where feasible ▪ Program of Study in place ▪ Career planning, career guidance and knowledge of career pathways are provided
<p><i>Work-Based Learning</i></p> <ul style="list-style-type: none"> ▪ WBL opportunities are available for all students ▪ Non-traditional career options are provided ▪ Industry Certifications are available 	<p><i>Student Leadership</i></p> <ul style="list-style-type: none"> ▪ Leadership competencies are integrated into the curriculum ▪ Leadership skills are demonstrated and documented ▪ 21st Century Skills (employability and leadership skills) are in integral part of the course
<p><i>Advisory Committees</i></p> <ul style="list-style-type: none"> • Review and endorse curriculum; assure alignment to program standards • Provide expertise in the design, development and delivery of programs/courses • Review labor market information 	<p><i>Professional Development</i></p> <ul style="list-style-type: none"> ▪ Teachers have knowledge, training and pathway-related industry skills in their program area ▪ Teachers have recent training in their content area ▪ Teachers maintain current CTE certification and first aid/CPR certification ▪ Teachers are licensed and appropriately endorsed and current

Tri-Tech Skills Center

Career & Technical Education

District Wide Plan ~ 2022-2027

Focus Area	2022-2023 – Current Year	2023-2024	2024-2025	2025-2026	2026-2027
<i>Curriculum</i>	<p>OSPI Program Re-Approval: Business & Marketing</p> <p>Review scope, sequence, curriculum, equipment and professional development needs for Business & Marketing (Cyber Security) and submit.</p> <p>Added 0.5 WSL Coordinator/0.5 Instructional Coach</p> <p>Developed HVAC-R Curriculum Frameworks</p> <p>Pilot whole school student interview process for spring 2023.</p>	<p>OSPI Program Re-Approval: Agriculture</p> <p>Review scope, sequence, curriculum, equipment and professional development needs for Agriculture: (Pre-Vet Tech)</p> <p>Develop Pre-Medical Assisting program and seek OSPI program approval.</p> <p>Refine whole school student interview process for spring 2023.</p>	<p>OSPI Program Re-Approval: Skilled and Technical Science programs</p> <p>Review scope, sequence, curriculum, equipment and professional development needs for Skilled and Technical Sciences program areas: (Autobody Technology, Auto Systems Technology, Broadcasting Today, Construction Trades, Diesel Technology, Drone Manufacturing & Aviation, Digital Arts and Filmmaking, Firefighting, Law Enforcement, Pre-Electrical, Video Game Design, Welding Technology)</p> <p>Start Pre-Medical Assisting program</p> <p>Start HVAC-R</p>	<p>OSPI Program Re-Approval: STEM, Health Sciences</p> <p>Review scope, sequence, curriculum, equipment and professional development needs for STEM, Health Sciences program areas: (Dental Assisting, Pre-Physical Therapy, Pre-Nursing, Pre-Medical Assisting)</p>	<p>OSPI Program Re-Approval: Family and Consumer Sciences</p> <p>Review scope, sequence, curriculum, equipment and professional development needs for Family and Consumer Sciences; (Culinary Arts, early Childhood Education).</p>
<i>Equipment/ Facilities</i>	<p>Construct TT East building for Pre-Electrical and Pre-Vet Tech. Remodel space for Medical Assisting.</p> <p>Explore additional revenue streams for capital support in addition to Legislative provided funds.</p> <p>Update skill center capital projects prioritization process in conjunction with OSPI</p> <p>Continue to provide funding to ensure equipment is up to date with industry standards and uniform by program</p> <p>Update equipment rotation schedule Evaluate software needs</p>	<p>Update TTSC Long Range Capital Plan and capital facility needs for submission to OSPI for consideration in the 2025-2027 biennia.</p> <p>Occupy TT East building for Pre-Electrical and Pre-Vet Tech. Remodel space for Medical Assisting.</p> <p>Continue to provide funding to ensure equipment is up to date with industry standards and uniform by program</p>	<p>Pre-construction efforts for Core Modernization 2023-2025 biennia (if funded by the Legislature).</p> <p>Occupy remodeled space for Pre-Medical Assisting.</p> <p>Continue to provide funding to ensure equipment is up to date with industry standards and uniform by program</p> <p>Update equipment rotation schedule Evaluate software needs</p>	<p>Pre-construction efforts for Core Modernization 2025-2027 Biennia (if funded by the Legislature).</p> <p>Continue to provide funding to ensure equipment is up to date with industry standards and uniform by program</p> <p>Update equipment rotation schedule Evaluate software needs</p>	<p>Construction efforts for Core Modernization 2025-2027 Biennia (if funded by the Legislature).</p> <p>Continue to provide funding to ensure equipment is up to date with industry standards and uniform by program</p> <p>Update equipment rotation schedule Evaluate software needs</p>

Tri-Tech Skills Center

Career & Technical Education

District Wide Plan ~ 2022-2027

Focus Area	2022-2023 – Current Year	2023-2024	2024-2025	2025-2026	2026-2027
		Update equipment rotation schedule Evaluate software needs			
<i>Work-Based Learning</i>	<p>Expand outreach to business and industry specifically in the areas of manufacturing.</p> <p>Add 0.5 FTE WSL coordinator to develop common WSL process and paperwork and support teachers in placing students.</p> <p>Review committee membership and recruit additional members.</p> <p>Facilitate review of 4-year plan and program evaluation</p>	Support the development and growth of career connected learning.	Support the development and growth of career connected learning.	Support the development and growth of career connected learning.	Support the development and growth of career connected learning.
<i>Advisory Committees</i>	<p>Expand outreach to business and industry specifically in the areas of manufacturing.</p> <p>Review committee membership and recruit additional members.</p> <p>Facilitate review of Multi-year plan and program evaluation</p>	<p>Review committee membership and recruit additional members</p> <p>Facilitate review of Multi-year plan and program evaluation</p>	<p>Review committee membership and recruit additional members</p> <p>Facilitate review of Multi-year plan and program evaluation</p>	<p>Review committee membership and recruit additional members</p> <p>Facilitate review of Multi-year plan and program evaluation</p>	<p>Review committee membership and recruit additional members</p> <p>Facilitate review of Multi-year plan and program evaluation</p>
<i>Program Improvement and Recruitment</i>	<p>Continue to improve elementary and middle school tours of Tri-Tech Skills Center</p> <p>Work with targeted programs to develop and implement a marketing strategy for elementary and middle school students i.e. variations using Kids can Code model.</p> <p>Review and update outreach strategies and materials i.e program catalog, social media</p> <p>Promote non-traditional options/opportunities: Career Construction Day, GRIT, CBC Non-trad Day, Girls Can Code, targeted programs, etc.</p>	<p>Continue to improve elementary and middle school tours of Tri-Tech Skills Center</p> <p>Facilitate the ongoing development and implementation of 4-year plans</p> <p>Work with targeted programs to develop and implement a marketing strategy: TBD</p> <p>Review and update outreach strategies and materials i.e program catalog, social media</p>	<p>Continue to improve elementary and middle school tours of Tri-Tech Skills Center</p> <p>Facilitate the ongoing development and implementation of 4-year plans</p> <p>Work with targeted programs to develop and implement a marketing strategy: TBD</p> <p>Review and update outreach strategies and materials i.e</p>	<p>Continue to improve elementary and middle school tours of Tri-Tech Skills Center</p> <p>Facilitate the ongoing development and implementation of 4-year plans</p> <p>Work with targeted programs to develop and implement a marketing strategy: TBD</p> <p>Review and update outreach strategies and</p>	<p>Continue to improve elementary and middle school tours of Tri-Tech Skills Center</p> <p>Facilitate the ongoing development and implementation of 4-year plans</p> <p>Work with targeted programs to develop and implement a marketing strategy: TBD</p> <p>Review and update outreach strategies and</p>

Tri-Tech Skills Center

Career & Technical Education

District Wide Plan ~ 2022-2027

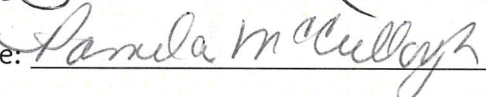
Focus Area	2022-2023 – Current Year	2023-2024	2024-2025	2025-2026	2026-2027
		Promote non-traditional options/opportunities: Career Construction Day, GRIT, CBC Non-trad Day, Girls Can Code, targeted programs, etc.	program catalog, social media Promote non-traditional options/opportunities: Career Construction Day, GRIT, CBC Non-trad Day, Girls Can Code, targeted programs, etc.	materials i.e program catalog, social media Promote non-traditional options/opportunities: Career Construction Day, GRIT, CBC Non-trad Day, Girls Can Code, targeted programs, etc.	materials i.e program catalog, social media Promote non-traditional options/opportunities: Career Construction Day, GRIT, CBC Non-trad Day, Girls Can Code, targeted programs, etc.
<i>Post HS/Articulation</i>	Update articulation agreements per timeline with CBC, YVCC, WWCC, etc. Support Career Specialists efforts with career fairs, post-high school training and education promotion activities Explore new articulation agreements	Update articulation agreements per timeline with CBC, YVCC, WWCC, etc. Support Career Specialists efforts with career fairs, post-high school training and education promotion activities Explore new articulation agreements	Update articulation agreements per timeline with CBC, YVCC, WWCC, etc. Support Career Specialists efforts with career fairs, post-high school training and education promotion activities Explore new articulation agreements	Update articulation agreements per timeline with CBC, YVCC, WWCC, etc. Support Career Specialists efforts with career fairs, post-high school training and education promotion activities Explore new articulation agreements	Update articulation agreements per timeline with CBC, YVCC, WWCC, etc. Support Career Specialists efforts with career fairs, post-high school training and education promotion activities Explore new articulation agreements
<i>Student Leadership</i>	Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom Provide in-service on OSPI POW template and support staff in completing the leadership document	Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom Provide in-service on OSPI POW template and support staff in completing the leadership document	Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom Provide in-service on OSPI POW template and support staff in completing the leadership document	Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom Provide in-service on OSPI POW template and support staff in completing the leadership document	Encourage and support all staff to provide leadership opportunities for all students both in and out of the classroom Provide in-service on OSPI POW template and support staff in completing the leadership document
<i>Professional Development</i>	Provide opportunities for teachers to stay current with industry standards though targeted conferences and in-services Provide opportunities for all staff to update/obtain First Aid/CPR certification	Provide opportunities for teachers to stay current with industry standards though targeted conferences and in-services	Provide opportunities for teachers to stay current with industry standards though targeted conferences and in-services	Provide opportunities for teachers to stay current with industry standards though targeted conferences and in-services	Provide opportunities for teachers to stay current with industry standards though targeted conferences and in-services

**Tri-Tech Skills Center
Career & Technical Education
District Wide Plan ~ 2022-2027**

Focus Area	2022-2023 – Current Year	2023-2024	2024-2025	2025-2026	2026-2027
	Assist CTE teachers to attain and maintain certification Explore Tech Centers That Work Curriculum and Instruction Review process.	Provide opportunities for all staff to update/obtain First Aid/CPR certification Assist CTE teachers to attain and maintain certification Implement if appropriate Professional from Tech Centers That Work Curriculum and Instruction Review process.	Provide opportunities for all staff to update/obtain First Aid/CPR certification Assist CTE teachers to attain and maintain certification	Provide opportunities for all staff to update/obtain First Aid/CPR certification Assist CTE teachers to attain and maintain certification	Provide opportunities for all staff to update/obtain First Aid/CPR certification Assist CTE teachers to attain and maintain certification

CTE Director:  

Date: 5/30/23

General Advisory Committee Chair or designee: 

Date: 6/24/23

School Board Approval: Agenda Attached

Date: _____

Focus Area Terminology	
<p>Curriculum:</p> <ul style="list-style-type: none"> ▪ Curriculum and instructional materials are up-to-date ▪ Curriculum is aligned to the essential learning's and grade level expectations ▪ Course competencies are aligned to local/state/national standards ▪ Safety competencies are integrated into the curriculum ▪ Safety is taught and assessed ▪ Competencies for employability are integrated into the curriculum ▪ Employability skills are taught, assessed and documented ▪ Leadership competencies are integrated into the curriculum ▪ Non-traditional career objectives are integrated into the curriculum ▪ Process used to evaluate and improve student performance 	<p>Program Improvement/Student Recruitment</p> <ul style="list-style-type: none"> ▪ A student recruitment plan has been developed ▪ There is a written plan that provides program direction and improvement ▪ A program promotion plan is in place ▪ Equal access is provided to all students, including non-traditional and special populations
Equipment/Facilities	Post HS/Articulation



DR. TRACI PIERCE
Superintendent
 1000 W. 4th Avenue
 Kennewick, WA 99336
 (509) 222-6550 | traci.pierce@ksd.org | ksd.org

DATE: June 21, 2023
TO: Board of Directors
FROM: Dr. Traci Pierce, Superintendent
RE: **2000 Series Policy Updates**

One of our strategic plan objectives tied to our goal that the district is innovative, proactive, and accountable, is to “place Board policies and procedures on a regular review cycle, ensuring that policies remain up-to-date and consistent with practice and law.” In alignment with this objective, we have a second semester cabinet goal to review and update the 1000 and 2000 series of Board policies this year. Bronson and I have completed the process of reviewing every policy within the 2000 series and updating legal references, aligning formatting, and ensuring all policies are stylistically consistent. If there are any substantive changes made to a policy during the review process, that policy will be placed under “New Business” for Board discussion and consideration. Otherwise, reviewed policies and those with updated legal references and/or minor grammatical or stylistic updates will be placed on the consent agenda for Board approval. In addition, any policies that are redundant or outdated will be recommended to be repealed.

The following 2000 series policies have been reviewed and updated. Modifications are attached with underline/strike-thru updates and are presented for Board approval:

• 2000-P	• 2164-P	• 2312-P	• 2340-P
• 2004-P	• 2165-P	• 2313-P	• 2350-P
• 2005-P	• 2166-P	• 2314-P	• 2410-P
• 2030-P	• 2167-P	• 2318-P	• 2411-P
• 2110-P	• 2168-P	• 2320-P	• 2412-P
• 2111-P	• 2169-P	• 2322-P	• 2413-P
• 2120-P	• 2170-P	• 2331-P	• 2416-P
• 2121-P	• 2180-P	• 2332-P	• 2418-P
• 2130-P	• 2210-P	• 2333-P	• 2420-P
• 2150-P	• 2220-P	• 2334-P	• 2421-P
• 2151-P	• 2221-P	• 2335-P	• 2422-P
• 2152-P	• 2230-P	• 2336-P	• 2423-P
• 2153-P	• 2240-P	• 2337-P	• 2430-P
• 2155-P	• 2250-P	• 2338-P	• 2435-P
• 2162-P	• 2310-P	• 2339-P	

Two policies are being recommended to be repealed:

- 2112-P: This policy contains outdated language and is redundant with other policies.
- 2163-P: This policy is outdated; we no longer have traffic safety education.



DR. TRACI PIERCE

Superintendent

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Note:

Two 2000 series policies, 2414 Alternative Learning Experience Programs, and 2415 Online Learning, are undergoing more substantive revision and will be presented for Board review and approval at a later date.

Recommendation for Board action:

- Approve the updated policies as amended
- Approve the policies recommended to be repealed

INSTRUCTION

Goals and Principles

The success of the Kennewick School District in meeting the educational needs of the students depends to a great extent upon the quality and variety of instructional materials available for classroom use. Instructional materials in the district shall be selected to ensure highest quality bias-free materials, to maintain continuity in the instructional program, to provide effective basic materials for all students, and to promote flexibility to meet the needs of individuals and small groups of students. Every effort shall be made to provide appropriate textbooks, reference materials, library books, periodicals, audio visual materials, computer software, and other resources essential to an effective instructional program.

In compliance with RCW [28A.320.230](#), the Kennewick School District shall be guided by the following goals and principles in the selection and adoption of instructional materials:

- A. Instructional materials shall enrich and support the curriculum, taking into consideration the varied instructional needs, abilities, interests, and maturity levels of the students served.
- B. Instructional materials shall stimulate student growth in factual knowledge, conceptual thinking, psychomotor skills, physical fitness, literary appreciation, and aesthetic values.
- C. Instructional materials shall be of sufficient variety so as to present opposing views of controversial issues in order that the students, as young citizens, may develop the skills of critical analysis and informed decision-making.
- D. Instructional materials shall contribute to the development of an understanding of the ethnic, cultural, and occupational diversity of life.
- E. Instructional materials, free of sex/race bias, will be selected except where classical works reflecting bias or discrimination are deemed educationally advisable to broaden students' understanding of the world around us.

Instructional materials include textbooks, supplemental materials, library books, packaged courses, or units, programmed learning kits, telecourses, audio/visual materials and other basic resources for learning. The above criteria shall be adhered to in the selection of all instructional materials.

Legal Reference: RCW [28A.320.230](#) Instructional materials – Instructional materials committee.

28A.640.020 Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies.

Adopted: April 28, 1993
Amended: June 21, 2023

2004

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INSTRUCTION

Adopting Performance Improvement Goals

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Adopting Performance Improvement Goals

Annually, the Board will:

- A. Approve district-wide performance improvement goals for the measures included in the Washington school improvement framework.
- B. Ensure each school in the ~~District-district~~ that enrolls students in grades three through eight and/or high school establishes goals to increase the measures included in the Washington school improvement framework consistent with state and district goals.

The ~~District-district~~ and each school in the district will establish English ~~language~~ Language arts Arts and Mathematics improvement goals using the requirements of the of the Elementary and Secondary Education Act (ESEA) to determine the increase in requirements described above for all students and for each of the groups required by the ESEA, in accordance with the following:

- A. As a starting point for determining annual performance improvement goals, the ~~District-district~~ and each school will use the most recently available results of the school improvement framework.
- B. The performance improvement goals for assessments administered in the spring of 2027 must be consistent with the goals outlined in the state consolidated plan. At a minimum, the ~~District-district~~ and each school must adopt the following goals:
 1. Ninety percent of students eligible to be assessed will meet standard on the required state assessment.
 2. The graduation rate for all students and each of the groups required by the ESEA will not be less than ninety percent.
 3. Performance improvement goals using the requirements of the ESEA to determine the increase in the percentage of students making progress toward English language proficiency included in the Washington school improvement framework.
- C. The ~~District-district~~ and each school must establish goals for each of the Washington school improvement framework indicators for all students and for each of the groups required by the ESEA.

Policy No. 2004
Performance Improvement Goals – Continued

Reporting Progress

Annually, the following information will be reported at a public meeting and in writing:

1. The ~~District's~~district's performance improvement goals;
2. Student performance relative to the goals; and
3. District and building plans to achieve the goals, including curriculum and instruction, parent and guardian involvement, and resources available to parents and guardians to assist students in meeting the state standards.

Annually, the ~~District~~district will report the ~~District's~~district's progress toward meeting the District and school goals in a news release to the local media.

In each school's annual performance report, the district will include school-level goals, student performance relative to the goals, and a summary of school-level plans to achieve the goals.

Legal References:	RCW	28A.655.100	Performance goals -
Reporting Requirements <u>requirements.</u>	RCW	28A.655.110	Annual school performance report – Model report form.
	WAC	180-105-020	Performance improvement
	goals.		
	WAC	180-105-040	Definitions.
	WAC	180-105-060	Establishing goals.

Adopted: ____-December 16, 2020

Amended: June 21, 2023

2005

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INSTRUCTION

School Improvement Plans

In order to guide efforts towards continuous improvement, each school will develop and adopt a school improvement plan, which shall include processes for measuring progress, making necessary changes and conducting annual review. Each school's plan will be submitted to the Board of Directors for annual approval.

Each school's improvement plan will be data driven and will promote a positive impact on student learning. -A positive impact on student learning means promoting the continuous achievement of the Washington State learning goals and learning standards, and the achievement of nonacademic growth in areas like digital citizenship, social, life and employment skills. The intent is that students can meet the goals of Washington's basic education system: To become responsible citizens, to contribute to their own economic well-being and that of their families and communities, and to enjoy productive and satisfying lives.

Each school improvement plan will address the following elements:

- A. Characteristics of effective schools as identified by the Office of the Superintendent of Public Instruction and the educational service district including safe and supportive environments;
- B. Educational equity factors including gender, race, ethnicity, culture, language and physical and mental ability;
- C. Use of technology;
- D. Parent and community involvement; and
- E. Other factors identified by the school community for inclusion in the plan or process.

Any school participating in a program of school improvement assistance through the state accountability system or the federal Elementary and Secondary Education Act will constitute sufficient compliance with this policy.

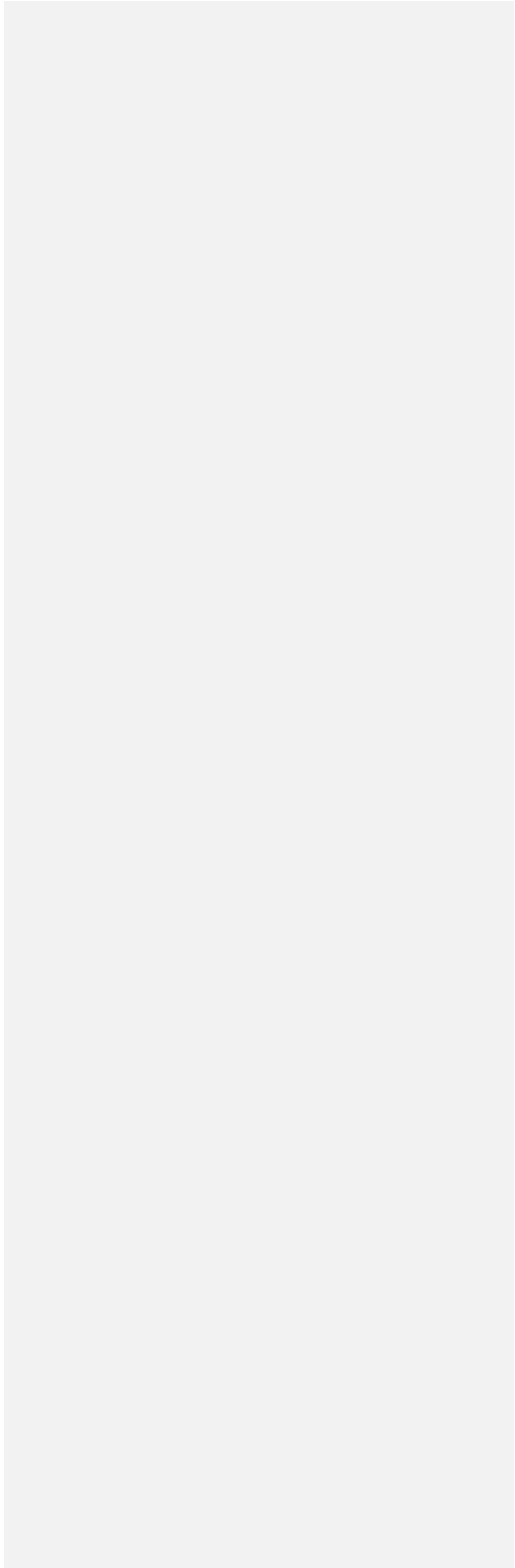
Legal References: ~~WAC 180-16-220~~ WAC 180-16-220 Supplemental basic education program
~~Approval~~ approval requirements.

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Adopted: December 16, 2020

Policy No. 2004
Performance Improvement Goals – Continued

| Amended: June 21, 2023



INSTRUCTION

2030

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Service Animals in Schools

The ~~Kennewick School District~~ Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools, on school property, including school buses and at school activities.

A “service animal” means an animal that is trained for the purpose of assisting or accommodating a disabled person’s sensory, mental, or physical disability.

The parent/guardian of a student who believes the student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether or not to permit the service animal in school.

The superintendent will develop procedures to implement the policy.

- Cross References:
- ~~5011 – Nondiscrimination and Affirmative Action~~
 - ~~5150 – Unlawful Discrimination and Harassment Prohibited~~
 - ~~3210 – Nondiscrimination~~
 - ~~2318 – Animals as Part of the Instructional Program~~
 - ~~2153 – Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973~~
 - ~~2151 – Education of students with Disabilities According to the Individuals with Disabilities Education Act (IDEA)~~

- Legal References:
- ~~28 CFR § 35.136 American Disabilities Act (ADA), Revised Title II Regulations, 35 Service animals, American Disabilities Act (ADA), Revised Title II Regulations, 35 Service animals~~

- Service animals,
- ~~Section 504 of the Rehabilitation Act of 1973,~~
 - ~~RCW 28A.642 Discrimination Prohibition, RCW 28A.642, Discrimination Prohibition,~~
 - ~~RCW 49.60.040 Definitions, RCW 49.60.040, Definitions,~~
 - ~~WAC 162-26 Public accommodations, disability discrimination, WAC 162-26, Public Accommodations, Disability Discrimination,~~
 - ~~WAC 392-145-021(3) General operating requirements, WAC 392-145-021(3), General operating requirements,~~

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INSTRUCTIONInstructional Program Offerings

Instructional program offerings of the district shall be in conformance with the Basic Education Act of the State of Washington, the rules and regulations of the State Board of Education, State Superintendent of Public Instruction, and other applicable administrative agencies.

Legal Reference: RCW [28A.150.200](#) Program of basic education. ~~Basic Education Act of 1977~~

Adopted: ____ April 28, 1993

Amended: June 21, 2023

INSTRUCTIONInstruction in Basic Skills and Work Skills

In order to assure compliance with the basic skills, work skills, and course requirements of WAC 180-16-200, the ~~state~~ superintendent ~~of public instruction~~ shall implement procedures for verifying compliance at the outset of each school year as well as monitoring continuing compliance throughout the year. The procedures shall provide for:

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1. Examining the proposed schedule, course offerings and hours of attendance available to students prior to each semester for compliance with the state requirements.
2. Maintaining a record of the schedule of secondary course offerings for each semester and the schedule of hours of instruction offered to elementary and secondary students which will verify compliance with the requirements.

Legal Reference: RCW [28A.150.220](#) ~~Basic education - Program Minimum instructional Requirements~~ ~~requirements - --~~ Program ~~Accessibility~~ ~~accessibility - --Rules, and Regulations~~

WAC [180-16-200](#) Total ~~instructional hour requirement~~ ~~Program Hour Offering - Basic skills and Work Skills Requirements~~

Adopted: ____-April 28, 1993
Amended: June 21, 2023

INSTRUCTION

Continuous Progress Education

~~The Kennewick School District is focused on ensuring that all students meet the standards of the state of Washington and the federal government. The current focus of those standards is competency in reading, writing and math, but is expanding to include competency in science and other content areas.~~

~~The Kennewick School District is striving to develop instructional programs which are designed to enable each student to achieve or exceed grade level expectations. Students who are behind will be expected to achieve catch-up growth as well.~~

~~This plan may include grouping of students as well as providing for individual instruction, the determination to be made on the basis of the student's achievement based on multiple assessment measures and the recommendation of the teacher and/or staff specialist. The instructional program shall recognize placement of a student at his/her appropriate functional level, provision of learning materials and modes of instruction which are considered to be most appropriate to the student's learning style, and assessment to determine the degree to which the desired outcome has been achieved.~~

~~Individual buildings will be held accountable for developing School Improvement Plans to achieve the goals above.~~

~~Adopted: — April 28, 1993~~

~~Revised: — July 8, 2009~~

INSTRUCTION

Development and Implementation of Curriculum

The district recognizes that the training and experience of its employees are invaluable for effective curriculum and instructional material selection.

The district shall seek to ~~insure~~ensure consistency and continuity in the implementation of instructional programs, to provide direction based upon the instructional goals of the district, and to hold the teaching and supervisory staff accountable for the implementation of the curriculum.

The ~~board~~Board expects the certificated and non-certificated staff to teach within the adopted curriculum. -Principals are expected to provide leadership to the individual staffs in implementing adopted programs. -Teachers are encouraged to use professional judgment, initiative, and creativity in adapting the curriculum to the individual needs of students.

The curriculum is to be evaluated regularly to provide the best possible opportunities for students. -The superintendent or ~~his/her~~ designee shall report to the ~~board~~Board and make recommendations for policy and/or curriculum changes as needed.

Legal Reference: ~~RCW 28A.150.230~~RCW 28A.150.230 Basic Education Act of 1977 – District School Directors as Accountable for Proper Operation of DistrictDistrict school directors’ responsibilities.

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Adopted: -April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Curriculum Adoption

The Board recognizes its responsibility for the monitoring and improvement of the educational program. In keeping with the Board’s duty under state law for ongoing curriculum review and improvement, the ~~Superintendent~~ superintendent will develop and administer guidelines and procedures for a curriculum development and improvement process which:

- A. is consistent with district goals;
- B. ~~will establish~~ es a regular cycle for review, revision, development, adoption, ~~and~~ implementation in all major curricular areas;
- C. ~~will ensure~~ s the participation of administrators, teachers, and patrons, when appropriate, in the process;
- D. is consistent with state requirements and reflects community expectations; and
- E. provides for student performance data to be systematically collected, reported, ~~and~~ used as a basis for future program improvements.

The Board will review and adopt curriculum that is aligned with the Washington State learning standards ~~’s Essential Academic Learning Requirements~~ and identifies program outcomes and student performance standards in each curricular area.

To ensure that ~~the Kennewick School District~~ district curriculum is aligned with state standards, the district will conduct regular reviews of each major K-12 curriculum area. ~~Major curriculum areas will be evaluated and adapted to align with state standards at least every seven to ten years.~~

Courses of study and/or program offerings must reflect the needs of students. ~~As needs change, program offerings must respond. The board~~ Board will approve major curricular program changes upon recommendation of the ~~Superintendent~~ superintendent and/or ~~his/her~~ designee.

With the exception of certain human sexuality classes or portions thereof, all classes will be accessible to students regardless of sex. ~~The Kennewick School District~~ district will be in compliance with all state statutes regarding course offerings and instructional materials.

Legal Reference: ~~WAC 392-190-050~~ WAC 392-190-050 ~~Access to course offerings – Separate programs or activities. Course Offerings – Generally – Separate Sessions or Groups Permissible~~ Access to course offerings – Generally – Separate Sessions or Groups Permissible

~~RCW 28A.150.230~~ RCW 28A.150.230 ~~District School~~ school ~~Directors~~ directors’ responsibilities. Accountable for Proper Operation of District

~~RCW 28A.330.100(5)~~ RCW 28A.330.100(5) ~~Additional Powers powers of Board~~ board.

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~~RCW 28A.320.230~~ RCW 28A.320.230, Instructional
~~Materials materials~~ – Instructional ~~Materials~~
~~materials Committee~~ committee.

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Adopted: ___ April 28, 1993

~~Revised~~ Amended: ___ -March 11, 2009

Amended: June 21, 2023

INSTRUCTION

Testing and Assessment Programs

The ~~District~~-district will establish a variety of educational measurements and assessment processes to:

- A. ~~Determine~~-determine the effectiveness of the instructional program.;
- B. ~~Assess~~-assess the progress of individual students.;
- C. ~~Diagnose~~-diagnose the needs of individual students who are in need of specialized programs.;
- D. ~~Satisfy~~-satisfy state testing requirements.

The ~~District~~-district shall provide for the administration of tests at appropriate grade levels. No tests or measurement devices containing any questions about a student's or ~~his/her~~ family's personal beliefs or practices as to sex or religion shall be administered unless the parent or guardian gives written permission for the student to take such tests, questionnaires or examinations.

Parents who wish to examine any test materials may do so by contacting the principal of the school in which the student is enrolled. Parental approval is necessary before administering an individual intelligence test or administering a diagnostic personality test or assessment.

Legal Reference: ~~WAC 180-52-020~~WAC 392-500-015 Pupil ~~Tests~~-tests and ~~Records~~records— ~~Authority~~-Tests School District Policy in Writing

~~WAC 180-52-030~~WAC 392-500-030 Pupil ~~Tests~~-tests and ~~Records~~records— ~~Certain Tests~~tests, questionnaires, etc. — ~~Limitations~~.

~~WAC 180-52-035~~WAC 392-500-035 Pupil ~~Tests~~-tests and ~~Records~~records— ~~Diagnostic Personality~~ personality Tests~~tests~~— ~~Parental Permission~~ permission required.

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Adopted: ____-April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Special Instructional Programs

The ~~District~~-district shall participate in those special projects which are funded by state or federal government or other sources for which a local need can be defined and for which a local program can be developed. ~~The Superintendent-Superintendent and/or his/her~~or designee approval shall be required before submission of an application for such a program.

Procedures shall be developed in order that planning, implementation, and evaluation phases of a special program are in compliance with the rules and regulations of the funding agent and the local school district. ~~The Board shall be kept informed as to the receipt of grants and awards to the district.~~

Legal Reference: ~~RCW 28A.300.070~~RCW 28A.300.070 Receipt of ~~Federal~~
federal Funds-funds for ~~School-school~~
~~Purposes~~purposes - —Superintendent of
~~Public-public Instruction-instruction~~ to
~~Administer~~administer

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Adopted: ___ April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Education of Students with Disabilities According to the Individuals with Disabilities Education Act (IDEA) and WAC 392-172:

SPECIAL EDUCATION AND RELATED SERVICES FOR ELIGIBLE STUDENTS

The district recognizes that students whose disabilities adversely impact educational performance and who require specially designed instruction have potential for improving educational performance when they receive special education and related services tailored to fit their needs.

Each eligible special education student in the district will be afforded a full education opportunity. This goal will be met consistent with the state's goals through ensuring the provision of a free appropriate public education, complying with state and local procedures, and improving performance goal indicators.

The district shall comply with state and federal requirements for special education. The superintendent shall develop procedures consistent with state and federal laws and rules to implement the following:

- A. ~~free~~ Free appropriate ~~Appropriate~~ Public education Education;
- B. ~~confidentiality~~ Confidentiality of ~~personally~~ Personally identifiable ~~Identifiable~~ information Information;
- C. ~~identification~~ Identification, ~~evaluation~~ Evaluation, ~~eligibility~~ Eligibility and ~~reevaluation~~ Reevaluation;
- ~~participation in assessments;~~
- D. ~~development~~ Development of ~~individualized~~ Individualized education Education program ~~Program~~ (IEP) and ~~placement~~ Placement;
- E. ~~participation~~ Participation in ~~regular~~ Regular ~~e~~ Education, ~~least~~ Least restrictive Restrictive environment ~~Environment~~ (LRE);
- F. ~~procedural~~ Procedural ~~safeguards~~ Safeguards and Parent Participation;
- ~~parent participation;~~
- G. ~~transition~~ Transition from Part C to Part B ~~services~~ Services for ~~preschool~~ Preschool children Children;
- H. ~~private~~ Private School students ~~Students~~ ~~unilaterally~~ Unilaterally placed ~~Placed~~ by ~~parents~~ Parents;
- I. ~~staff~~ Staff ~~qualifications~~ Qualifications and ~~personnel~~ Personnel development Development; and
- J. ~~program~~ Program Administration and ~~evaluation~~ Evaluation.

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The superintendent shall develop procedures to implement this policy, as directed by federal regulation ([34 CFR 300.220](#)). This policy and procedures shall be consistent with

the state’s special education regulations and filed with the Office of the Superintendent of Public Instruction.

Not all students with disabilities are eligible for special education services. The needs of each student will be addressed individually and provided appropriate accommodations or modifications required under § 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, and the Washington laws against discrimination.

~~Free Appropriate Public Education (FAPE)~~

~~The district shall provide all eligible students with disabilities ages three through twenty-one with a free appropriate public education which consists of special education, necessary related services, and supplemental aids and services, provided:~~

- ~~1. at public expense, under district supervision and direction;~~
- ~~2. in compliance with the standards of the state educational public agency;~~
- ~~3. to include preschool, elementary, and secondary educational opportunities; and~~
- ~~4. in conformity with an individualized education program (IEP) which meets the requirements of special education rules.~~

~~Such educational and support services may extend beyond the traditional 180-day school calendar year if necessary to provide an individual eligible student with a free appropriate public education.~~

~~Confidentiality of Personally Identifiable Information~~

~~In addition to complying with the district’s policies and state and federal law on the confidentiality of all student records, the superintendent is directed to develop procedures to implement confidentiality requirements that are consistent with state special education rules.~~

~~This includes informing parents of students or eligible students of their right to confidentiality, at least annually, through appropriate notice.~~

~~Identification, Evaluation, Eligibility, and Reevaluation~~

~~Childfind.~~

~~The district shall develop and implement awareness and screening activities for the purpose of locating, identifying and evaluating all resident students enrolled in school or not who are suspected of having disabilities and are in need of receiving special education and related services. These procedures shall encompass students ages birth through twenty-one regardless of the severity of their disability who reside in the district,~~

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Policy No. 2151
Education of Students with Disabilities – continued

~~including those attending public and private agencies and institutions, and religious schools.~~

~~The district's procedures shall also include methods for conducting childfind activities including methods to determine which students are not currently receiving needed special education and related services. The procedures shall include methods to locate students who are highly mobile and students suspected of being a student with a disability and in need of services even though they are advancing from grade to grade. Childfind procedures shall be developed in consultation with appropriate representatives of private school students.~~

Evaluation and Eligibility.

~~The district shall develop evaluation procedures that are consistent with state and federal requirements, including: referral, evaluation methods and timeline(s), areas of evaluation, periodic review, evaluation safeguards, reporting and documenting the determination of eligibility and independent educational evaluation.~~

~~The district recognizes the developmentally delayed category for eligible students ages three to nine. The superintendent shall develop procedures for implementation of this eligibility category.~~

Reevaluation.

~~The district shall develop reevaluation procedures that are consistent with state and federal requirements, including general requirements, purposes, notice of results, procedures for appropriate identification and classification, and procedures for determining continuing or additional needs for special education and related services.~~

— Development of IEP and Placement

Development of IEP.

~~The district shall develop procedures for implementing the IEP requirements for each student that are consistent with state and federal regulations, including methods for updating each IEP at least annually and appropriate inclusion of eligible students in local and state assessment programs.~~

Placement.

~~The district shall develop procedures for implementing state and federal requirements regarding the delivery of special education services including: least restrictive environment, nonacademic and extracurricular services, alternative service delivery options placement considerations and annual review, initial placement, evaluation of IEP,~~

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~~preschool services, district initiated placements, transition of preschool students from Part C to Part B services, and placements paid for at public expense.~~

~~The district shall also develop procedures to determine the services provided to students unilaterally placed in private schools by their parents. The procedures shall include consultation with appropriate representatives of private school students to determine the number of unilaterally placed students, the needs of students and their location, so that it can be decided which students will receive services, what services will be provided, how and where services will be provided and how services will be evaluated.~~

Certificate of Attendance (COA)

~~The district shall permit any student who is receiving special education or related services and who will continue to receive services between the ages of 18 and 21 to participate in the district graduation ceremony after four years (9th, 10th, 11th, 12th grades) of high school attendance.~~

~~In lieu of a diploma, the district shall provide the student with a certificate of attendance. Receiving the certificate of attendance does not preclude a student from continuing to receive special education and related services according to the individualized education program and completing courses in pursuit of a diploma or the certificate of individual achievement.~~

~~Receipt of a certificate of attendance is not equivalent to receipt of the high school diploma or a certificate of individual achievement.
The superintendent shall establish procedures for development and distribution of the certificate of attendance.~~

~~Procedural Safeguards~~

~~The district shall develop procedures for implementing procedural safeguards for parents and students consistent with state and federal requirements that include notice relating to: informed parental consent, assessment (protection in evaluation procedures), confidentiality, opportunity to examine records, prior notice, independent educational evaluation, impartial due process hearing, surrogate parents, discipline, attorney's fees, mediation and citizen complaints.~~

~~Personnel Development~~

~~The district recognizes the importance of a qualified staff in delivering appropriate educational services to special education students. The superintendent shall develop procedures for the implementation of a district plan for hiring and staff development for administrators, teachers and support personnel. Such a plan shall be complementary to the statewide plan for Comprehensive System of Personnel Development, which includes:~~

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Policy No. 2151
Education of Students with Disabilities – continued

1. ~~The in-service training of general and special educational administrative, instructional and support personnel to insure that they are appropriately and adequately prepared and trained;~~
2. ~~Effective procedures for acquiring and disseminating to teachers and administrators of programs for special education students significant information derived from educational research, demonstration, and similar projects; and~~
3. ~~Procedures for adopting promising practices.~~

~~Program Administration and Evaluation~~

Program Administration:

~~The district shall develop procedures for implementing the administrative requirements contained in state and federal regulations including: full educational opportunity, public control, use of funds including excess cost, nonsupplanting and maintenance of effort, comparable services, information reports and records, public participation, transportation, program coordination, construction and comparability of facilities, program length, health or safety, transition to preschool, aversive interventions, disciplinary exclusions, and citizen's complaint process.~~

Evaluation:

~~The district shall develop procedures for updating, at least annually, the effectiveness of individualized education programs in meeting the educational needs of special education students, including parent/family involvement in the evaluation process. Students eligible for special education and related services shall be re-evaluated every three years in accordance with state and federal requirements.~~

Cross References:

~~Board Policy 2162 Education of Students with Disabilities under Section 504~~

- ~~• 3300 Corrective Actions or Punishment~~
- ~~• 3323 Long-term Suspensions~~
- ~~• 3600 Student Records~~

Legal References:

- [RCW 28A.155](#) Special Education
- [WAC 392-172](#) Provision of Special Education
- Programs/Services
- [20 USC 1400 - 1491o](#) IDEA Education of Individuals with Disabilities Act (1997 Individuals with Disabilities Education Act)
- [34 CFR 99.1 - 99.67](#) Family Educational Rights and Privacy

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Policy No. 2151
Education of Students with Disabilities – continued

- [34 CFR 104.1 - 104.61](#) Nondiscrimination on the ~~basis~~
~~Basis of handicap-Handicap in programs-Programs and or activities~~
~~Activities receiving-Receiving or benefiting from-Federal~~
~~financial-Financial assistanceAssistance~~
- [34 CFR 300.1 - 300.754](#) Assistance to Education of Children
with Disabilities Program, Part B
- [34 CFR 303.1 - 303.67](#) Early intervention for infants and
toddlers with disabilities, Part C

Adopted: April 28, 1993

~~Revised~~Amended: September 12, 2007

~~Amended:~~ June 21, 2023

INSTRUCTION

Identifying Students with Specific Learning Disabilities According to the Individuals with Disabilities Education Act (IDEA) and ~~WAC 392-172A~~ WAC 392-172A.

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Response to Intervention

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RESPONSE TO INTERVENTION

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It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic and intensive intervention supports matched to student needs. ~~Schools within the District district have the option to utilize~~ the core principles of the Response to Intervention (RTI) process, which combines systematic assessment, decision-making and a multi-tiered services delivery model to improve educational and behavioral outcomes for all students.

The district's process identifies students' challenges early and provides appropriate instruction by ensuring students are successful in the general education classroom. ~~In implementing the RTI process, the district and/or participating school(s) shall apply:~~

- A. ~~Apply s~~Scientific, research-based interventions in the general education setting;
- B. Measure the student's response to intervention; and
- C. Use RTI data to adapt, modify, and/or change instruction.

The superintendent or designee shall develop, modify, reform, change, or guide procedures to implement student interventions; and use teacher observations, and classroom, school, or district assessments to identify students who are at risk of academic or behavioral problems and thereby in need of scientific research-based interventions. ~~Nothing in this policy shall authorize a decrease in current levels of funding to general education students nor an increase in funding to special education students of more than minor amounts.~~

Intervention shall consist of ~~a~~ three levels of assistance that increase in intensity. The three levels shall include:

- A. Screening and classroom interventions;
- B. Targeted small group intervention; and
- C. Intensive interventions.

Parent Involvement in the RTI Process

The district shall inform parents regarding the use of scientific, research-based interventions, including: a) the state's policies regarding the amount and nature of students' performance data collected and the general education services provided; b) strategies used to increase the student's rate of learning; c) and the parents' right to request a special education evaluation.

~~Cross Reference: Board Policy 2151 Education of Students with Disabilities~~

Legal References: [34 CFR 300.307](#), [300.309](#) and [300.311](#)
[34 CFR 300.205\(d\)](#), [300.208\(a\)\(2\)](#), [300.226](#) and [300.646\(b\)\(2\)](#)

Adopted: May 2008
Amended: June 21, 2023

INSTRUCTION

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

It is the intent of the ~~D~~istrict to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. ~~Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA).~~

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. ~~A child is a "qualified disabled person" under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.~~
34 CFR § 104.3

The ~~District~~ district will comply with the federal requirements ~~regarding: through the policies that deal with free-Free~~ appropriate public education~~;~~

~~A. child-Child~~ find~~;~~

~~B. equal-Equal~~ educational opportunity~~;~~

~~C. confidentiality-Confidentiality~~ of information~~;~~

~~D. parent-Parent~~ involvement~~;~~

~~E. participation-Participation~~ in least restrictive environment;

~~F. evaluations-Evaluations~~;

~~G. placement-Placement~~;

~~H. reevaluation-Reevaluation~~;

~~I. P~~rogramming to meet individual needs~~;~~

~~J. placement-Placement~~ procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

The ~~Superintendent-superintendent~~ will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

~~Cross Reference~~ ~~Board Policy 2151~~ ~~Education of Students with Disabilities~~

~~Board Policy 3210~~ ~~Non-Discrimination~~

Legal Reference 42 USC 12212 ~~Section 512 Americans with Disabilities Act of 1990~~
Titles I and V of the Americans with Disabilities Act of 1990 (ADA)

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34 CFR Part 104 ~~Section 504 of the Rehabilitation Act of 1973~~ Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance

34 CFR Part 99 Family Educational Rights and Privacy Act

~~RCW 28A.155~~ RCW 28A.155 Special Education

~~WAC 392-172A~~ WAC 392-172A Rules and Regulations for Programs Providing Services to Children with Disabilities

~~Provision of Special Education Services~~

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Adopted: April 28, 1993
~~Renumbered~~ Amended: May 2008
~~Revised~~ Amended: September 28, 2011
Amended: June 21, 2023

INSTRUCTION

Restraint, Isolation and Other Uses of Reasonable Force

~~The first priority of the~~The Kennewick School District Board of Directors prioritize safety and is to promote the assurance of a safe learning and working environment ~~safety of students and staff~~ while treating all students with dignity and respect. The ~~Kennewick School District's~~district ~~emphasis-emphasizes is on~~ prevention and de-escalation so that all students ~~in the District,~~ including those with an Individualized ~~Education Program (IEP) or a~~ plan developed under Section 504 of the Rehabilitation Act of 1973 (Section 504 plan), ~~may will~~ remain free from unreasonable restraint, restraint devices, isolation and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

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Use of rRestraint, isolation and other ~~uses-forms~~ of reasonable force may only be used on any student; when reasonably necessary; to control spontaneous behavior that poses an “imminent likelihood of serious harm” as defined by RCW 71.05.020 and Chapter 392-172A, WAC and explained in the procedure accompanying this policy. ~~RCW 70.96B.010.~~ -Serious harm includes physical harm to self, another, or District property. -Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. -The restraint, isolation and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

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Parents of students will be notified should an incident of restraint, isolation, or use of other reasonable force occur. -The incident will be reviewed and reported as required by law. -In addition, annual reporting will be made, as required by law, by the Superintendent superintendent or a designee.

~~Cross References: Policy 2151 Education of Students with Disabilities According to the Individuals with Disabilities Education Act (IDEA) and WAC 392-172~~

~~Policy 2153 Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973~~

Legal References: RCW 9A.16.020 Use of ~~Force-force~~ –When lawful
RCW 9A.16.100 Use of ~~Force-force~~ on ~~Children-children~~ –Policy—
Action ~~Presumed-presumed un~~Reasonable.

RCW 28A.155.210 Use of restraint or isolation – Requirement for procedures to notify parent or guardian. ~~Special Education notification procedure~~

~~RCW 28A.600.485 Restraint of students- Use of restraint or isolation specified in-with individualized education programs or plans developed under Section-section 504 of the Rehabilitation~~

rehabilitation Act-act of 1973- Procedures –
Summary of incidents of isolation or restraint –
Publishing to website.

~~Prohibited~~prohibited – Adoption of policy.
RCW 28A.150.300 Corporal ~~Punishment~~punishment

RCW 28A.600.485 – Restraint of students – Use of restraint or isolation
specified in individualized education programs or plans developed under section 504 or the
rehabilitation act of 1973 – Procedures – Summary of incidents of isolation or restraint –
Publishing to website. ~~[as amended by SHB 1240]~~

~~RCW 70.96B.010 – Definitions~~

Services
WAC 392-172A ~~Rules for the~~ Provision of Special Education

Discipline
WAC 392-400-235 ~~Discipline – Conditions and Limitations~~Student

Adopted: February 26, 2014

~~Revised~~Amended: August 19, 2015

Amended: June 21, 2023

INSTRUCTION

Transitional Bilingual Education

The Board of Directors has the highest commitment toward ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the ~~District's-district's~~ schools, the ~~District-district~~ will provide a transitional bilingual instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The ~~District's-district's~~ transitional bilingual instruction program is designed to enable students to achieve competency in English.

The ~~District-district~~ and its staff shall:

- ~~1-A.~~ 1.A. Communicate, when feasible, with parents of English language learners in a language they can understand;
- ~~2-B.~~ 2.B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- ~~3-C.~~ 3.C. Annually assess, by means of state approved test, improvement in English language proficiency for each eligible English language learner;
- ~~4-D.~~ 4.D. Offer professional development for teachers, counselors, and other staff who are involved in the ~~District's-district's~~ transitional bilingual instruction program on appropriate instructional strategies for students of culturally and linguistically diverse backgrounds and on the use of curriculum materials and program models; and
- ~~5-E.~~ 5.E. Provide for continuous improvement and evaluation of the ~~District's-district's~~ program to determine its effectiveness.

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For purposes of providing such service, the superintendent shall establish procedures for implementing the ~~District's-district's~~ transitional bilingual instruction program.

Legal Reference: ~~RCW 28A.180~~RCW 28A.180 Transitional Bilingual Instructional Program.

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~~WAC 392-160~~WAC 392-160 Special Service Program - Transitional Bilingual Instructional Program

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~~WAC 162-28-040~~WAC 162-28-040 English language limitations and national origin discrimination.

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Adopted: ~~Multicultural Education Policy~~
October 26, 1987

Amended: April 28, 1993

~~Revised~~Amended: October 28, 2009

~~Amended:~~ June 21, 2023

INSTRUCTION

Traffic Safety Education

~~The District may provide traffic safety instruction for eligible students in accordance with current state regulations. A fee may be assessed to cover those costs which are not reimbursed by state funds.~~

~~Procedures shall be developed to deal with program supervision; curriculum development; student enrollment criteria, including but not limited to, grade level of student, age of student and enrollment status of student; student competencies needed for successful completion of program; and collection and refunding of student fees.~~

~~The course of instruction shall consist of two phases: classroom instruction and laboratory experience.~~

~~Legal Reference: RCW 28A.220 Traffic Safety Education Courses
41.81 Fiscal Support
WAC 392-153 Traffic Safety Driver Training~~

~~Adopted: April 28, 1993~~

~~Repealed: June 21, 2023~~

INSTRUCTION

Career ~~&-and~~ Technical Education

The ~~District-district~~ shall provide a program of career ~~&-and~~ technical education to assist students in ~~the-making of~~ informal and meaningful occupational choices and to prepare students for enrollment in advanced or skilled career and technical education programs. ~~_~~Such programs shall be included as a part of the regular curriculum of the school. ~~_~~Career program development shall be related to employment demands, current and future, and to the needs and interests of students.

Adopted: April 28, 1993
Revised November 9, 2011
Amended: June 21, 2023

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INSTRUCTION

Highly Capable Programs

In order to develop the abilities of each Highly Capable Program student, the district will offer a highly capable program that provides kindergarten through twelfth grade students who are selected for the program with access to basic education program~~ming~~ that accelerates learning and enhances instruction. The framework for such programs shall encompass, but not be limited to the following objectives:

- ~~A. 1.~~ Expansion of academic attainments and intellectual skills;
- ~~B. 2.~~ Stimulation of intellectual curiosity, independence and responsibility;
- ~~C. 3.~~ Development of a positive attitude toward self and others; and
- ~~D. 4.~~ Development of originality and creativity.

The ~~board~~Board will annually approve the district’s highly capable plan including: the number of students the district expects to serve by grade level; the district’s plan to identify students; a description of the highly capable program goals; a description of the services the program will offer; an instructional program description; a description of ongoing professional development for highly capable program and general education staff; program evaluation; a fiscal report; and assurances that the district is legally compliant.

The superintendent shall establish procedures consistent with state guidelines for referral, assessment, and selection of children of demonstrated achievement or potential ability in terms of general intellectual ability, academic aptitude and creative or productive thinking. These procedures include prioritizing equitable identification of low-income students; use of multiple objective criteria and multiple pathways for identification; use of local norms, unless more restrictive than national norms; use of subjective measures only to support identification; and use of screening and assessment in the student’s native language (if available) or nonverbal assessment.

Legal Reference: ~~RCW 28A.185.030~~RCW 28A.185.030 ~~Programs – Authority of local school districts – Selection of students, for Highly Capable Students~~

~~WAC 392-170~~WAC 392-170 ~~Special Services Program--Highly Capable Students~~

Adopted: April 28, 1993
Amended: December 10, 2008

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Amended: February 12, 2014
Amended: December 5, 2018
Amended: June 21, 2023

INSTRUCTION

Academic Acceleration

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The ~~board~~ Board recognizes the need for all high school students to have greater access to rigorous advanced courses, including dual credit programs. -To that end, the district will automatically enroll students who meet the state standard on the high school statewide student assessment in the next most rigorous level of advanced courses offered by the high school. Students who successfully complete the advanced courses will then be enrolled in the next most rigorous level of advanced courses, with the ultimate goal being the student's automatic enrollment in dual credit courses.

The subject matter of courses in which students are automatically enrolled will be determined by the areas of the statewide assessment in which the student met state standards. -Students who meet or exceed the state standard ~~on both end-of-course mathematics on the English language arts statewide student assessment are eligible for enrollment in advanced courses in English, social studies, humanities and other related subjects. Students who meet or exceed the state standard on the mathematics statewide student assessment are eligible for enrollment in assessments are considered to have met the state standard for high school mathematics and may be automatically enrolled in advanced mathematics course(s).~~ Students who meet or exceed the state standard on the statewide student assessment for science are eligible for enrollment in advanced courses in science for both reading and writing are eligible for enrollment in advanced courses in English, Social Studies, Humanities and other related subjects.

The district will notify students and parents/guardians regarding the academic acceleration policy and the advanced courses available to students. -The district will provide the parent/guardian with an opportunity for the student to opt out of participation in the academic acceleration process.

Legal References:	Chapter 28A.300 RCW	Superintendent of Public Instruction
	Chapter 28A.320 RCW	Provisions applicable to all districts
	RCW 28A.320.196	Academic acceleration incentive program – Dual credit courses – Allocation of funds – Reports.
	RCW 28A.320.195	Academic acceleration for high school students – Adoption of policy.
	RCW 28A.300.560	Data on college credit through dual credit courses – Posting on website.

~~Management Resources:~~

~~Policy and Legal News, September 2013~~ — Legislature encourages boards to
adopt an academic acceleration
policy

Adopted: July 2014

Amended: June 21, 2023

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INSTRUCTION

2168

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Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum consistent with ~~the EALR state standards~~. The curriculum will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies ~~and will be in place by the end of the 2008-2009 school year~~.

All students in grades one through eight ~~shall receive instruction in physical education as prescribed by rule of the superintendent of public instruction. Individual students may be excused on account of physical disability, religious belief, or participation in directed athletics. are expected to complete an average of one hundred instructional minutes per week of physical education. This includes instruction and practice in basic movement and fine motor skills, progressive physical fitness, and wellness activities through age-appropriate activities.~~ All high schools ~~shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction. Individual students may be excused from participating in physical education otherwise required under this section on account of physical disability, employment, or religious belief, or because of participation in directed athletics or military science and tactics or for other good cause, students are required to complete two credits of health and fitness. The exception to this expectation is for students who receive waivers as outlined in the graduation requirements. The district encourages all high schools to offer a variety of health and fitness classes for each grade in the high school.~~

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Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such student's participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured, ~~but~~ supervised active play. The district ~~is encouraged to will~~ provide adequate extracurricular physical activity programs, including fully inclusive intramural programs and physical activity clubs, ~~and to will~~ promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours following facilities use policies, procedures, and guidelines ~~established by the School Board~~.

Physical Education Program Evaluation

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District physical activity/health and fitness programs will be monitored and assessed regularly in conjunction with other district academic and health-related programs using appropriate tools or an OSPI ~~approved assessments~~. Results of these surveys and assessments will be reported to the ~~board~~ Board, school sites, and made available to parents and community on an annual basis.

Cross References: Board Policy 2110 Instructional Program Offerings
Board Policy 4330 Use of School Facilities

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Legal References: ~~RCW 28A.230.040~~ RCW 28A.230.040 Physical Education –
~~Grades 1-8~~ education in grades one through eight.

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~~RCW 28A.230.050~~ RCW 28A.230.050 Physical Education
education in High-high School
schools.

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~~WAC 180-50-135~~ WAC 180-50-135 Physical Education education:
Grade school, and high school
requirement.

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~~WAC 180-51-085~~ WAC 392-410-136 Physical Education education
Requirement requirement-Excuse
excuse.

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Adopted: June 14, 2006

Amended: June 21, 2023

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INSTRUCTION

HIV-AIDS Prevention Education

The life-threatening dangers of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) and its prevention shall be taught in the district. ~~HIV/AIDS prevention education shall be limited to the discussion of the life-threatening dangers of the disease, its spread, and prevention. Students shall receive such education at least once each school year, beginning no later than the fifth grade.~~

The HIV/AIDS prevention education program shall be developed in consultation with teachers, administrators, parents, and other community members, including, but not limited, to persons from medical, public health, and mental health organizations and agencies. Parents/guardians will receive notification prior to conducting the HIV/AIDS education program, and the ~~Superintendent~~ superintendent will implement procedures for parents/guardians to opt to exclude their child from this instruction.

Legal Reference: ~~RCW 28A.230.070~~ RCW 28A.230.070 AIDS

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~~Education in Public-public Schools/schools--
Limitations--Program Adoption/adoption--
Model Curricula/curricula-Student's
Exclusion-exclusion From-from
Participation/participation.~~

~~RCW 28A.300.475~~ RCW 28A.300.475 Comprehensive sexual health education. Medically accurate sexual health education--curricula--Participation excused--Parental review

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Adopted: _____ -April 28, 1993

~~Revised~~ Amended: _____ May 11, 2022

Amended: _____ June 21, 2023

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INSTRUCTION

Parent, Family and Community Partnerships

Vision

Students master academic skills and develop civic responsibility, because of family, school and community support enhanced by school partnerships with parents, families and community organizations that enable parents to:

- A. ~~rely~~-Rely on community resources to support their parenting efforts;
- B. ~~understand~~-Understand their children’s school experience;
- C. ~~participate~~-Participate as volunteers in school;
- D. ~~support~~-Support student learning at home;
- E. Develop effective parenting skills;
- F. ~~participate~~-Participate in important decisions affecting their children; ~~and,~~

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Structure

A. Building Level: ~~Parent-Family~~ and Community Partnership Plans

Each school and the families and community it serves is different. -Therefore, each school must have its own approach to parent and community partnerships. -Working together staff and parents at each school shall develop ~~a three year~~-plan to ~~achieve the following goals~~ensure:

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- ~~1. 1. Multiple techniques assure that:~~
 - ~~(a) all-All~~ parents understand their children’s school experience;
 - and
 - ~~2. (b) the~~
 - ~~S~~chool staff understands parents’ and community expectations for the school;
- ~~2.~~
- ~~3.~~ School staff work with parent and community volunteers in the school in ways that are beneficial to students and that strengthen school and community relations;
- ~~4. 3.~~ Families receive information about how to support their children’s learning at home;
- ~~5. 4.~~ Parents are referred to resources for assistance in developing their parenting skills, or to obtain advice on family financial, health or welfare issues.

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~~6.~~ Connections are maintained with community resources and agencies to assure current information and continuous cooperation.

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~~6.~~ ~~5.~~ Representatives of parents and the community served by the school will participate as members of the school site councils and on the school's student learning improvement team.

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~~7.~~ -All parents have the opportunity to review and advise on their student's learning experience.

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~~8.~~ ~~6.~~ Collaborations and exchanges are established with businesses and agencies in the community to broaden the learning opportunities for students and expand options for teachers.

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Each school's Family and Community Partnership ~~plan~~ Plan shall include a timeline for implementations, success indicators, evaluation procedures, and a system for reporting to the community and the school district.

B. District Level: ~~Expectations, Support, and Resources~~

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The success of each school's plan depends upon its appropriateness to the school's service area. ~~The district shall develop a three year plan to achieve the following goals provide the following support to schools:~~

- ~~In service training~~ Training and professional develop to enables teachers and administrators to more effectively work with parents and families as partners in student's learning.
- Within the constraints of the district budget, financial and staff resources ~~are allocated~~ to assist and support the implementation of individual school plans.
- ~~District personnel with~~ When hiring and promoting personnel, consideration is given to experience and ~~performance~~ in developing effective parents, family and community partnerships to provide guidance, resources, and support.
- ~~The district in partnership with individual schools or other community organizations to support~~ Support for the development of parenting skills, including helping parents to develop the capacity to support students' learning at home.
- Partnerships with other units of government and public and private social, health, welfare and fraternal agencies are developed to create a community support system to strengthen families' ability to guide the academic and character development of their children.

C. Accountability

~~A. — Staff will provide annual reports and data to the Board focused on family and community engagement goals, efforts, and progress toward meeting performance targets. An information system will be developed to enable the district to assess progress toward its Parent, Family and Community Partnership goals. Using the information reported to it the board will review progress each year toward the policy’s goals reported by each school and the district.~~

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D. Advocacy

~~A. — Each year the Board will focus the community’s attention on Parent, Family and Community Partnerships by reviewing progress toward meeting the district’s district goals and identify focus areas, strategies, and methods for district and/or Board action to strengthen family and community engagement, and may host a community forum to promote discussion among school, parent and community leaders about how they can continue to work together to support the academic and civic development of students, as exemplified by the curriculum adoption policy 2311.~~

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~~B. — The Board will use polling, community meetings and participation in the meetings of other Organizations to (1) understand public expectations for the schools and (2) explain the school’s work in strengthening parents’ and families’ ability to support students’ academic and civic development.~~

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~~Adoption Date Adopted:~~ August 11, 2004
~~Amended:~~ June 21, 2023

INSTRUCTIONGrade Organization

The grade organization in the district for instructional purposes shall be as follows:

Kindergarten through Grade 5	Elementary School
Grades 6 through 8	Middle School
Grades 9 through 12	High School

Instructional programs shall be coordinated between each grade and between levels of schools. -Educational programs for eligible preschool children are provided through the Early Childhood Education Assistance Program.

Adopted: April 28, 1993

Reviewed: June 21, 2023

INSTRUCTIONSchool Calendar

The school calendar is a negotiated item, which is established by the Kennewick Education Association and the Kennewick School District.

Adopted: ____ April 28, 1993

Reviewed: June 21, 2023

INSTRUCTIONSchool Closure

The ~~Superintendent~~ superintendent and/or ~~his/her~~ designee may order the closure or late start of schools in the event of extreme weather or other emergency, in compliance with established procedures for notifying parents, students, and staff.

Adopted: April 28, 1993

Amended: June 21, 2023

INSTRUCTIONGrade Placement

The school will make every effort to place new students into a classroom environment where the student may achieve optimum success as a learner. -The school principal may consider physical maturity, social maturity, chronological age, mental maturity, and/or achievement before assigning a student to a specific grade level.

Adopted: ____ April 28, 1993

Reviewed: June 21, 2023

INSTRUCTION

Summer School

The district may offer a summer program of instruction. -The expectation ~~will be that~~ is for the program ~~is to be~~ self-sustaining.

Legal References: ~~RCW 28A.320.500~~ RCW 28A.320.500 Summer and/or ~~Other~~ other Student-student Vacation-vacation
pPeriod Programs-programs -- Authorized
-- Tuition & and FeesFees.
~~28A.320.510~~ 28A.320.510 Night Sschools, Summer
summer sSchools, Meetings-meetings, Use
of Facilities-facilities Forfor.

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Adopted: April 28, 1993

Amended: June 21, 2023

INSTRUCTIONCommunity Schools and Adult Education

The ~~District~~district makes its resources available to adults and other non-students in the community within the limits of budget, staff and facilities; provided there is no interference with the regular school program. ~~Community school, adult education and other offerings may be developed in cooperation with the community representatives, subject to approval and authorization by the Board.~~

Legal Reference: ~~RCW 28A.320.510~~RCW 28A.320.510 ~~Night Schools~~schools,
~~Summer~~summer ~~Schools~~schools,
~~Meetings~~meetings, ~~Use~~use of ~~Facilities~~
~~facilities~~ ~~For~~for.

Adopted: ___ April 28, 1993

Amended: June 21, 2023

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INSTRUCTION

Selection and Adoption of Instructional Materials

The Board of Directors is legally responsible for the selection of all instructional materials used in the ~~School-D~~district. Basic instructional materials shall be adopted by the Board prior to their use in schools except for trial-use texts of a pilot nature. ~~The responsibility for preparing all student reading lists and for examining, evaluating, and selecting all supplementary materials is delegated to the professional staff of the School-D~~district. ~~All instructional materials shall be selected in conformance with:~~

- A. Applicable state and federal laws;~~;~~
- B. The stated goals and objectives of the school district and the particular course;~~;~~
- ~~C. Procedures in accordance with the policies established by the School-Board in regard to the Instructional Materials Policy.~~

Selection Process

The superintendent shall develop ~~regulations and~~procedures for the evaluation of instructional materials and their recommendation to the ~~School-Board~~ Board for adoption. ~~Instructional materials, such as textbooks, should not drivesupport but not prescribe~~ the school curriculum. ~~It is expected that each teacher, or team, or department, as appropriate, will first carefully design courses to align with district, state, and/or industry standards and goals, which reflect the District and State standards, if availableas appropriate.~~ ~~These course standards will then be utilized in the selection of instructional materials.~~ ~~The overall process shall include:~~

- A. Review at the building level by appropriate teaching staff, parents, and building administration.
- B. Review by the ~~District-district~~ Instructional Materials Committee (IMC). The IMC will conduct the final review of instructional materials and recommend materials for approval to the Board ~~of Directors~~. The IMC shall consist of representatives of ~~District-district~~ educational staff, parents, students and community members, providing diverse community representation.
- C. Approval/aA doption by the Board ~~of Directors~~.

Criteria for the Selection of Instructional Materials

The primary objective in selecting instructional materials is to implement, enrich, and support the educational program of the schools. ~~To the greatest extent possible, instructional materials selected shall include, but are not limited to, those which:~~

Policy No. 2311
Selection and Adoption of Instructional Materials – Continued

- A. Enrich and support the curriculum, in consideration of the varied instructional needs, abilities, interests and maturity levels of the students served;
- B. Stimulate student growth in conceptual thinking, factual knowledge, physical fitness, and literary standards;
- C. Provide sufficient variety and present opposing views of controversial issues in order that students may develop the skills of critical analysis and informed decision making;
- D. Eliminate in all textbooks and instructional materials, including reference materials and audio-visual materials, bias pertaining to sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal.

~~Materials shall be selected in accordance with p~~Procedures ~~shall be established for the selection of materials.~~ Citizens who wish to express a concern about specific materials may do so in accordance with the ~~District district~~ procedures. Initial efforts to resolve concerns regarding instructional and other learning resource materials will be handled at the building level. Should a citizen wish to make a formal protest regarding specific material used in the school system, ~~he/she~~the citizen must make the complaint in accordance with Board Policy 2310 and related procedures. ~~(Regulation 2310.2).~~

Conditions for Loan and Sale of Instructional Materials:

Free textbooks and other instructional materials may be made available for loan to students when, in the judgment of the members of the ~~School~~ Board, the best interests of the school district will be served by such a decision. Each building administrator will maintain records necessary for the proper accounting of all instructional materials and will set forth conditions for student replacement of lost or badly damaged materials.

~~School~~ District instructional materials, which students are not required to own, may be made available to students who wish to purchase them. ~~New and used materials currently utilized in the instructional program will be sold at the replacement cost of each item. Used materials no longer in basic or supplementary use will be sold at a price reflecting the depreciated value of the materials. Instructional materials that do not meet current District district standards for subject content, gender balance, ethnic content or are irreparable may be declared obsolete by the Superintendent superintendent or designee. Disposal of materials will occur in a manner prescribed by law.~~

Legal Reference: RCW [28A.320.230](#) ~~Instructional materials~~
RCW [28A.150.230](#) ~~Instructional materials committee~~
responsibilities. ~~District school directors;~~
RCW [28A.640](#) ~~Sexual Equality Mandated for~~

Policy No. 2311
Selection and Adoption of Instructional Materials – Continued

RCW [28A.642](#) ~~Public Schools~~ Discrimination Prohibition
WAC [392-190-055](#) Textbooks and ~~Instructional~~ ~~instructional Materials-materials~~ –
~~Instructional materials policy - Scope~~
~~–Elimination of Biasbias.~~

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Adopted: February 14, 1996
~~Revised/Amended:~~ September 27, 2006
~~Revised/Amended:~~ July 16, 2014
~~Revised/Amended:~~ August 24, 2022
Amended: June 21, 2023

INSTRUCTION

Copyright Compliance

The ~~board~~-Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. -Severe penalties may be imposed for unauthorized copying or using of audio, visual, or printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. -If duplicating or changing a product is to fall within the bounds of "fair use", these four standards must be met for any of the foregoing purposes:

1. The purpose and character of the use. -The use must be for such purposes as teaching or scholarship and must be nonprofit.
2. The nature of the copyrighted work. - Staff may make single copies of: -book chapters for use in research, instruction, or preparation for teaching; articles from periodicals or newspapers; short stories, essays, or poems; and charts, graphs diagrams, drawings, cartoons, or pictures from books, periodicals, or newspapers in accordance with these guidelines.
3. The amount and substantiality of the portion used. -Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
4. The effect of the use upon the potential market for or value of the copyrighted work. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. -In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. -The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district's procedures or is permissible under the law should contact the building administrator. -The ~~latter~~ administrator will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Legal Reference: [P.L. 94-553](#) ~~Federal~~ Copyright Law of [the United States \(Title 17\) 1976 & U.S. Code Title 17](#)
~~RCW 28A.320.230~~ [RCW 28A.320.230](#) ~~Instructional Materials~~
[materials – Instructional materials](#)

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Policy No. 2312
Copyright Compliance - Continued

cCommittee

Adopted: April 28, 1993
Amended: June 21, 2023

INSTRUCTION~~ELECTRONIC INFORMATION SYSTEM~~ Electronic Information SystemAcceptable Use Guidelines/Internet Safety Requirements

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The Board believes that students need to be proficient and safe users of information, media, and technology. Therefore, the ~~Kennewick School D~~istrict utilizes electronic communication systems that allow exceptional opportunities for students, staff and patrons to communicate, learn, access, and publish information. The Board also believes that students need to be proficient users of information, media, and technology to succeed in a digital world, and that training to become a proficient technology user is a part of their basic education.

By creating this system, the Board intends only to provide a means for educational activities and does not intend to create a first amendment forum for free expression purposes. ~~The District-district~~ provides the property comprising the system, and grants access to it by users, only for the educational activities authorized under this policy and regulation and under the specific limitations contained therein. ~~Any use of the system must be in conformity with state and/or federal law, licenses, and District-district policy.~~

Unless otherwise specified, the following shall apply equally to students, employees, volunteers, and contractors employed by the ~~District-district~~. ~~Some employees, students, volunteers, and contractors may have additional obligations owing to the nature of their positions and/or privileges.~~

~~Kennewick School~~The ~~District's-district's~~ system is a combination of local and wide area networks, linking computers in all ~~District-district~~ facilities together and providing access to the Internet. ~~To help ensure student safety and citizenship in online activities, the District-district will provide education about appropriate behavior, including interacting with other individuals online, and cyberbullying awareness and response.~~

The Board directs the ~~Superintendent-superintendent~~ or designee to provide training and procedures that encourage access to electronic information systems and networks by students, staff and patrons while establishing reasonable controls for the lawful, efficient and appropriate use and management of the system.

The Board acknowledges that the ~~District-district~~ will ~~be-allowing~~ students the opportunity to possess and take off-site ~~District-district~~ owned electronic devices such as laptops and Chromebooks. ~~The network, the messages transmitted, and the documents created on district networks or devices may be subject to public disclosure under the Washington State Public Records Act. Identifiable student information will be protected to the extent authorized by law. The District-district will electronically supervise the use~~

of such property and provide guidance via district procedures and student and parent handbooks and guidelines.

In order to match electronic resources as closely as possible to the approved ~~District~~ district curriculum, ~~District-district~~ personnel will review and evaluate electronic resources and offer those which comply with ~~Board~~ guidelines listed in ~~Kennewick School District~~ Board Policy ~~2311-2310~~ governing the selection of instructional materials.

Legal Reference: [18 U.S.C. §§ 2510](#) Electronic Communication Privacy Act ~~of~~
[1986 \(ECPA\)](#)

~~Pub. L. No. 110-385 Protecting Children in the 21st Century Act~~

~~Pub. L. No. 110-385 Broadband Data Improvement Act~~

[Pub. L. No. 106-554](#) ~~Neighborhood~~ Children's Internet Protection
Action

~~47 U.S.C. § 254(1)(B) Children's Internet Protection Act KSD #17~~

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Adopted: November 8, 1995

Amended: August 22, 2001

Amended: May 09, 2012

Amended: July 11, 2018

Amended: June 21, 2023

INSTRUCTION

Use of Outside Media Resources in the Classroom

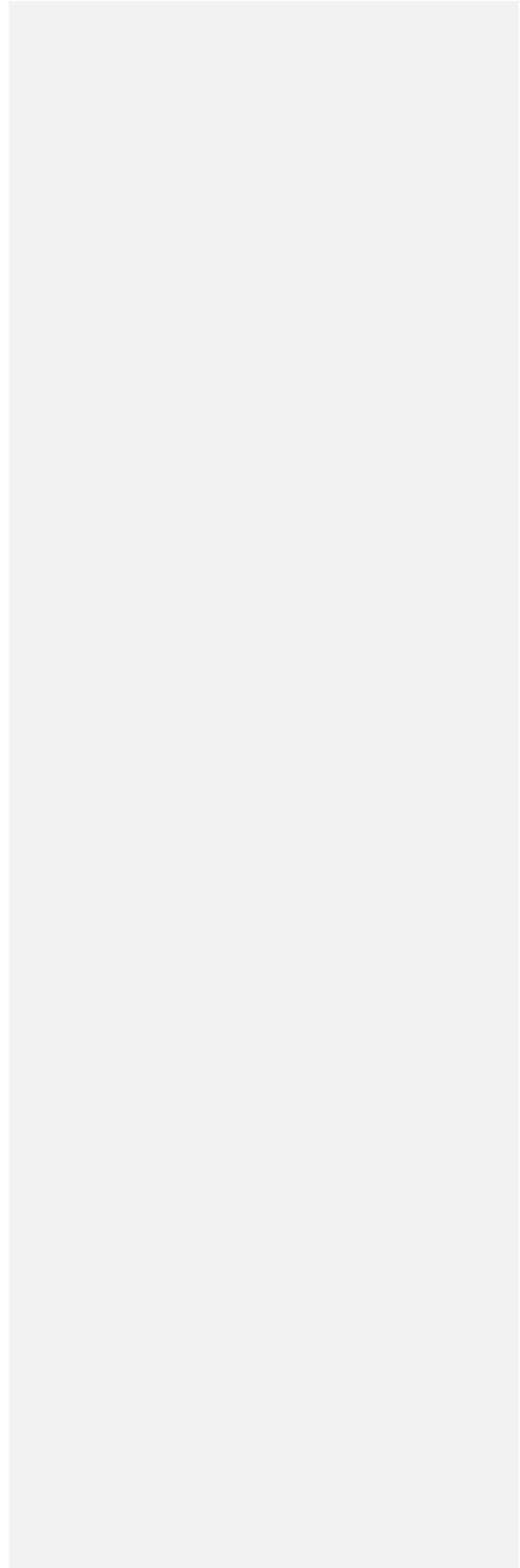
It is the intent of the ~~Kennewick School District~~ district to allow the use of outside resources and materials to enhance student learning in the classroom. All resources and materials including, but not limited to, films, print publications, television programs, and any kind of video must have instructional value, be related to the goals and objectives of our instructional program, and be included in the lesson plan. This is regardless of the format and the source of materials which may include materials that are copied, recorded, streamed via ~~internet~~Internet, or obtained from other sources. The following guidelines must be followed when determining appropriateness of any outside resources and materials brought into the classroom.

- ~~A. I.~~ All digital, video, or video like material derived from any media source whatsoever, including Internet video, ~~internet~~Internet or computer downloads, and television, must be previewed in their entirety by the teacher wishing to use the material. If there is any question regarding the appropriateness of this material the building principal will preview the video to determine its appropriateness after receiving the request form.
- ~~B. II.~~ Elementary students in grades K-5 will be shown only "G" rated films. "PG" rated films may be shown to students in grades 6-12 if they are previewed completely, approved by parents and principal, and permission received from parents. "PG-13" rated films may be shown to students in grades 9-12 if they are previewed completely, approved by the principal, and permission is received from parents. No "R," or "X" rated films may be shown at any time to any student.
- ~~C. III.~~ Elementary students in grades K-5 will be shown only "TV-Y" or "TV-G" rated shows. "TV-Y7", "TVY7-FV" or "TV-PG" rated shows may be shown to students in grades 6-12 if they are previewed completely, approved by parents and principal, and permission received from parents. "TV-14" rated films may be shown to students in grades 9-12 if they are previewed completely, approved by the principal, and permission is received from parents. No "TV-MA" rated shows may be shown at any time to any student.
- ~~D. IV.~~ Unrated materials require special precautions. Unrated materials, regardless of format or source must be reviewed in its entirety and not contain graphic violence, nudity, sexual references, drug use, or profanity, none of which may be shown to students without prior approval. Any materials that contain the aforementioned must be reviewed by a principal for approval. Each issue or volume of a pre-approved periodical, newspaper, or publication need not be reviewed provided it is part of an approved curriculum or established scholastic program (such as Newspapers in Education), has instructional value, is related to the goals and objectives of our instructional program, and is included in the lesson plan.

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Adopted: June 24, 2009

| Amended: June 21, 2023



INSTRUCTION

Animals as Part of the Instructional Program

Requests to include animals in the instructional program of the classroom or school shall be approved by the principal. -Health issues (allergies and vaccination~~ed~~ status of the animal) involving students and staff shall be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal’s care must be made by the teacher. Animals will always be considered personal property, and as such, the teacher will be responsible for any expense for the animal. -Animals that are part of the instructional program shall be under the control of their adult-owner, the teacher, or designated students at all times. Animals shall not be transported in a school vehicle.

This policy does not apply to service animals for the disabled or police dogs. -Service animals must be on a leash at all times and the owner/handler must be in full control of the service animal at all times. -Service animals may be prohibited from being on school grounds if the animal is deemed to pose a direct threat to the health and safety of others or disrupts the educational process.

Legal Reference:

- ~~RCW 16.08~~RCW 16.08.040 – Dog Bites~~bites – Liability.~~
- ~~WAC 246-100~~WAC 246-100-191 – Animals – General
- measures to prevent human disease.
- ~~OSPI DOH – Health and Safety Guide: Appendix F, “Animals in Classroom”~~
- ~~National Science Teacher’s Association – “Guidelines for the Responsible Use of Animals in the Classroom”~~
- ~~National Association of School Nurses – Position Statement: “Animals in the Classroom”~~

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Adopted: December 15, 2010
Amended: June 21, 2023

INSTRUCTION

Field Trips/Co-Curricular Travel

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The ~~board~~Board recognizes that field trips/co-curricular travel are an educationally sound and important ~~ingredient aspect in of~~ the instructional program of the schools. Each field trip must be integrated with the curriculum and coordinated with classroom activities that enhance its usefulness. Such trips can supplement and enrich classroom procedures by providing learning experiences in an environment beyond the classroom.

Field trips/co-curricular activities, which are more than a day in duration, should take place outside the regular school day. All trips must be organized to ~~insure~~ensure the safety of the students. Parent permission must be obtained within three weeks of the event when the activity occurs off school property. Private vehicles may be used to transport students if driver abstract and vehicle safety standards are approved.

No staff member may solicit students for any privately arranged trip without administrative permission.

All field trips/co-curricular travel must be approved by administration.

No travel outside of the United States will be allowed.

Legal Reference: ~~RCW 28A.160.010~~RCW 28A.160.010 ~~Operation of Student-student~~
~~Transportation-transportation~~
~~Program-program~~ - Responsibility of
~~Local-local District-district~~ - Transporting of
~~Elderly-elderly~~ - Insurance.

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Adopted: April 28, 1993
 Amended: January 14, 1998
 Amended: January 26, 2011
 Amended: October 24, 2012
 Amended: January 27, 2016
Amended: June 21, 2023

INSTRUCTION

Contests for Students

Student contest activities should enhance the basic school program and must be approved by designated district official and/or the building principal. -They should not detract from or use time designated for student learning. -They should be appropriate to the age and grade level of the students.

Outside organizations, ~~(i.e., e.g., March of Dimes, Heart Association,)~~ who ask for student participation in fund raising activities must be approved by the designated district official. -All organizations must follow the procedure developed.

The solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization ~~(, i.e., e.g. P.T.A., PTO, ATP, ASB) Student Council, A.S.B.,~~ may be permitted. -Any money collected will be used for building and/or parent organization projects. -Profits realized from contests will be used for building projects approved by the principal. -All purchases become the property of the school district.

This policy does not in any way exclude the giving of prizes to students, ~~i.e., bicycle, watch, certificates,~~ by an outside organization whose activity has been approved. -Washington Interscholastic Activities Association (WIAA) rules will be followed ~~in regard to~~ regarding gifts for school district athletic programs.

Adopted: ___ April 28, 1993

Amended: June 21, 2023

INSTRUCTIONControversial Issues

The district shall offer courses of study which will afford learning experiences appropriate to the level of student understanding. -The instructional program shall respect the right of students to face issues, to have free access to information, to study under teachers in situations free from prejudice and to form, hold, and express their own opinions.

Teachers shall guide discussions and procedures with thoroughness and objectivity to acquaint students with the need to recognize opposing viewpoints, the importance of fact, the value of judgment, and the virtue of respect for conflicting opinions.

Adopted: ____ April 28, 1993

Amended: June 21, 2023

INSTRUCTIONFlag Displays and Exercises

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

Legal Reference: ~~RCW 28A.230.140~~ RCW 28A.230.140 United States flag -
Procurement, display, exercises - National
~~Anthem~~ anthem.
~~RCW 1.20.015~~ RCW 1.20.015 Display of national and state
flags.

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Adopted: April 28, 1993
Amended: July 12, 2006
Amended: February 8, 2023
Amended: June 21, 2023

INSTRUCTIONBaccalaureate and Commencement Exercises

The ~~District~~district will not sponsor a Baccalaureate service. -Parents and/or outside groups may elect to sponsor such a service. -Staff and student participation shall be voluntary.

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Commencement exercises shall be sponsored by the school district in accordance with Board policy. ~~-Please refer to Policy No. 2410.~~

Adopted: ____ April 13, 1994

Amended: ____ June 21, 2023

INSTRUCTION

-Sexual Health Education

Elementary and secondary students shall be provided instruction in comprehensive sexual health education consistent with state law. ~~-Only Board-approved core and supplemental curriculum materials may be used in the instruction of sex education and human sexuality.~~

In grades, K-3, instruction will be in social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive sexual health education instruction provided by the ~~District~~district to students in grades 4-12 will be medically and scientifically accurate, age-appropriate, and inclusive of students regardless of their protected class status under Chapter 49.60 RCW. ~~-Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. -The District's~~ district's comprehensive sexual health education program will be consistent with the *Guidelines for Sexual Health Information and Disease Prevention* developed by the Department of Health, OSPI, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

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Parents and community members will be provided the opportunity to be involved in the planning, development, evaluation, and revision of any instruction in comprehensive sexual health education offered as a part of the school program.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

Legal Reference:

Legal Reference: ~~RCW 28A.300.475 Comprehensive sexual health education. Medically accurate sexual health education-Curricula-Participation-Excused-Parental Review~~
 RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying - Retaliation ~~Prohibited~~prohibited-Immunity.
 WAC 392-410-140 Sexual health education ~~-~~Definition-Optional course or subject matter-Excusal of students.

Adopted: April 28, 1993

~~Revised~~Amended: May 11, 2022

Amended: June 21, 2023

INSTRUCTION

Ceremonies and Observances

Each building principal, or designee, shall be responsible for the preparation and presentation of a program of approximately sixty minutes in duration in observance of Veteran's Day. -The program shall be conducted during the school week preceding the eleventh day of November of each year.

Constitution Day will be observed each year on September 17 in commemoration of the signing of the United States Constitution on September 17, 1787. If September 17 occurs on a non-school day, Constitution Day will be conducted on the preceding Friday.

On January 16th of each year, or the preceding Friday when January 16th falls on a non-school day, there shall be observed within each public school "Temperance and Good Citizenship Day." -The State Superintendent of Public Instruction shall prepare and publish a program for use on such day embodying topics pertinent thereto. Each year on "Temperance and Good Citizenship Day," social studies teachers must, as resources allow, coordinate a voter registration event in each history or social studies class attended by high school seniors. This event is part of the future voter program. Teachers must make voter sign up and registration available to all students.

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Disability History Month will be observed during the month of October by conducting or promoting educational activities such as school assemblies or guest speaker presentations that provide instruction, awareness and understanding of disability history and people with disabilities.

Legal Reference: ~~RCW 28A.230.160~~ RCW 28A.230.160 Programs-Educational activities in Observance-observance of Veteran's Day.
28A.230.150 Temperance and Good Citizenship Day - --Aids in Programming-programming- Voter registration - Report.
~~28A.230.158 Disability history month - Activities.~~ 28A.230.158 Disability history month - Activities.
~~36 U.S.C. 106 Constitution and Citizenship Day~~ 36 U.S.C. 106 Constitution and Citizenship Day
36 U.S.C. 106 Constitution and Citizenship Day
106 Constitution and Citizenship Day

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Adopted: April 28, 1993
~~Revised~~ Amended: September 6, 2017
Amended: June 21, 2023

INSTRUCTIONPrayer and Devotional Activities

As a matter of individual liberty, ~~a~~ students may, of ~~his/her~~their own volition, engage in private, unobtrusive prayer whenever ~~he/she~~they wishes to do so. -School staff shall neither encourage nor discourage a student from engaging in prayer or any other form of devotional activity so long as it is not disruptive to the normal processes of the school.

Legal Reference: U.S. Constitution of the United States _____First
 Amendment
 Fourteenth Amendment
Washington State Constitution of the State of Washington Article 9, Sec.
 4 and Article 26

Adopted: ___ April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Race and the Curriculum

The ~~board~~Board recognizes the importance of ensuring that curriculum resources reflect the diversity that exists in the country, community, and classrooms. The ~~board~~Board believes that the history of all races should be valued and believes in the importance of students learning social studies, civics, and the factual history of the United States from a non-partisan stance, free from political or personal biases.

The ~~board~~Board recognizes that students must learn factual U.S. History. History, sociology, literature, the arts, and other disciplines taught in school may have a racial dimension. Study of these disciplines, including their racial dimension, shall ensure that while students are taught that racism exists today, they will not be indoctrinated in the belief that the U.S. is fundamentally or systemically racist. Moreover, students will not be taught that their race determines their value or worth or that members of any race are inherently racist, oppressors, or victims. Neither preferential nor disparaging treatment shall be applied to learning about any race, and no student shall be taught that their skin color determines their ability to succeed; that their race determines their moral character; or that their race make them responsible for past transgressions of their race. Moreover, no student shall be taught that their socio-economic status or U.S. citizenship status makes them superior or inferior to others.

Criteria used to guide academic inquiry into matters of race as aligned to district standards and curriculum shall seek the same neutrality, objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. The Washington State Constitutional mandate that schools shall remain forever free from sectarian control or influence shall not preclude students from expressing their views relative to beliefs about racism in compositions, reports, music, art, debate, and classroom discussion, insofar as that racial discrimination, racism, and harassment are expressly prohibited.

Student learning objectives govern the scope and activities of each course offering in the school district. Instructional materials and/or activities must relate to grade level content standards and district-adopted curriculum.

Legal Reference:	<u>U.S. Constitution of the United States</u>	First Amendment
		Fifteenth Amendment
	<u>Washington State Constitution of the State of Washington</u>	Article
		9, Section 4

Adopted: August 24, 2022

Amended: June 21, 2023

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INSTRUCTION

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Drones and Unmanned Aircraft Systems

The first priority of the Kennewick School District Board of Directors is the safety of all students and staff. -The Board ~~of Directors~~ is also committed to providing all students and staff with technology-based learning opportunities. -The use of Unmanned Aircraft Systems (UAS) or drones is a privilege which comes with responsibilities that must be adhered to.

Definition

According to the Federal Aviation Administration (FAA), an Unmanned Aircraft System (UAS) or "drone" is "the unmanned aircraft (UA) and all the associated support equipment, control station, data links, telemetry, communications, and navigation equipment, etc., necessary to operate the unmanned aircraft. -The UA is the flying portion of the system, flown by a pilot via a ground control system, or autonomously through use of an onboard computer, communication links, and any additional equipment that is necessary for the UA to operate safely."

Authorized Use

Authorized use of drones can be approved in curricular coursework and activities to meet the unique need of students, which can be learning how to design, construct and operate small unmanned aircraft as a component of a variety of science, technology and aviation-related educational curricula, relating to flight, aerodynamics, and airplane design and construction or other coursework such as television, film production, photography or the arts. -Any staff member who wishes to use drones and/or (UAS) in their curricular program must provide specific educational objectives and obtain prior written approval from the ~~Superintendent-superintendent~~ or designee.

Drones and Unmanned Aircraft Systems, and any other such vehicles (drones), which are not operated for the purposes of district programs or activities may not be operated on or above district property during school hours, school activities, or any other school function, or any organized function of a third party user group without the prior written permission of the ~~Superintendent-superintendent~~ or designee. -Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

The ~~Superintendent-superintendent~~ or designee shall establish ~~procedures Rules and Regulations~~ governing the use of drones and (UAS) in any of the educational offerings, programs, or activities in the ~~Kennewick School District~~district.

Legal Reference:

Legal Reference: ~~Federal Aviation Administration: www.faa.gov,~~
~~Code of Federal Regulation PART 107 Small Unmanned Aircraft Systems~~
~~FAA Memorandum on Educational Use of Unmanned Aircraft Systems May 4, 2016~~
~~Pub. L. No. 112-95 FAA Modernization and Reform Act of 2012~~

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Adopted: ____ November 7, 2018
Amended: ____ June 21, 2023

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INSTRUCTION

High School Graduation Requirements

~~A total of twenty one (21) credits in grades 9 through 12 shall be required for graduation from high school through the graduating class of 2020; twenty four (24) credits shall be required for graduation beginning with the graduating class of 2021.~~

~~The Board will establish graduation requirements, which at a minimum satisfy those established by the State Board of Education. The Board will approve additional graduation requirements as recommended by the superintendent or designee. Graduation requirements in effect when a student first enrolls in high school will remain in effect until that student graduates. The Board will award a regular high school diploma to every student enrolled in the district who meets the requirements established by the district. Only one diploma will be awarded with no distinctions being made between the various programs of instruction that may be pursued.~~

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High school credit will be awarded for successful completion of a specified unit of study. -For 1.0 credit, a student must successfully complete courses ~~that are aligned to the state learning standards aught to the State's essential learning requirements (learning standards)~~ or a student must demonstrate proficiency/mastery of learning standards as determined by the ~~District~~district. All students must meet ~~this minimum requirement (including specific required courses) to graduation requirements to~~ participate in the commencement exercises.

~~A~~High school students, ~~currently~~ enrolled in ~~Kennewick School~~the Districtdistrict, may challenge particular courses for credit toward graduation by demonstrating proficiency through an assessment on a set of specific standards of the ~~District~~district approved course being challenged.

Unless requested otherwise by the student and the student's family, a student who completed high school courses before attending high school must be given high school credit that applies to high school graduation requirements.

~~Each student must meet the following requirements to graduate from high school:~~

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- ~~A. Complete the credit requirements specified in the procedure accompanying this policy;~~
- ~~B. Demonstrate career and college readiness by completing a high school and beyond plan;~~
- ~~and~~
- ~~C. Meet the requirements of at least one graduation pathway option described in the procedure accompanying this policy.~~

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~~Each student who has met all District graduation requirements shall be awarded a diploma. The Board of Directors shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. Only one diploma will be awarded with no distinctions being made between the various programs of instruction which have been pursued.~~

Policy No. 2410
 High School Graduation Requirements - Continued

The requirements for graduation shall be the completion of work and studies representing the instructional program assigned to grades 9-12. The minimum subject areas and credits therein shall be as follows:

Courses Required for Graduation

Course Title	Credits Required	
	Through Class of 2020	Beginning Class of 2021
English	4.0 Credits	4.0 Credits
Mathematics	3.0 Credits	3.0 Credits
Social Studies	3.0 Credits	3.0 Credits
Science	2.0 Credits (1 Lab)	3.0 Credits (2 Labs)
Occupational Education	1.0 Credits	
Career & Technical Education		1.0 Credits
Health and Fitness	2.0 Credits	2.0 Credits
Arts	1.0 Credits	2.0 Credits*
World Language		2.0 Credits**
Electives	5.0 Credits	4.0 Credits
	21.0 Credits	24.0 Credits

*One Credit Can Be Personalized Pathway Requirement
 **Both Credits Can Be Personalized Pathway Requirement

Personalized Pathway Requirements are related courses that lead to a specific post-high-school career or educational outcome chosen by the student based on the student's interests and High School and Beyond Plan.

Additional Non-Credit Graduation Requirements

All students are required to complete a High School and Beyond Plan and demonstrate computer competence. Students need to demonstrate readiness for post-secondary career or college via one or more pathways.

Procedures shall be developed for implementing this policy, which include:

1. Making graduation requirements available in writing to students, parents and members of the public.
2. Providing for a waiver of graduation requirements for individual circumstances when permitted.
3. Granting credit for Alternative Learning Experiences, online courses and equivalency courses of study.
4. Granting credit for correspondence and/or college courses including Running Start and College in the High School.
5. Granting credit for work-site learning.

Policy No. 2410
High School Graduation Requirements - Continued

- ~~6. Granting credit for courses taken through home-based instruction.~~
- ~~7. Granting credit for courses taken at non-approved private schools.~~
- ~~8. Implementation of graduation requirements including the High School and Beyond Plan; the Computer Competency Assessment, and; demonstrated readiness for post-secondary career or college.~~
- ~~9. Granting credit for high school course(s) completed before a student attended high school, if the academic level of the course exceeds the requirements for seventh and eighth grade classes.~~
- ~~10. Determining which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement.~~
- ~~11. Granting credit for planned instructional activities for credit meeting minimum time requirements or based upon demonstration of proficiency/mastery of content standards.~~
- ~~12. Challenging courses for credit based upon the student demonstrating proficiency through an assessment of a set of specific standards equivalent to course competencies.~~
- ~~13. Granting credit for learning experiences conducted away from school, including National Guard high school career training.~~
- ~~14. The valedictorian and salutatorian selection process.~~
- ~~15. Planning and executing graduation ceremonies.~~

~~Counseling services shall be provided to students and parents upon entering high school and throughout their high school education experience. Information regarding expectations for high school completion and post-high school opportunities shall be provided. Students shall complete a High School and Beyond Plan when they enter high school and shall update their plan annually. Parent review and approval shall be required.~~

No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure, but he/she may be denied participation in graduation ceremonies when personal conduct so warrants. -Such exclusion shall be regarded as a school suspension. -Any student who willfully creates a disturbance at graduation will have their diploma held until appropriate disciplinary consequences are fulfilled.

~~A student shall be advised that he/she may receive a final transcript if requested prior to July 1 following graduation. However, a student's diploma or transcript may be withheld until the student pays for any school property that has been lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the diploma or transcript will be released. The student and his/her parents shall be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted.~~

Graduation requirements in effect when a student first enrolls in high school shall be in effect until that student graduates unless such period is in excess of ten years.

~~Waiver: When the School District deems it to be in the best interest of an individual student, specific requirements may be waived provided they are not required by State statutes. (RCW 28A.230, WAC 180-51)~~

Policy No. 2410
High School Graduation Requirements - Continued

Legal Reference: ~~RCW 28A.230~~ ~~Compulsory Course Work and Activities~~
[28A.635.030](#) ~~Disturbing Schoolschool, School-school~~
~~Activitiesactivities; or Meetingsmeetings – Penalty.~~
~~28A.635.060~~ ~~Defacing or Injuring School Property –~~
~~WAC 392-410~~ ~~Courses of Study and Equivalencies~~
~~WAC 392-410~~ ~~Courses of Study and Equivalencies~~
~~180-51~~ ~~180-51~~ ~~High School Graduation Requirements~~
[392-348](#) ~~Secondary Education~~
~~392-415~~ ~~392-415~~ ~~Secondary Education -~~ ~~Standardized High~~
~~School Transcript~~
~~392-169~~ ~~392-169~~ ~~Special Service Programs - Running~~
~~Start Program~~
~~392-121-124~~ ~~392-121-124~~ ~~Full-time Equivalent equivalent~~
~~Enrollment enrollment for Work-work Based-based~~
~~Learninglearning.~~

Adopted: September 8, 1993

Amended: May 18, 1994

~~Revised~~Amended: May 8, 2002
~~Revised~~Amended: January 14, 2009
~~Revised~~Amended: September 9, 2009
~~Revised~~Amended: July 2012
~~Revised~~Amended: February 25, 2015
~~Revised~~Amended: August 19, 2015
~~Revised~~Amended: December 2016
~~Revised~~Amended: June 19, 2019
~~Revised~~Amended: September 2, 2020
Amended: June 21, 2023

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INSTRUCTION

~~Certificate of Educational Competence~~ High School Equivalency: General Educational Development (GED) Test

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Those ~~District~~ students in the ~~Kennewick School District~~ between the ages of 16 to 21 years of age who have a warranted need for seeking a high school equivalency certificate ~~certificate of educational competence~~ shall make application through the building principal who, upon approving their request, will refer them to an official high school equivalency testing center.

The award of the ~~GED high school equivalency certificate~~ certificate shall not preclude a person (under the age of 21) from applying to return to high school if factors that warranted the original application are changed. -A ~~Review review Committee committee~~ will evaluate the application to return and make a recommendation to the building principal.

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Legal Reference: ~~WAC 131-48~~ WAC 131-48 High School Equivalency Certificate
~~WAC 392-700~~ WAC 392-700 Dropout Reengagement
~~RCW 28A.175.100~~ RCW 28A.175.100 Statewide ~~Dropout dropout~~
Reengagement reengagement Program program.

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Adopted: ___ September 8, 1993
Amended: ___ November 13, 1996
Amended: ___ August 14, 2019
Amended: June 21, 2023

INSTRUCTION

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Graduation Credit for Student, Office, or Library Assistant

High school elective credit toward graduation will be granted for work as student assistant to librarians, teachers, and administrators under the following guidelines:

1. One-half (0.5) credit will be given for each semester completed with a satisfactory grade.
2. Grades given will be satisfactory (S) and unsatisfactory (U). -Student assistant grades will not count toward grade point averages.
3. No more than one (1) student assistant credit may be applied toward graduation.
4. Student assistants may not be used in any capacity that violates the educational privacy rights of other students (i.e., no access to student grades, personal records, etc.).
5. No ~~student one~~ may be a teacher assistant for credit and at the same time be enrolled in the class.
6. Student assistants shall not be given access to tests and other similar information.

Adopted: September 8, 1993

Amended: June 21, 2023

INSTRUCTION

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Early Graduation

Whenever the student has successfully met the minimum graduation requirements accumulated twenty-one (21) credits and successfully completed the requirements of the district and the State, the student may be graduated from high school.

Adopted: ___ September 8, 1993

Amended: June 21, 2023

INSTRUCTION

Community Service

~~The Kennewick School District finds that volunteering~~ Volunteering connects students to their communities and provides an opportunity for students to practice and apply their academic and social skills in preparation for entering the workforce. Community service can better prepare and inspire students to continue their education beyond high school. Community service is also associated with increased civic awareness and participation by students.

~~The Kennewick School District is supportive of community service and encourages students~~ Students are encouraged to complete and track community service as part of the High School and Beyond Plan graduation requirement. Students completing and tracking 12 or more hours of community service in their High School and Beyond Plan shall be recognized as part of senior award or high school graduation ceremonies.

~~Cross References: Policy No. 2410 High School Graduation Requirements~~

Legal Reference

~~RCW 28A.320.193~~ Community Service-Policy-Incentive

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Adopted: July 17, 2013
Revised: February 24, 2021

INSTRUCTIONWaiver of High School Graduation Credits

The Board seeks to provide all students with the opportunity to complete graduation requirements without discrimination and without disparate impact on groups of students. ~~In~~ doing, the Board acknowledges that circumstances may arise that prevent a student from earning all ~~twenty-four~~ credits required for high school graduation. ~~Such~~ circumstances may include, but are not limited to the following:

- A. Homelessness;
- B. A health condition resulting in an inability to attend class;
- C. Limited English proficiency;
- D. Disability, regardless of whether the student has an individualized education program or a plan under Section 504 of the federal Rehabilitation Act of 1973;
- E. Denial of an opportunity to retake classes or enroll in remedial classes free of charge during the first four years of high school;
- F. Transfer during the last two years of high school from a school with different graduation requirements; and,
- G. Other circumstances (e.g., emergency, natural disaster, trauma, personal or family crisis) that directly compromise a student's ability to learn.

The Board delegates to the ~~Superintendent-superintendent~~ or ~~his/her~~ designee discretion to grant a waiver of a maximum of two elective credits required for graduation. ~~A~~ student's parent/guardian or an adult student must file district form *F-6 2410 Application for Waiver of High School Credits* with the ~~Assistant-assistant Superintendent-superintendent~~ of ~~Secondary-K-12 Education-education~~ no later than thirty days prior to the student's scheduled graduation date. In order to graduate, students granted a waiver must earn seventeen required subject credits (four English, three Math, three Science, three Social Studies, two Health and Fitness, one Arts, one Career and Technical Education), which may be by satisfactory demonstration of competence as provided by WAC 180-51-050.

~~Cross References: 2410 High School Graduation Requirements~~

Legal References: ~~RCW 28A.230.090~~ RCW 28A.230.090 ~~High School-school~~
 graduation requirements or equivalencies – High school and beyond plans – Career and college ready graduation requirements and waivers – Reevaluation of graduation requirements – Language requirements – Credit for courses taken before attending high school – Postsecondary credit equivalencies.

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~~RCW 28A.345.080~~ RCW 28A.345.080 ~~Model policy and procedure~~
 for granting waivers of credit for high school graduation.

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~~WAC 180-51-068~~ WAC 180-51-068 ~~State subject and credit~~

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Policy No. 2418
Waiver of High School Graduation Credits - Continued

requirements for high school graduation – Students entering ninth grade on or after July 1, 2015, through June 30, 2017.

~~WAC 180-51-050~~ WAC 180-51-050 High school credit --
Definition.

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Adopted: August 19, 2015
~~Revised~~ Amended: August 12, 2020
Amended: June 21, 2023

INSTRUCTION

Grading and Progress Reports

The issuance of grades and progress reports on a regular basis serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These reports shall be designed to provide information that will be helpful to the student, teacher, counselor, and parents.

Grading systems should be able to be clearly understood by students and parents.

Principals have the final approval of any grading system used in their building. If a building-wide grading system is to be adopted, principals will solicit input from teachers during its development. Principals will provide details of the proposed grading system to the building's teachers for review and provide an opportunity for feedback to be given prior to adoption and implementation.

Grades should represent academic work only and ~~should shall~~ not include credit for non-academic tasks such as bringing school supplies, donating food or clothing, returning progress reports or other paperwork, etc.

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Grading systems should be consistent within a grade level within a building and within a course within a building.

Course grades will be earned from individually completed assessments. -Group scores will not be included in the grade.

Grades on report cards shall be reported using a letter system (A-F) in grades 3-12.

Legal Reference: ~~RCW 28A.150.240~~ RCW 28A.150.240 _____ Certificated teaching and administrative staff as ~~Aeeountable~~ accountable for classroom teaching _____ Scope _____ Responsibilities _____ Penalty.

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Adopted: May 21, 1990
 Amended: April 28, 1993
 Amended: August 15, 2012
Amended: June 21, 2023

STUDENTS

Promotion/Retention

It is the responsibility of the student to apply consistent and sustained effort toward learning experiences that are assigned. -Promotions from grade to grade should be based on the attainment of the academic standards for that grade level and a consideration of the best interests of the student concerned. Should a student be recommended for retention, the parent/guardian shall be informed of progress throughout the review process and shall be provided a conference prior to the final decision being made. -Academic achievement, emotional and social maturity, and other factors will be carefully considered when individual students are recommended for retention. -The final decision on retention or promotion shall be made by the building principal.

Students are considered to have been promoted to the next grade level after the successful completion of the school year, the final decision on promotion by the building principal, and the recording of final grades.

Adopted: ___ April 28, 1993

Amended: ___ February 10, 2010

Amended: June 21, 2023

INSTRUCTION

Parent Notification of Student Grades ~~Problems~~

~~The Kennewick School District believes that communication~~ Communication with parents with respect to their child's academic progress is an essential part of the educational process. -This is especially true when the student is having difficulty meeting the minimum requirements for passing a grade or subject.

To this end, principals and teachers shall be required to make these minimal efforts at communication:

A. ~~_____~~ Elementary School: For any ~~child-student~~ who is being considered for retention, to be retained in a grade, notification ~~of academic difficulty~~ shall be given to parents made at least six weeks before the close of the school year.

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B. ~~_____~~ Middle School: For any student who is in danger of receiving a failing grade. Notification-notification shall be made during ~~any-the~~ quarter (nine week period) ~~if a child in which the student has a failing grade, is in danger of receiving a failing grade.~~ If retention is to be considered, notification must be given by the end of the third quarter.

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C. ~~_____~~ High School: For any student who is in danger of receiving a failing grade for the quarter or semester, notification shall be made ~~Teachers will notify parents during any-the~~ quarter (nine week period) ~~if the student in which the student has a failing grade, is in danger of receiving a failing grade for the quarter or semester.~~

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A system shall be developed at each school ~~level~~ to help assure that parents actually receive notice, ~~;~~ however, the final responsibility for gaining awareness of academic status shall rest with the student and parents.

Adopted: ~~_____~~ ??

Amended: June 21, 2023

INSTRUCTIONAdding or Dropping a Course by a High School Student

Recognizing the individuality of students and the need to provide options that allow students to add or drop courses in their educational pursuit, the following will prevail:

- A. A high school student may add courses during the first ten (10) school days of a semester, provided there are vacancies in the desired course.
- B. A high school student may drop a course during the first twenty (20) school days of a semester with parental permission without having an academic grade placed on the ~~permanent record~~transcript.
- C. Students enrolled in a course with nontraditional or nondaily meeting times may drop a course during the first twenty (20) hours of meeting time of a semester with parental permission without having an academic grade placed on the ~~permanent record~~transcript. Building principals may waive the ten-day and twenty-day requirements in unique situations.
- D. Building principals shall develop procedures for adding or dropping courses.

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Adopted: February 14, 1996

~~Revised~~Amended: December 9, 1998

Amended: October 11, 2017

Amended: June 21, 2023

INSTRUCTIONHomework

Teachers may assign homework as appropriate to students' learning development; ~~the~~ The type, frequency and quantity is to be determined based on ~~the basis of~~ the individual child's needs. Secondary teachers should coordinate homework assignments to avoid excessive demands and pressures on students.

Principals are encouraged to establish a building plan ~~which would to insure~~ ensure consistency of practice within the individual building.

Adopted: ____ April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Veterans – High School Diplomas Operation Recognition

Diplomas for World War II Veterans

~~In accordance with Washington State Senate Bill 6430, the Kennewick School District will issue high school diplomas may be issued to honorably discharged members of the armed forces of the United States who left high school before graduation to serve in to World War II, the Korean conflict, or the Vietnam era as defined in RCW 41.04.005. veterans with substantial ties to the district who did not finish high school due to their military service.~~

~~Cross Reference: Policy 2410 High School Graduation Requirements~~

~~Legal Reference: Chapter 35 Laws of 2002
RCW 28A.230.120 High school diplomas –
Issuance – Option to receive final transcripts
– Notice.~~

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Adopted: June 12, 2002

~~Revised~~Amended: June 23, 2010
(renumbered from 2415 to 2435)

Amended: June 21, 2023

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2023-24 Budget Public Hearing

June 21, 2023

Our Vision

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



Our Mission

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

District

GOAL: The Kennewick School District is innovative, proactive and accountable



- Innovative in our strategic future planning and engaged in continuous improvement.
- Regular, timely and transparent with our communications.
- Effective and efficient in our operations.
- Responsible stewards of public resources.

Public Hearing Agenda

- Staff Presentation
- Public Comment “For” or “Against”
- Board Discussion and Deliberation
- Board Action

Public Hearing

- The public hearing on the Proposed 2023-2024 Budget for the Kennewick School District will now come to order.
- Everyone wishing to be heard, for or against, the proposed budget will be given an opportunity to speak at the conclusion of the presentation. For those attending the meeting remotely, the remote public comment sign-up form will now be open so you can sign up and be called to speak following the presentation.
<https://bit.ly/3dn9dyk>
- At this time, I will ask Executive Director of Business Operations, Vic Roberts, to present the Proposed 2023-24 Budget.



2023-24 Budget Presented For Adoption

June 21, 2023

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Funds Operated By The District

- General Fund
- Associated Student Body (ASB) Fund
- Capital Projects Fund
- Transportation Vehicle Fund
- Debt Service Fund
- Self Insured Fund (Program)
 - Workers' Compensation
 - Unemployment
 - Dental (Closed December 31, 2019 – Transitioned to SEBB)

2023-24 General Fund Budget Levy/Enrollment & ESSER

Levy Fail Impact

- Levy & Levy Equalization Funding Decrease of \$34.0M Over School Years (2022-23 \$20.0M) and (2023-24 \$14.0M)

Enrollment

- Budget FTE for School Year 2022-23 was 18,340
- Projected FTE for School Year 2022-23 projected at 18,454
- Budget FTE for School Year 2023-24 projected at 18,430
- The General Fund budget projects expenditures exceeding revenues by \$16,055,850 prior to application of ESSER funding.
 - **Elementary & Secondary School Emergency Relief (ESSER)** funding is budgeted in a net amount of \$10.02M to support maintaining staff and reduce the budget shortfall to \$6,062,098. Fund balance will be applied to fund the remaining shortfall.
 - District will manage budget to further mitigate the projected use of fund balance.

General Fund 2023-24 Preliminary Budget				
	2022-23		2023-24	
	22-23 No ESSER	22-23 W ESSER	23-24 No ESSER	23-24 W/ ESSER
Revenues	\$ 269,561,126	\$ 269,561,126	\$ 293,940,001	\$ 293,940,501
ESSER Revenue	-	15,708,408	-	20,000,000
Total Revenues	\$ 269,561,126	\$ 285,269,534	\$ 293,940,001	\$ 313,940,501
Expenditures	294,650,238	294,650,238	309,995,851	310,025,751
ESSER Expenditures	-	5,708,408	-	9,976,848
Total Expenditures	\$ 294,650,238	\$ 300,358,646	\$ 309,995,851	\$ 320,002,599
Change In Fund Balance Prior To Transfers	\$ (25,089,112)	\$ (15,089,112)	\$ (16,055,850)	\$ (6,062,098)

Elementary & Secondary School Emergency Relief (ESSER) Funding

ESSER Funding		
ESSER I	4,330,767	
ESSER II	16,740,145	
ESSER III	30,102,055	
ESSER III Learning Loss	<u>7,525,514</u>	
Total ESSER Allocation		\$ 58,698,481
20-21 Reimbursed	(12,642,438)	
21-22 Reimbursed	(10,309,902)	
22-23 Est Reimbursed	<u>(15,746,141)</u>	
Projected ESSER To Be Reimbursed		\$ (38,698,481)
Est Remaining ESSER Funds At Aug 31, 2023		\$ 20,000,000

- ESSER funding: to address impact of coronavirus on students/instruction and school operations.
- ESSER funds are received through a reimbursement basis.
- ESSER funding is a one-time allocation expiring August 31, 2024.
- 20-21 ESSER reimbursement funded PPE, online teaching staff, and maintaining staff positions during COVID school shut down.
- 21-22 ESSER reimbursement funded online teacher staffing and maintaining elementary/secondary staff positions, mental health services, online tutoring.
- 22-23 ESSER used for online teacher staffing, maintaining staff positions, fund mental health services, online tutoring, *summer school*, and IT related costs.
- 23-24 ESSER earmarked for online teacher staffing, maintaining staff positions, fund mental health services, online tutoring, *summer school*, *K-5 math curriculum adoption*, and IT related costs.

2023-24 Funding & Program Updates

Levy Fail

- Decrease of \$14.0M in property tax and levy equalization revenue due to 2023 levy failure.
- Continue to monitor/manage budget and fund balance to address school years 2023-24 through 2026-27.
- Levy amount that passed is significantly under the levy that failed in 2022.
- Projections for future years indicate budget reductions necessary unless enrollment/state funding revenues increase significantly.
- ESSER Funding continues to be applied to backfill levy funding loss.
- ESSER Funding is not an ongoing revenue source/reimburses for expenses through August 31, 2024.

Address Student Learning Loss (ESSER Funds)

- Funding to be specifically applied toward addressing learning loss.
- Currently supporting online tutoring program/mental health, summer school 2023 & 2024, 2023-24 math curriculum adoption.

Communities In Schools – Currently 11 Schools – No additions for 2023-24 – Contract renewal has option to add 3 schools over next 3 years at \$60,000 per school.

Mental Health Resources/School Based Contract Services-ESSER Funded

- 2023-24 Middle and High School access to therapist at each building.

Counselor Staffing

- Adding 3.0 additional counselors – 1 each at Kamiakin, Kennewick High, and Southridge

School Safety

- Adding Safety Officers & expanding City Security Resource Officers (SRO) coverage to all middle schools for 2023-24

Team Read

- Currently at 9 schools, adding Team Read at Amistad for 2023-24.

Learning Assistance Program (LAP Funding \$10.95M to \$11.15M)

\$7.25M Districtwide – Primarily to support instruction to students below grade level.

\$3.90M To buildings at >50% poverty (23 schools)/funding supports Communities In Schools at 11 schools.

Federal Title \$11.18M & State Bilingual Funding \$4.59M

- Title I revenue decrease by \$640K from 2022-23.
- Title I Funded Schools – \$5.23M allocated to 23 schools in 2023-24.
- Highest percent poverty schools get more funding per pupil than schools ranked below them.
- Supports staffing and provide instructional coaching/specialists.

2023-24 Funding & Program Updates

Transitional Kindergarten

- OSPI to adopt emergency rules for the 2023-24 school year in accordance with House Bill 1550 and permanent rules for school year 2024-25 that school districts will need to follow if providing the Transition To Kindergarten (TTK) Program.
- District TTK students for 2023-24 will start December 1 rather than in January.
- TTK enrollment projected at 25 - 30 students.

Early Childhood Education and Assistance Program (ECEAP) – For age 3 to 4 yrs

- Housed on Amistad Campus – 6 Double-Wide Portables
- Summer 2023 moving double wide portable to campus for future growth. For 2023-24 Funded For 120 full day/120-part day slots, no change from 2022-23; expecting opportunity to convert ½ day slots to full day in 2024-25.

Career & Technical Education (CTE)

- Sports training program reduced at Southridge and increased at Kamiakin.
- Reduced Tech Ed class at Chinook – related to space/science/art requirement.

Tri Tech Skills Center

- 10,000 square foot building to open August 2023 to support pre-electrical and pre-vet tech programs.
- Additional space allows for converting old pre-vet tech to pre-medical assisting classroom space.
 - Building construction funded through Tri Tech capital fund and enrollment.

Legacy

- Teen Parent Program operational in 2022-23 serving 15 – 20 students.

Food Service Program

- Continued Community Eligibility Provision (CEP) – Federal Program Funded Program supplemented with some state Funding - all district schools will qualify for free meals in 2023-24.

Ridge View Elementary Construction

- Target construction completion by December 2023

Kennewick School District

2023-24

Budget Summary: All Funds

	<i>General Fund</i>	<i>Associated Student Body</i>	<i>Capital Projects</i>	<i>Debt Service</i>	<i>Transportation Vehicle</i>	<i>Self-Insured Programs</i>
Estimated Beginning Fund Balance	\$ 47,000,000	\$ 1,830,527	\$ 35,237,890	\$ 8,789,609	\$ 544,217	\$ 4,858,404
Budgeted Revenue	313,940,501	3,426,854	14,590,300	17,550,080	1,238,000	1,450,000
Budgeted Expenditures	320,002,599	3,309,268	21,990,300	17,335,000	1,600,000	2,192,500
Change In Fund Balance	(6,062,098)	117,586	(7,400,000)	215,080	(362,000)	(742,500)
Transfer (Out)/In To Capital	(5,000,000)	-	5,000,000	-	-	-
Change In Fund Balance	\$ (11,062,098)	\$ 117,586	\$ (2,400,000)	\$ 215,080	\$ (362,000)	\$ (742,500)
Budgeted Ending Fund Balance	\$ 35,937,902	\$ 1,948,113	\$ 32,837,890	\$ 9,004,689	\$ 182,217	\$ 4,115,904

Kennewick School District Student Enrollment Full Time Equivalent

	21/22 Actual	22/23 Budget	22/23 Projected	2023-24 Budget	2023-24 Budget Change From Projected
Enrollment					
Basic Education Elementary	6,552	6,579	6,810	6,723	(87)
Kindergarten <i>(TK of 30 Dec - June Budgeted Separate)</i>	1,324	1,324	1,244	1,240	(4)
Mid Columbia Partnership K - 5	340	276	210	208	(2)
Elementary	8,216	8,179	8,264	8,171	(93)
Basic Education Middle School	3,938	3,833	3,880	3,938	58
Basic Education High School	3,553	3,580	3,710	3,724	14
Delta High School (includes CTE)	152	152	140	140	-
Phoenix Project Based High School	54	55	55	55	-
Legacy High School	115	106	140	140	-
Online/Endeavor High School	174	200	145	145	-
Mid Columbia Partnership 6th - 12th	265	312	225	202	(23)
Secondary	8,251	8,238	8,295	8,344	49
Subtotal	16,467	16,417	16,559	16,515	(44)
<i>FTE \$'s Generated Are Restricted</i>					
Middle School Career & Technical Ed	160	160	160	140	(20)
High School Career & Technical Ed	893	898	830	855	25
Tri-Tech Skill Center	425	500	510	525	15
CBC Academy - \$ Pass Thru To CBC	16	10	20	20	-
Open Doors- \$ Pass Thru To ESD	37	45	45	45	-
Running Start - \$ Pass Thru To CBC/WSU	266	310	330	330	-
Subtotal	1,797	1,923	1,895	1,915	20
Total Student FTE	18,264	18,340	18,454	18,430	(24)
Special Education Age 3 - 21 Enrollment	2,421	2,400	2,600	2,620	20
Bilingual Headcount	2,734	2,765	3,000	3,000	-
Free & Reduced Meal % Used For Funding	56.71%	57.40%	58.80%	59.19%	

Kennewick School District

General Fund

Revenue Budget Trend

<u>Source</u>	<u>Budget 21/22</u>	<u>Budget 22/23</u>	<u>Proposed Budget 23/24</u>	<u>% Of 23/24 Budget</u>	<u>Change From Prior Yr Budget</u>
Property Taxes	\$ 17,201,380	\$ 8,126,545	\$ 12,500,500	4.0%	\$ 4,373,955
Levy Equalization	14,570,000	4,045,811	10,495,811	3.3%	6,450,000
State Apportionment	140,041,084	149,275,615	153,083,128	48.8%	3,807,513
Special Education Age 3 - 21	26,456,691	28,339,761	33,545,615	10.7%	5,205,854
Federal Special Education	3,678,992	3,840,000	3,850,000	1.2%	10,000
Transportation	7,800,000	7,800,000	9,900,000	3.2%	2,100,000
State Apportionment (Tri Tech)	5,205,123	5,861,581	6,321,072	2.0%	459,491
State Apportionment (CTE 9-12)	7,673,799	8,825,338	8,473,408	2.7%	(351,930)
State Apportionment (CTE 7-8)	1,336,636	1,511,688	1,346,551	0.4%	(165,137)
State Apportionment (Running Start)	3,248,541	2,914,848	3,175,876	1.0%	261,028
State Apportionment (Open Doors)	392,679	420,387	429,976	0.1%	9,589
Learning Assistance Program	6,693,758	7,117,197	7,249,993	2.3%	132,796
Learning Assistance High Poverty	3,636,910	3,808,791	3,897,768	1.2%	88,977
Transitional Bilingual	4,199,321	4,435,332	4,595,836	1.5%	160,504
<i>Early Childhood Education</i>	<i>2,497,437</i>	<i>2,730,089</i>	<i>2,977,421</i>	0.9%	247,332
<i>Federal Programs</i>	<i>11,244,130</i>	<i>11,243,500</i>	<i>11,538,260</i>	3.7%	294,760
Food Service Local	-	276,314	55,930	0.0%	(220,384)
Food Service Federal	9,926,761	11,336,186	12,691,963	4.0%	1,355,777
State National Board Funding	1,465,604	1,452,634	1,474,318	0.5%	21,684
Grant Contingency/Other State	1,500,000	1,500,000	1,500,000	0.5%	-
ESSER	12,212,512	15,708,408	20,000,000	6.4%	4,291,592
<i>Other Grants & Revenues</i>	<i>4,428,342</i>	<i>4,699,509</i>	<i>4,837,075</i>	<i>1.5%</i>	<i>137,566</i>
Total Revenue	\$ 285,409,700	\$ 285,269,534	\$ 313,940,501	100%	\$ 28,670,967

Kennewick School District

Wages/Benefits/Staffing

	19/20 Actual	20/21 Actual	21/22 Actual	22/23 Actual	23/24 Budget	Change From 22/23
<u>Wages & Benefits</u>						
State Implicit Price Deflator Certificated	2.00%	1.60%	2.00%	5.50%	3.70%	-1.80%
State Implicit Price Deflator Classified	2.00%	1.60%	2.00%	5.50%	3.70%	-1.80%
Dept of Retirement Teachers Retirement System (TRS)	15.51%	15.74%	14.42%	14.69%	9.68%	-5.01%
Dept of Retirement School Employees (SERS)	13.19%	13.30%	11.65%	11.65%	10.91%	-0.74%
State Health Insurance Allocation % Increase From Prior Yr	NA	-5.30%	-3.20%	5.99%	7.21%	
State Health Insurance Allocation/ January 1, 2020 SEBB	\$994 /\$1,056	\$ 1,000	\$ 968	\$ 1,026	\$ 1,100	\$ 74.00
<u>Budgeted Staffing FTE</u>						
					23/24 Budget	Change From 22/23
<u>Basic Ed/Local Funded</u>						
Budgeted Certified Staffing FTE (Full-Time Equivalent)	1,125.87	1,131.04	1,131.04	1,133.53	1,152.31	18.78
Budgeted Classified Staffing	<u>602.91</u>	<u>613.01</u>	<u>618.54</u>	<u>605.49</u>	<u>644.39</u>	<u>38.90</u>
Subtotal	1,728.78	1,744.05	1,749.58	1,739.02	1,796.70	57.68
<u>CTE/Tri Tech/Federal & State Funded</u>						
Budgeted Certified Staffing FTE	175.53	176.95	180.38	185.61	186.56	0.95
Budgeted Classified Staffing	<u>189.71</u>	<u>199.06</u>	<u>206.06</u>	<u>211.66</u>	<u>221.35</u>	<u>9.69</u>
Subtotal	365.24	376.01	386.44	397.27	407.91	10.64
Total Budgeted Staffing FTE	2,094.02	2,120.06	2,136.02	2,136.29	2,204.61	68.32

2023-24 Staff Cost Changes

Staffing Costs	Amount
2022-23 Added Staff/Adding Levy Reduced Staff Back/Bargained Costs Not In Budget	\$1,492,519
Elementary Safety Officers (23 positions)	1,241,931
Elementary Cert Staff – Add 1.0 At Cascade	90,471
Middle School/High School Teaching Staff	(157,802)
MCP Online & Endeavor Staffing	-
Special Education Certificated & Para Staff requesting additional cert staff and additional para hours (+ 5.0 cert staff) & (15 para positions/some added in 22-23)	1,378,434
Added Counselor Staff (1.0 at each High School)	400,551
Other Support/Operations/Maintenance Staffing	62,438
Projected Increase In Staff Costs/Inflationary Adjustments/Employer Benefits	8,360,669
Employer Paid Retirement Rate Decrease 14.69% to 9.68%	(5,342,076)
Employer Paid Medical Increase \$12,312 per year to \$13,200 per employee	1,804,282
Teacher Retirements	(494,487)
Certificated/Classified Pools \$12.5M (Overload/Subs/Coaches/Extra Pay/Leave Cash Outs, Etc.)	847,501
Re-allocate Staff Costs (To/From Other Program Funding Sources)	<u>415,659</u>
Basic Ed/Local Funded Staff Cost Change	\$10,100,090
Career Tech Ed/Tri- Tech	38,882
Federal Programs	464,624
Early Learning Education Assistance Program (ECEAP)	198,017
Food Service	370,911
Other Programs & Support	<u>352,791</u>
Total Staff Cost Change	<u>\$11,525,315</u>

General Fund 2023-24 Budget MSOC Changes

Materials/Supplies/Operating Costs (MSOC) Select Categories	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Proposed Budget	Budget Change 23/24 - 22/23
Utility Cost	\$ 3,641,500	\$ 3,642,500	\$ 3,748,250	\$ 4,024,500	\$ 276,250
Property/Liability Insurance	2,280,000	2,755,000	3,071,900	3,276,500	204,600
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	235,000	202,500
IT/Technology/Software	3,109,000	3,109,000	3,189,000	3,189,000	-
M aint/Fleet/C ustodial/Grounds/W arehouse/Print Shop	3,592,850	3,454,850	3,122,850	3,149,350	26,500
M aint/Grounds (E quipment & Fleet Replacement)	221,500	221,500	196,500	196,500	-
Special Education	1,309,976	1,309,976	1,130,476	1,915,476	785,000
Security Resource Officer Contract	400,000	400,000	415,000	710,000	295,000
ESD Prevention Services	175,000	175,000	175,000	185,000	10,000
Reading Foundation (23-24 Team Read Add Amistad)	379,575	379,575	379,575	395,000	15,425
Testing/Assessment Contract	185,000	185,000	70,000	185,000	115,000
Building Budgets	2,502,875	2,456,242	2,266,922	2,300,132	33,210
Other MSOC/No Tri Tech/No CTE (01,02,97)	2,104,741	2,257,000	1,818,023	1,887,285	69,262
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 22,310,817	\$ 22,738,493	\$ 20,981,346	\$ 23,334,093	\$ 2,352,747
Delta/Running Start/CBC Academy-Offset With Revenue	3,610,000	3,585,000	3,360,000	3,718,864	358,864
Open Doors- Offset With Revenue	\$ 375,000	\$ 365,000	\$ 390,500	\$ 416,000	25,500
Science Resource Center (Offset With Revenue)	897,500	187,500	222,500	242,500	20,000
Communities In Schools (23-24: 11 schools/ \$60K each)	385,000	511,830	627,000	660,000	33,000
Career & Technical Education	1,086,834	967,886	1,602,886	1,389,886	(213,000)
Tri Tech Skill Center	1,423,228	1,668,228	1,853,228	1,995,728	142,500
Federal Programs	1,077,746	2,538,310	1,234,234	1,294,074	59,840
Learning Assistance Program (LAP)	282,377	715,470	632,281	663,531	31,250
Bilingual	266,000	162,500	164,500	164,500	-
Early Childhood Educ. Assistance Program (ECEAP)	274,500	277,000	277,000	316,815	39,815
Food Service Program	5,480,903	4,708,343	5,672,373	6,435,995	763,622
ESSER (Mental Health & Tutoring \$1.0M Each/Math \$2.5M)	-	-	-	4,500,000	4,500,000
Other Grants/Contingency	1,500,000	1,500,000	1,500,000	1,500,000	-
Other Non-Local Funded Program Change	950,322	725,470	772,669	777,169	4,500
Subtotal	\$ 17,609,410	\$ 17,912,537	\$ 18,309,171	\$ 24,075,062	\$ 5,765,891
Total Materials/Supplies/Operating Cost (MSOC) Change	\$ 39,920,227	\$ 40,651,030	\$ 39,290,517	\$ 47,409,155	\$ 8,118,638

2023-24 Materials/Supplies & Operating Costs (MSOC) State Funded Compared to District Budget

MSOC	State Allocation
MSOC Allocation	\$24,759,338
KSD Budgeted Basic Ed (Programs 01/97 less Running Start/CBC)	\$20,017,981

Kennewick School District General Fund Expenditure Budget Trend

<u>Program</u>	<u>Budget 21/22</u>	<u>Budget 22/23</u>	<u>Proposed Budget 23/24</u>	<u>% Of 23/24 Budget</u>	<u>Change From Prior Year Budget</u>
Basic Education	154,775,531	160,909,626	165,290,831	51.7%	4,381,205
Special Education Age 3 to 21	31,920,591	31,879,631	37,828,354	11.8%	5,948,723
Career & Technical Education	8,935,935	10,241,258	9,503,662	3.0%	(737,596)
Tri Tech	4,903,301	5,532,674	5,989,252	1.9%	456,578
Federal Title Programs	10,835,106	10,582,750	11,133,698	3.5%	550,948
Learning Assistance Program	9,989,130	10,512,388	10,671,538	3.3%	159,150
Transitional Bilingual	3,743,436	3,956,349	4,122,658	1.3%	166,309
State Special Purpose	1,352,952	1,463,395	1,590,669	0.5%	127,274
National Board To Certified Teachers	1,465,604	1,452,634	1,474,318	0.5%	21,684
Early Childhood Ed. (ECEAP)	2,486,937	2,686,589	2,924,421	0.9%	237,832
Other Grants/Contingency	1,500,000	1,500,000	1,500,000	0.5%	-
ESSER	8,212,512	5,708,408	9,976,848	3.1%	4,268,440
Utilities (All Programs)	3,642,500	3,750,750	4,024,500	1.3%	273,750
Liability/Property Insurance All Programs	2,755,000	3,071,900	3,276,500	1.0%	204,600
Maintenance/Grounds/Custodial	14,697,724	14,272,095	15,062,823	4.7%	790,728
Data Processing	4,876,973	5,243,259	5,362,997	1.7%	119,738
Administrative Support Services	4,268,072	4,317,111	4,600,183	1.4%	283,072
Warehouse & Printshop	1,232,323	1,094,087	1,089,824	0.3%	(4,263)
Food Service	9,616,845	11,314,051	12,448,584	3.9%	1,134,533
Transportation & Motor Pool	9,054,547	9,241,832	10,189,686	3.2%	947,854
Fuel	885,000	900,000	1,220,000	0.4%	320,000
Other Programs/Costs	706,408	727,859	721,253	0.2%	(6,606)
Total Expenditure	\$ 291,856,427	\$ 300,358,646	\$ 320,002,599	100.0%	\$ 19,643,953

**Kennewick School District
General Fund
2023-24 Proposed Budget**

Revenues	Budget 22/23	Preliminary Budget 23/24	Change From 22/23 Budget
Property Taxes	\$ 8,126,545	\$ 12,500,500	\$ 4,373,955
Levy Equalization	4,045,811	10,495,811	6,450,000
Other Local Revenue	2,131,314	2,165,930	34,616
State Revenue	226,253,598	238,164,707	11,911,109
Federal Revenue	26,349,686	27,930,223	1,580,537
Other Grant/Contingency	1,500,000	1,500,000	-
Other Revenue & Grants	1,154,172	1,183,330	29,158
Federal ESSER	<u>15,708,408</u>	<u>20,000,000</u>	4,291,592
Total Revenue	\$ 285,269,534	\$ 313,940,501	\$ 28,670,967
Expenditures			
Certificated Salaries	137,330,869	144,258,086	6,927,217
Classified Salaries	45,964,631	50,683,969	4,719,338
Employee Benefits	72,064,221	72,174,541	110,320
ESSER <i>(To Cover Staff Costs In Above)</i>	<u>5,708,408</u>	<u>5,476,848</u>	(231,560)
Subtotal Salaries & Benefits	\$ 261,068,129	\$ 272,593,444	\$ 11,525,315
Supplies & Materials	10,973,660	12,087,221	1,113,561
Purchased/Contractual Services	25,374,647	27,910,316	2,535,669
Travel	760,772	737,680	(23,092)
Capital Outlay	681,438	673,938	(7,500)
Contingency/Other Grant	<u>1,500,000</u>	<u>1,500,000</u>	-
Materials/Supplies & Operating Costs (MSOC)	39,290,517	42,909,155	3,618,638
ESSER <i>(Mental Health/Tutoring/Math Adoption)</i>	<u>-</u>	<u>4,500,000</u>	4,500,000
Total Expenditures	\$ 300,358,646	\$ 320,002,599	\$ 19,643,953
Change In Fund Balance	(15,089,112)	(6,062,098)	
Transfer To Capital Fund	(1,500,000)	(5,000,000)	
Change In Fund Balance After Transfers	(16,589,112)	(11,062,098)	
Beginning Fund Balance	50,845,329	47,000,000	
Projected Add'l State \$'s & Budget Savings	\$ 10,743,783	\$ -	
Ending Fund Balance	\$ 47,000,000	\$ 35,937,902	

**Kennewick School District
General Fund
Statement of Fund Balance
At August 31**

		<u>Aug 31, 2021</u>	<u>Aug 31, 2022</u>	<u>Projected Aug 31, 2023</u>	<u>Budgeted Aug 31, 2024</u>
Reserved For Inventory	Non Spendable	\$ 760,802	\$ 1,026,174	\$ 1,026,174	\$ 1,026,174
Tri Tech	Restricted	2,071,176	701,804	1,500,000	2,000,000
Building Budget Carryover	Assigned	1,376,416	1,210,083	1,227,166	1,227,166
Building Renovation Carryover	Assigned	120,000	-	-	-
Career & Tech Ed Program Carryover	Restricted	491,118	228,127	150,000	150,000
Learning Assistance Program (LAP) Carryover	Restricted	651,381	585,868	500,000	500,000
Grant/Program Carryover	Restricted	106,044	412,187	138,994	38,994
Transfer To Capital Projects Fund	Assigned	1,000,000	1,500,000	5,000,000	1,000,000
Other Assigned (Stabilization)	Assigned	<u>27,917,837</u>	<u>34,681,086</u>	<u>26,257,666</u>	<u>18,795,568</u>
Subtotal		\$ 34,494,774	\$ 40,345,329	\$ 35,800,000	\$ 24,737,902
Minimum Fund Balance Policy (3.0%-5.0% of Budget)	Unassigned	<u>9,700,000</u>	<u>10,500,000</u>	<u>11,200,000</u>	<u>11,200,000</u>
Ending Fund Balance		\$ 44,194,774	\$ 50,845,329	\$ 47,000,000	\$ 35,937,902

**Kennewick School District
Four Year Budget Projections**

General Fund

<i>Projected Enrollment</i>	18,430	18,470	18,419	18,366
<i>Change From Prior Year Budget</i>	90	40	(51)	(53)

<u>Revenues</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Property Taxes	\$ 12,500,500	\$ 23,100,000	\$ 23,945,000	\$ 24,945,000
Levy Equalization	10,495,811	14,356,013	14,049,427	13,740,282
Other Local Revenue	2,165,930	2,176,000	2,176,000	2,176,000
State Revenue	238,164,707	247,306,760	251,230,450	255,165,824
Federal Revenue	29,430,223	28,823,088	29,164,059	29,513,024
Other Revenue & Grants	1,183,330	1,179,056	1,181,556	1,184,056
Federal ESSER	20,000,000	-	-	-
Total Revenue	\$ 313,940,501	\$ 316,940,917	\$ 321,746,492	\$ 326,724,186

<u>Expenditures</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Certificated Salaries	144,258,086	150,373,474	153,673,721	156,716,708
Classified Salaries	50,683,969	53,122,414	54,848,893	56,631,482
Employee Benefits	72,174,541	73,956,123	75,287,387	76,661,917
Subtotal Salaries & Benefits	\$ 267,116,596	\$ 277,452,011	\$ 283,810,001	\$ 290,010,106
Supplies & Materials	12,087,221	13,587,221	14,087,221	14,587,221
Purchased/Contractual Services	27,910,316	28,410,316	28,910,316	29,410,316
Travel	737,680	737,680	737,680	737,680
Capital Outlay	673,938	673,938	673,938	673,938
Contingency/Other Grants	1,500,000	1,500,000	1,500,000	1,500,000
Materials/Supplies & Operating Costs (MSOC)	42,909,155	44,909,155	45,909,155	46,909,155
Federal ESSER	9,976,848	-	-	-
Total Expenditures	\$ 320,002,599	\$ 322,361,166	\$ 329,719,156	\$ 336,919,261

Change In Fund Balance	(6,062,098)	(5,420,249)	(7,972,664)	(10,195,075)
Transfer To Transportation Fund		-	-	-
Transfer To Capital Fund (Tri Tech)	(5,000,000)	(1,000,000)	-	-
Change In Fund Balance After Transfers	(11,062,098)	(6,420,249)	(7,972,664)	(10,195,075)
Beginning Fund Balance	47,000,000	35,937,902	29,517,653	21,544,989
Ending Fund Balance	\$ 35,937,902	\$ 29,517,653	\$ 21,544,989	\$ 11,349,914

Kennewick School District Four Year Budget Projections

Capital Project Fund

<u>Revenues</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Investment Earnings	\$ 600,000	\$ 500,000	\$ 400,000	\$ 300,000
State Construction Match - Ridgeview	9,500,000	-	-	-
Technology Levy	4,340,300	4,600,000	4,850,000	5,000,000
Tri Tech	150,000	150,000	150,000	150,000
Revenue Total	\$ 14,590,300	\$ 5,250,000	\$ 5,400,000	\$ 5,450,000
Expenditures				
Ridge View	7,500,000	-	-	-
Future Elementary	-	-	<i>Enrollment/SCAP Dependent</i>	
Site Work \$2.0M/Small Projects \$1.5M/Contingency\$5.0M	8,500,000	1,500,000	1,500,000	1,500,000
Technology	4,340,300	4,600,000	4,850,000	5,000,000
Tri Tech	1,650,000	150,000	150,000	150,000
Expenditure Total	\$ 21,990,300	\$ 6,250,000	\$ 6,500,000	\$ 6,650,000
Beginning Fund Balance	35,237,890	32,837,890	32,837,890	31,737,890
Transfer In From General Fund (Tri Tech/Other)	5,000,000	1,000,000	-	-
Ending Fund Balance	\$ 32,837,890	\$ 32,837,890	\$ 31,737,890	\$ 30,537,890

**Kennewick School District
Four Year Budget Projections**

Associated Student Body Fund

<u>Revenues</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues	\$ 3,426,854	\$ 1,890,000	\$ 1,890,000	\$ 1,890,000
Expenditures	<u>3,309,268</u>	<u>1,890,000</u>	<u>1,890,000</u>	<u>1,890,000</u>
Change In Fund Balance	\$ 117,586	\$ -	\$ -	\$ -
Beginning Fund Balance	<u>1,830,527</u>	<u>1,948,113</u>	<u>1,948,113</u>	<u>1,948,113</u>
Ending Fund Balance	\$ 1,948,113	\$ 1,948,113	\$ 1,948,113	\$ 1,948,113

Debt Service

<u>Revenues</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues	\$ 17,550,080	\$ 17,705,000	\$ 18,560,000	\$ 16,890,000
Interest Payments	6,550,000	6,030,000	5,500,000	5,025,000
Bond Maturity	<u>10,785,000</u>	<u>12,030,000</u>	<u>13,250,000</u>	<u>9,510,000</u>
Expenditures	17,335,000	18,060,000	18,750,000	14,535,000
Change In Fund Balance	\$ 215,080	\$ (355,000)	\$ (190,000)	\$ 2,355,000
Beginning Fund Balance	<u>8,789,609</u>	<u>9,004,689</u>	<u>8,649,689</u>	<u>8,459,689</u>
Ending Fund Balance	\$ 9,004,689	\$ 8,649,689	\$ 8,459,689	\$ 10,814,689

Transportation Vehicle

<u>Revenues</u>	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues	\$ 1,238,000	\$ 1,238,000	\$ 1,238,000	\$ 1,238,000
Expenditures (5-7 buses per year)	<u>1,600,000</u>	<u>1,250,000</u>	<u>1,250,000</u>	<u>1,250,000</u>
Change In Fund Balance	\$ (362,000)	\$ (12,000)	\$ (12,000)	\$ (12,000)
Beginning Fund Balance	<u>544,217</u>	<u>182,217</u>	<u>170,217</u>	<u>158,217</u>
Ending Fund Balance	\$ 182,217	\$ 170,217	\$ 158,217	\$ 146,217

Self-Insured Fund Preliminary Budget 23/24

	<u>Worker's Compensation</u>		<u>Unemployment</u>		<u>Self-Insured</u>
	Projected 22/23	Proposed Budget 23/24	Projected 22/23	Proposed Budget 23/24	Total Proposed Budget
Beginning Fund Balance	\$ 4,508,982	\$ 4,239,147	\$ 669,257	\$ 619,257	4,858,404
Revenue					
Revenue From Rates/Premiums	\$ 1,240,000	\$ 1,350,000	\$ -	\$ 100,000	\$ 1,450,000
Total Budgeted Revenues	\$ 1,240,000	\$ 1,350,000	\$ -	\$ 100,000	\$ 1,450,000
Expenditure					
Classified Wages & Benefits	123,000	125,000	-	-	125,000
Supplies/Training/Travel	10,000	10,000	-	-	10,000
Purchased Services	-	-	-	-	-
Claims	580,000	600,000	50,000	100,000	700,000
Contingency	-	500,000	-	50,000	550,000
Third Party Administrator Fees	73,000	77,500	-	-	77,500
Labor & Industry Quarterly Assessment	610,000	610,000	-	-	610,000
Call Center Services	15,000	15,000	-	-	15,000
Excess Insurance	82,335	85,000	-	-	85,000
Safe Schools	16,500	20,000	-	-	20,000
Total Expenditures	\$ 1,509,835	\$ 2,042,500	\$ 50,000	\$ 150,000	\$ 2,192,500
Change In Fund Balance	\$ (269,835)	\$ (692,500)	\$ (50,000)	\$ (50,000)	\$ (742,500)
Projected Ending Fund Balance	\$ 4,239,147	\$ 3,546,647	\$ 619,257	\$ 569,257	\$ 4,115,904

2023-24
Kennewick School District Budget
Presented For Adoption
June 21, 2023
Through Resolution No. 9 2022-23

Public Hearing

If anyone in the audience would like to comment on the Proposed 2023-24 Budget, please raise your hand to be recognized at this time. You will be asked to come forward to the podium to provide your comment. Please begin by stating your name for the record.



Public Hearing

- The Board appreciates hearing from you.
- You will have three minutes to share your comments.
- The stoplight on the screen will signal yellow when you have used half of your time and red when your time has ended.





Please begin





1.5 minutes remaining





Time has ended



Public Hearing

Is there anyone attending online who has signed up to comment? You will have three minutes to share your comments. Please begin by stating your name for the record.

Public Hearing

Last call for any person who wishes to speak for or against the Proposed 2023-24 Budget.

Public Hearing

I will now entertain a motion to adjourn the hearing.

2023-24
Kennewick School District Budget
Presented For Adoption
June 21, 2023
Through Resolution No. 9 2022-23

Board Discussion/Deliberation and Action



**ADOPT 2023-2024
BUDGET**

WHEREAS WAC 392-123-054 requires that the Board of Directors of every school district meet for the purpose of fixing and adopting the budget of the district for the ensuing school year.

WHEREAS, a public notice was published announcing that on June 21, 2023, the Board of Directors of Kennewick School District No. 17, Benton County, Washington, would meet in a public meeting for the purpose of fixing and adopting the 2023-2024 Fiscal Budget of the District and includes a four-year budget plan summary.

WHEREAS, pursuant to RCW 28A.150.270 and WAC 392-121-445, the Board of Directors is executing a resolution as part of this budget hearing requesting approval for operating transfers from the General Fund to the Capital Projects Fund up to the amount of \$5,000,000; and

THEREFORE, BE IT RESOLVED the Board of Directors of Kennewick School District No. 17, Benton County, Washington, has determined that the final appropriation level of expenditures for each fund in 2023-2024 will be as follows:

A. General Fund	<u>\$320,002,599</u>
B. Transportation Fund	<u>\$ 1,600,000</u>
C. Capital Projects Fund	<u>\$ 21,990,300</u>
D. Debt Service Fund	<u>\$ 17,335,000</u>
E. Associated Student Body Fund	<u>\$ 3,309,268</u>

APPROVED by the Board of Directors of Kennewick School District No. 17, Benton County, Washington, in a regular meeting thereof held on the 21st day of June 2023.

Secretary to the Board

Chairperson of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors

**Kennewick School District
Four Year Budget Projections
General Fund**

<i>Projected Enrollment</i>	18,430	18,470	18,419	18,366
<i>Change From Prior Year Budget</i>	90	40	(51)	(53)
	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Property Taxes	\$ 12,500,500	\$ 23,100,000	\$ 23,945,000	\$ 24,945,000
Levy Equalization	10,495,811	14,356,013	14,049,427	13,740,282
Other Local Revenue	2,165,930	2,176,000	2,176,000	2,176,000
State Revenue	238,164,707	247,306,760	251,230,450	255,165,824
Federal Revenue	29,430,223	28,823,088	29,164,059	29,513,024
Other Revenue & Grants	1,183,330	1,179,056	1,181,556	1,184,056
Federal ESSER	20,000,000	-	-	-
Total Revenue	\$ 313,940,501	\$ 316,940,917	\$ 321,746,492	\$ 326,724,186
Expenditures				
Certificated Salaries	144,258,086	150,373,474	153,673,721	156,716,708
Classified Salaries	50,683,969	53,122,414	54,848,893	56,631,482
Employee Benefits	72,174,541	73,956,123	75,287,387	76,661,917
Subtotal Salaries & Benefits	\$ 267,116,596	\$ 277,452,011	\$ 283,810,001	\$ 290,010,106
Supplies & Materials	12,087,221	13,587,221	14,087,221	14,587,221
Purchased/Contractual Services	27,910,316	28,410,316	28,910,316	29,410,316
Travel	737,680	737,680	737,680	737,680
Capital Outlay	673,938	673,938	673,938	673,938
Contingency/Other Grants	1,500,000	1,500,000	1,500,000	1,500,000
Materials/Supplies & Operating Costs (MSOC)	42,909,155	44,909,155	45,909,155	46,909,155
Federal ESSER	9,976,848	-	-	-
Total Expenditures	\$ 320,002,599	\$ 322,361,166	\$ 329,719,156	\$ 336,919,261
Change In Fund Balance	(6,062,098)	(5,420,249)	(7,972,664)	(10,195,075)
Transfer To Transportation Fund		-	-	-
Transfer To Capital Fund (Tri Tech)	(5,000,000)	(1,000,000)	-	-
Change In Fund Balance After Transfers	(11,062,098)	(6,420,249)	(7,972,664)	(10,195,075)
Beginning Fund Balance	47,000,000	35,937,902	29,517,653	21,544,989
Ending Fund Balance	\$ 35,937,902	\$ 29,517,653	\$ 21,544,989	\$ 11,349,914

**Kennewick School District
Four Year Budget Projections**

Associated Student Body Fund

	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Revenues	\$ 3,428,854	\$ 1,890,000	\$ 1,890,000	\$ 1,890,000
Expenditures	3,309,268	1,890,000	1,890,000	1,890,000
Change In Fund Balance	\$ 117,586	\$ -	\$ -	\$ -
Beginning Fund Balance	1,830,527	1,948,113	1,948,113	1,948,113
Ending Fund Balance	\$ 1,948,113	\$ 1,948,113	\$ 1,948,113	\$ 1,948,113

Capital Project Fund

	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Revenues				
Investment Earnings	\$ 600,000	\$ 500,000	\$ 400,000	\$ 300,000
State Construction Match - Ridgeview	9,500,000	-	-	-
Technology Levy	4,340,300	4,600,000	4,850,000	5,000,000
Tri Tech	150,000	150,000	150,000	150,000
Revenue Total	\$ 14,590,300	\$ 5,250,000	\$ 5,400,000	\$ 5,450,000
Expenditures				
Ridge View	7,500,000	-	-	-
Future Elementary	-	-	<i>Enrollment/SCAP Dependent</i>	
Site Work \$2.0M/Small Projects \$1.5M/Contingency\$5.0M	8,500,000	1,500,000	1,500,000	1,500,000
Technology	4,340,300	4,600,000	4,850,000	5,000,000
Tri Tech	1,650,000	150,000	150,000	150,000
Expenditure Total	\$ 21,990,300	\$ 6,250,000	\$ 6,500,000	\$ 6,650,000
Beginning Fund Balance	35,237,890	32,837,890	32,837,890	31,737,890
Transfer In From General Fund (Tri Tech/Other)	5,000,000	1,000,000	-	-
Ending Fund Balance	\$ 32,837,890	\$ 32,837,890	\$ 31,737,890	\$ 30,537,890

Debt Service

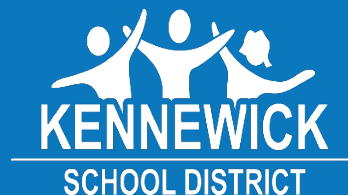
	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Revenues	\$ 17,550,080	\$ 17,705,000	\$ 18,560,000	\$ 16,890,000
Interest Payments	6,550,000	6,030,000	5,500,000	5,025,000
Bond Maturity	10,785,000	12,030,000	13,250,000	9,510,000
Expenditures	17,335,000	18,060,000	18,750,000	14,535,000
Change In Fund Balance	\$ 215,080	\$ (355,000)	\$ (190,000)	\$ 2,355,000
Beginning Fund Balance	8,789,609	9,004,689	8,649,689	8,459,689
Ending Fund Balance	\$ 9,004,689	\$ 8,649,689	\$ 8,459,689	\$ 10,814,689

Transportation Vehicle

	Proposed Budget 23-24	Projected 24-25	Projected 25-26	Projected 26-27
Revenues				
Revenues	\$ 1,238,000	\$ 1,238,000	\$ 1,238,000	\$ 1,238,000
Expenditures (5-7 buses per year)	1,600,000	1,250,000	1,250,000	1,250,000
Change In Fund Balance	\$ (362,000)	\$ (12,000)	\$ (12,000)	\$ (12,000)
Beginning Fund Balance	544,217	182,217	170,217	158,217
Ending Fund Balance	\$ 182,217	\$ 170,217	\$ 158,217	\$ 146,217

K-12 Annual Student Goal Report: *All Students are Engaged Learners*

June 21, 2023



Our Vision

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



STRATEGIC GOALS



Our Mission

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

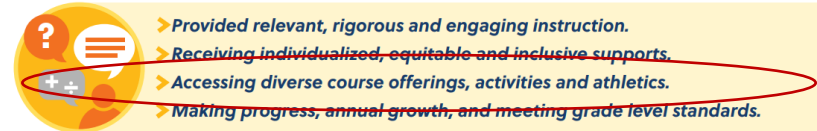
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Students

Our Goals are for All KSD Students

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

All students are engaged learners



2022-23 Annual Objectives

Support for Student Learning

- We will continue to provide high-dosage online tutoring services for students through Varsity Tutors and expand to provide 24/7 on demand homework help for high school students.
- We will convene elementary and secondary task forces to review resource room responsibilities, scheduling, and implications of inclusionary practices for students receiving special education services.
- We will continue to provide support for schools in developing multi-tiered systems of support (MTSS) to meet the learning needs of all students.
- We will continue to provide transitional kindergarten for identified students who will benefit from additional preparation to be successful in kindergarten the following year.

Curriculum and Instruction

- We will establish an Instructional Materials Committee to review new learning materials and determine if materials should be recommended for board approval.
- We will implement newly updated, board-approved instructional materials for health classes and world language classes and continue with second-year implementation of board-approved English language arts (ELA) curriculum materials for students in grades 6 -12.
- We will continue to provide professional development for engaging rigorous instruction.

Student Academic Progress and Growth

- We will continue to monitor our District Performance Indicators and Student Growth and Proficiency Targets for students in grades K -12. Targets vary by grade and include early literacy; reading/ELA; English language acquisition; math; science; credit acquisition; dual credit; and graduation.
- We will implement the Unified Insights data system to help schools more easily access, disaggregate and analyze student achievement data.
- Schools will continue to analyze student performance data, set improvement goals, and identify strategies to improve student learning and close achievement and opportunity gaps.
- We will formally recognize schools for making progress toward meeting student goals.

Performance Indicators and Targets

- The districtwide inclusion rate is $\geq 58\%$
- School Improvement Plans, identifying strategies to improve student learning and close achievement and opportunity gaps, are presented for board approval in October.
- **$\geq 95\%$ of middle and high school students report having access to diverse course offerings, activities and athletics.**
- **$\geq 65\%$ of middle and high school students participate in at least one athletic or activity.**
- $\geq 85\%$ of students are meeting district student growth and proficiency targets.

2022-23 Student Survey Results

Survey Question	Year	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	District Total 6-12
I have had opportunities to learn digital citizenship, social, life and employment skills	2023	85%	79%	78%	76%	73%	71%	73%	78%
	2022	87%	82%	82%	81%	79%	77%	82%	81%
I have access to diverse course offerings, activities and athletics	2023	86%	90%	86%	90%	88%	88%	87%	88%
	2022	83%	89%	89%	92%	92%	90%	86%	89%

Diverse Course Offerings

Examples

Level	Performing Arts	Fine and Visual Arts	Technology/ CTE	Other Electives
Middle School	Band Orchestra Choir	Art	Computer Apps Technology	Spanish
High School	<ul style="list-style-type: none"> • Band • Orchestra • Wind, String and Jazz Ensemble • Marching Band • Choir • Guitar • Music Theory • Theater Arts 	<ul style="list-style-type: none"> • Photography • Art History • Ceramics • Drawing • Studio Art 	<ul style="list-style-type: none"> • Tri Tech Skills Center • Agriculture • Health Science • STEM • Family and Consumer Science • Skilled and Technical • Business and Marketing 	<ul style="list-style-type: none"> • German • Spanish • French • Student Leadership • JROTC • Worksite Learning

The KSD Course Catalog is available on each High Schools webpage

Middle School Athletics Participation Data

School	2020-21	2021-22	2022-23
Chinook	28% (259)	46% (390)	(480/582) 82%
Desert Hills	55% (478)	85% (726)	(404/569) 71%
Highlands	25% (205)	31% (238)	(201/507) 40%
Horse Heaven Hills	27% (243)	50% (403)	(332/549) 60%
Park	28% (203)	60% (424)	(307/469) 65%
DISTRICT	1388/33%	2181/55%	(1724/2419) 71%

Middle School Athletic Participants 2022-23 Compared to Previous Year

SPORT	Chinook		Desert Hills		Highlands		Horse Heaven Hills		Park	
	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23	21-22	22-23
Football	28	25	69	71	20	35	41	41	35	28
X Country	23	22	32	43	8	12	16	19	20	23
Soccer	42	46	47	55	20	41	11	26	45	54
Volleyball	66	70	113	110	31	32	54	83	57	43
Dance	12	7	15	27	6	15	16	16	35	17
B Basketball	46	65	86	102	32	58	68	92	53	57
G Basketball	36	47	85	73	33	36	38	32	21	27
Wrestling	20	21	13	33	6	14	30	44	30	21
Baseball	25	39	59	54	32	39	40	43	36	27
Fast Pitch	29	34	55	48	29	39	34	29	49	43
Track	63	68	152	138	21	33	21	67	43	43
TOTALS	390	444	726	763	238	354	403	492	424	383

High School Athletics Participation Data

School	2020-21	2021-22	2022-23
Kamiakin	740/42%	815/45%	644/1878
Kennewick	636/39%	666/39%	544/1787
Southridge	630/36%	679/40%	602/1639
District	2006/39%	2160/41%	1790/2472

High School Athletic Participants 2022-23 Compared to 2021-22

SPORT	Kamiakin		Kennewick		Southridge	
	21-22	22-23	21-22	22-23	21-22	22-23
X Country	64	78	18	25	28	25
Football	118	105	100	123	85	105
Soccer	40	84	26	83	76	96
Swim/Dive	20	24	32	32	16	16
Volleyball	51	54	54	57	40	42
Basketball	72	70	67	70	16	74
Bowling	11	22	26	21	75	13
Wrestling	48	12	65	72	44	55
Gymnastics	7	62	0	0	5	11
Cheer	19	21	17	27	16	23
Dance	11	22	5	5	13	9
Track	152	178	129	109	119	140
Fast Pitch	34	44	37	40	23	28
Golf	34	25	17	21	35	46
Baseball	43	42	39	46	28	26
Tennis	48	83	34	45	60	61
TOTALS	740	926	666	776	679	770

JROTC Enrollment History

School Year	Enrolled Yr 1	Enrolled Yr 2	Enrolled Yr 3	Enrolled Yr 4	Total
2023	48	20	12	6	86
2022	39	15	9	7	70
2021	36	24	17	12	89
2020	40	31	24	6	101
2019	56	44	13	1	114

Draft – Slide information may be revised prior to board meeting

Middle School Co-Curricular Activities Participation Data

School	2020-21	2021-22	2022-23
Chinook	429/46%	519/62%	579/895
Desert Hills	78/9%	644/76%	93/865
Highlands	239/27%	429/56%	321/741
Horse Heaven Hills	143/63%	527/66%	*1041/827
Park	251/35%	170/23%	63/679
DISTRICT	1140/27%	2289/58%	2097/4007 52%

Draft – Slide information may be revised
prior to board meeting

High School Co-Curricular Activities Participation Data

School	2020-21	2021-22	2022-23
Kamiakin	1177/66%	813/46%	573/1878 31%
Kennewick	553/34%	811/48%	420/1787 24%
Southridge	626/36%	737/45%	353/1639 22%
DISTRICT	2356/46%	2361/32%	1346/5304 25%

Student Initiated Club Highlight

Ashwin Joshi

ATFA Founder/CEO

& Southridge High School Student

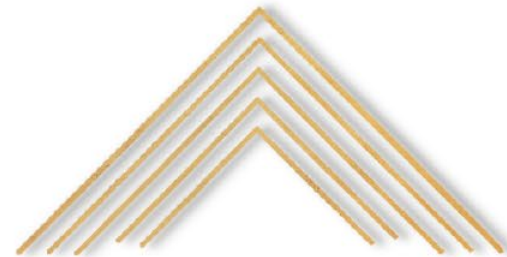


KENNEWICK

SCHOOL DISTRICT

Southridge High School ATFA Financial Club/Chapter

- ATFA's Mission
- 238 Registered Members/ 317 Total
- All grade levels
- Inclusivity
- Empowerment



ATFA

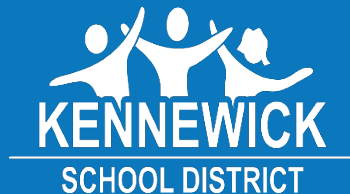
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THINK RICH GROW RICH

The Need for Financial Literacy Instruction

- Only 22% of Southridge students surveyed felt confident or very confident in handling financial challenges.
- "I do not know" or its variants were used over 600 times by Southridge students, indicating a widespread lack of
 - understanding and awareness in financial matters.
 - A large portion of the student population lacks even basic knowledge for making informed financial decisions.
 - Comprehensive financial education programs are urgently needed to address this critical knowledge gap.
 - 95% of students with high scores(7 or 8) had participated in financial literacy classes or joined the ATFA Financial Club.
 - Participation in financial literacy programs strongly correlates with higher scores and better understanding of financial concepts.
 - 98% of students scoring low (0 or 1) had no participation in any financial literacy programs, highlighting the lack of formal financial education for many students.
 - Students without formal financial education are left vulnerable and ill-prepared for the financial world, putting them at a significant disadvantage.
 - Urgent action is needed to implement mandatory and comprehensive financial literacy programs for all students.
 - Failure to address this issue perpetuates financial illiteracy and hinders future generations' financial success.
- LEVI=Worthwhile Financial Investment

Questions/Comments



District Volunteer Data

September 2022-April 2023

June 21, 2023 Board Meeting



Our Vision

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



STRATEGIC GOALS



Our Mission

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

Community

GOAL: All community members are important collaborators



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

2022-23 Annual Objectives

Community Partnerships

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

Community Engagement and Communications

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

Community Value and Appreciation

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

Performance Indicators and Targets

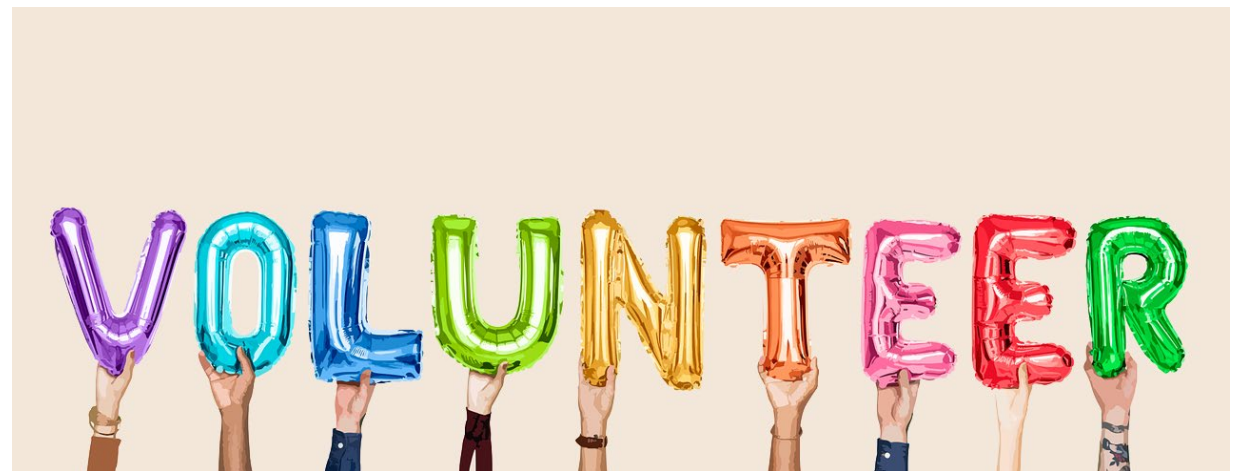
- ≥2500 community members volunteer in our schools/district each year
- The district's Community Education program grows each year
- The superintendent and cabinet members each serve on a community board or committee and/or volunteer in the community



Volunteers 2022-23

District Target: \geq 2500 Community members approved to volunteer in our schools/district each year.

Number of Volunteer Applications Accepted	2021-22	2022-23
	2,335	4,438



Volunteer Opportunities

- Classroom, Field Trips and School Events
- Team Read
- United Way/AmeriCorps Middle School Mentoring
- District Committees
- Action Team for Partnerships
- Parent-Teacher Organizations
- Parent Advisory Committees
- Booster Clubs



Information about volunteering can be found at our website at ksd.org/community/volunteer

Elementary School Volunteer Hours: September 2022-April 2023

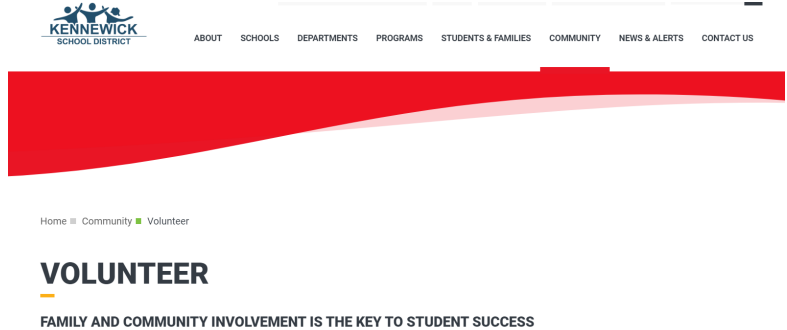
School	November	December	January	February	March	April	TOTALS
Amistad	49.0	62.3	185.0	120.0	92.3	85.5	594.0
Amon Creek	35.0	76.8	112.3	126.3	224.5	115.0	689.8
Canyon View	25.0	26.0	28.0	73.5	114.3	108.5	375.3
Cascade	106.5	67.7	216.4	492.4	311.5	261.8	1,456.2
Cottonwood	88.0	133.8	85.5	158.0	148.8	251.8	865.8
Eastgate	44.3	35.3	23.0	53.5	70.0	199.3	425.3
Edison	60.0	60.0	130.5	114.5	108.0	105.0	578.0
Fuerza	52.5	62.5	120.0	100.0	108.5	494.0	937.5
Hawthorne	146.3	60.5	25.3	104.8	128.3	53.8	518.8
Lincoln	28.5	33.0	99.8	103.5	90.3	198.8	553.8
Ridge View	62.3	36.0	22.5	19.2	24.5	80.0	244.5
Sage Crest	294.0	350.8	287.1	351.0	269.0	305.0	1,856.9
Southgate	12.5	18.0	18.0	190.0	124.0	136.3	498.8
Sunset View	127.0	122.0	146.3	181.3	161.3	282.0	1,019.8
Vista	127.8	432.5	91.0	52.5	63.0	41.5	808.3
Washington	10.5	20.5	12.8	23.0	56.1	79.3	202.1
Westgate	64.0	58.0	75.0	85.0	115.8	88.0	485.8
Totals	1,333.0	1,655.4	1,678.2	2,348.4	2,209.8	2,885.3	12,110.1

Secondary Schools Volunteer Hours: September 2022-April 2023

School	November	December	January	February	March	April	TOTALS
Chinook	50.0	14.0	18.0	90.0	66.0	65.0	303.0
Desert Hills	39.0	15.0	15.0	42.0	15.0	60.0	246.0
Highlands	14.8	1.8	1.8	12.0	6.0	28.5	64.8
Horse Heaven Hills	2.0	14.0	7.0	25.0	43.0	21.5	112.5
Park	3.0	2.0	49.0	154.6	182.0	122.5	513.1
MCP	61.0	28.0	55.5	110.8	110.8	55.5	421.5
Kamiakin	1,795.0	1,824.0	313.3	76.5	4,094.0	853.0	8,955.8
Kennewick	362.5	287.5	315.0	280.0	322.0	280.0	2,057.0
Southridge	16.0	2.0	7.5	14.0	9.0	7.0	55.5
Totals	2,343.3	2,188.3	782.0	804.8	4,847.8	1,493.0	12,729.1

Efforts to Promote Volunteering in Schools

- Website Information
- Requests for Volunteers
- Volunteer Recognition



Questions/Comments





Get to Know KSD

End-of-Year Report

June 21, 2023

2022-23 Recap

- Held seven (7) informational sessions between November and April.
- Took place in the evenings at the administration center.
- District's strategic goals guided how topics were selected.
- Promoted by e-news, website and social media.
- Video recorded sessions, posted to YouTube and post-session promoted using community e-news, website and social media.

Get To Know KSD

November 2022 Safety & Prevention

In this session, administrators provide information about how the district prepares students and staff for safety situations, what building safety measures are in place, the role of Kennewick Police School Resource Officers, and the D.A.R.E. program.

Views: 83



Get To Know KSD

November 2022

Getting the Most Out of Technology Tools

Technology can help families connect and engage with their child's learning by allowing them to stay on top of attendance, keep tabs on assignments, communicate with teachers and more. Learn how to make the most of our district's school technology tools, including PowerSchool, Schoology and ParentSquare.

Views: 35



Get To Know KSD

December 2022 Family Engagement & Volunteering

In our district, we see families as key partners who are respected and appreciated for their diverse strengths and backgrounds; welcomed and invited to provide ideas, input and feedback; and engaged in helping their students be successful. Learn about specific ways our district involves and engages families.

Views: 38



Get To Know KSD

January 2023

State of the District and Educational Programs & Operations Levy

Dr. Pierce will present information about district goals and the progress being made towards accomplishing them. Information will also be presented about the Educational Programs & Operations Levy election on February 14, 2023. Learn how the levy supports student learning and staffing, health and safety, instructional support, athletics and activities, and operations and maintenance.

This is a great opportunity for community members to meet district leaders, learn more about district programs, and ask questions.

Views: 288



Get To Know KSD

March 2023 Supporting the Whole Child

Educating students and preparing them for success in life beyond the classroom involves more than just academics. Learn about our Learner Profile, nursing services, mental health services, Communities in Schools, language access for students and families, and our partnership with Varsity Tutors.

Views: 39



Get To Know KSD

April 2023

Early Learning in the Kennewick School District

Get a glimpse of our many early learning opportunities, including our ECEAP and Keewaydin Discovery Center programs, Tri-Tech Skills Center's preschool, Transitional Kindergarten, READY! for Kindergarten and more. We'll also provide information on how to register your child for kindergarten.

Views: 15



Get To Know KSD

April 2023

The Role of a School Board Member

Our district is governed by five publicly elected school board members, and the board also has an appointed student representative. Learn about board members' roles and responsibilities, including working with the superintendent to set the vision, mission, and strategic goals of the district; reviewing and adopting district policies; representing the community; overseeing and approving the budget; and monitoring the district's progress toward meeting goals.



Views: 59

Questions & Comments

Naming the Southridge Gym

Committee Report and Recommendation

June 21, 2023



Our Vision

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



STRATEGIC GOALS



Our Mission

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

Community

GOAL: All community members are important collaborators



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

Kennewick School District Policy and Procedure 9250

Policy 9250

9250

SCHOOL FACILITIES

Naming of School District Facilities and School Mascots

New district buildings shall be named after persons who have attained national or local prominence in the fields of education, arts and sciences, politics, military achievements and statesmanship, or other notable accomplishments; after past U.S. Presidents or Washington national senators or representatives; after the geographical characteristics of the area in which the facility is located, or after other important events or achievements.

Facilities within a building – such as gyms, fields, libraries, etc. - shall be named at the initiation of the School Board.

Mascots for new district buildings shall reflect a positive school image and expression of school unity and pride.

Although the Board will carefully consider community recommendations for school facility and mascot names, the final responsibility for officially naming a school building, a facility within a school building, and school mascots, rests with the School Board.



Policy 9250 R Procedure

“If the School Board decides to name a part of a facility or the grounds, the community will be solicited to suggest names for that facility. A community-wide process will be initiated to look at all names for consideration which might be deserving of such a recognition.

The Superintendent or designee shall select a committee whose purpose shall be to review the submissions and the rationale for the submissions and make a recommendation to the School Board for naming the facility.

The Superintendent or designee shall give the submission along with the Committee recommendation to the School Board for final approval.”

Recap and Timeline

Date	Event
March 22, 2023	School Board initiated the naming of the Southridge High gym
March 30, 2023	Initial communication to SHS staff from Principal Williamson re: initiating of naming of the gym and formation of a committee
April 24, 2023	1 st Meeting of the Committee
April 28, 2023	Community submission opened
May 15, 2023	Community submission closed
May 17, 2023	2 nd Meeting of the Committee-Submissions reviewed and narrowed.
May 30, 2023	3 rd Meeting of the Committee- Finalists consideration
June 13, 2023	4 th Meeting of the Committee- Recommendation finalized
June 21, 2023	Report and Recommendation to the School Board

Committee Members

Ron Williamson	Principal SHS
Kym David	SHS Staff
Stephen Davis	SHS Staff
Ted Weber	SHS Staff
Cambri Longaker	SHS Staff and Alumni
Tyler Hogg	SHS Staff and Alumni
Kelly Brandt	SHS Booster Club Treasurer and Alumni
Heather Cotton	SHS Booster Club President
Brook Mihelich	SHS Senior Class President
Karlie Logan	SHS Senior Class
Paige Parrish	SHS Senior Class
Kayla Anema	SHS Senior Class
Matt Scott	Asst. Supt. for K-12 Education - Facilitator

Community Input Survey

“The Kennewick School District Board of Directors has initiated the naming process for the Southridge High School gymnasium. The district is seeking suggestions from the community from April 28 through May 15, 2023. All community members are welcome to participate. When submitting a suggestion, please include your rationale for your recommendation.

A naming committee will review the submissions, consider the rationale behind them, and make a recommendation to the School Board for naming of the facility.”

- **Suggested Name for the Southridge High School Gymnasium:**
- **This name should be considered because:**

Community Input Survey Results

- **190 Total Responses**
- **30 names of individuals were submitted**
- **39 suggestions that were not names of individuals**
- **2 suggestions not to rename the gym**
- **2 suggestions to call it the Southridge High Gym**

Committee Selected Finalist for Recommendation

- **Ralph LeCompte Gymnasium**
- **Jovan “Jo Jo” Conn Gymnasium**
- **Not naming the gymnasium**

Committee Considerations: Ralph LeCompte

- Supported by the majority of staff on the committee
- Not known by the student members of the committee
- Mr. LeCompte, while a significant figure in the history of Southridge is fortunately still alive, and by procedure, naming for a living person should be avoided, unless the circumstances warrant an exception, which the committee could not determine.

Committee Considerations: Jovan “Jo Jo Conn”

- Supported by the students and some staff members of the committee.
- Those not supportive cited, primarily, two reasons:
 - Conn and his memory are currently honored in several ways each year
 - Jovan Conn Spirit Award
 - Jo Jo Conn Award for the basketball player who exhibits hard work and team commitment
 - Jo Jo Conn Week is held annually to focus on inclusion, acceptance and Sun spirit.
 - There have been several SHS alumni who have contributed to the history of the school, who have tragically passed away but who would be equally deserving as Jovan.

Committee Considerations

- Not naming the gym was supported by most of the staff and booster club members due to the relative age of the school and the feeling that names submitted were not deserving of the recognition.
- Was not supported by the students and some staff who felt Jovan was deserving.
- As consensus could not be reached the committee considered a compromise.

Compromise Recommendation

- Many of the people who suggested Jovan Conn used similar terms in their rationale.
- Terms such as “spirit” “cheering” “fan” “inspiration” were offered.
- The committee agreed that naming the student cheering section the “Jo Jo Conn Student Section”
- A banner would memorialize the naming of the cheering section and a similar banner could be taken to events outside the gym such as Lampson Stadium, Suns homefields and away games.

Committee Recommendation

The committee recommends that the Southridge High Gym remain the Southridge High gym and that the student cheering section, be named the Jo Jo Conn Student Section.



2023-24 Student Board Representatives

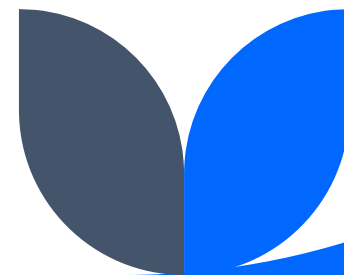
2023-24 Student Board Representative

- Mallory Dupaquier, Kennewick High School



2023-24 Student Board Representative-Elect

- Annie Maltos, Southridge High School



Recommendation

The Board appoints:

- Mallory Dupaquier as 2023-24 Student Board Representative

And

- Annie Maltos as 2023-24 Student Board Representative-Elect

INSTRUCTION

Guidance and Counseling

The District recognizes that guidance and counseling are important parts of the total program of instruction and should be provided in accordance with state laws and regulations and district policies and procedures.

We believe in the individual worth of each student and recognize our responsibility to foster a positive learning environment.

The Board of Directors recognizes that a comprehensive school counseling program based on current national and state standards of best practice is an important part of the district's total program of instruction and support for all students. A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. School counselors serve a vital role in the comprehensive school counseling program. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and strategic goals. School counselors work in collaboration with other school staff to implement a comprehensive, multi-tiered system of student supports.

The comprehensive school counseling program required by RCW 28A.320.600 must be implemented by school counselors or other educational staff for the purpose of guiding students in academic pursuits, career planning, and social-emotional learning. The district's written plan for implementing the comprehensive school counseling program will:

- A. Use a state and nationally recognized counselor framework and be systemically aligned to state learning standards;
- B. Provide a process for identifying student needs through a multilevel school data review and analysis that includes, at a minimum, use-of-time data, program results data, and data regarding communication with administrators, parents, students, and stakeholders;
- C. Explain how direct and indirect services will be delivered through the comprehensive school counseling program; and
- D. Establish an annual review and assessment process for the comprehensive school counseling program that includes building administrators and stakeholders.

The district will not deny any student the ability to participate in or benefit from its student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or

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identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs.

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Legal Reference: WAC 180-16-240(2)(d) ~~Compliance With Other Program Requirements~~
392-190-015 ~~Counseling of Certificated and Classified Personnel Coordination of Effort~~
RCW 28A.320.280 ~~School counselors, social workers, and psychologists – Priorities.~~
RCW 28A.320.290 ~~School counselors, social workers, and psychologists – Professional collaboration.~~
RCW 28A.410.043 ~~School counselor certification.~~
WAC 392-190-010 ~~Counseling and guidance services – Course and program enrollment.~~
RCW 28A.320.600 ~~Comprehensive school counseling programs – Written plan.~~
RCW 28A.320.610 ~~Comprehensive school counseling programs – Implementation~~

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Adopted: _____-April 28, 1993

Amended: June 21, 2023

INSTRUCTION

Academic Freedom

Education may be fostered and promoted in an atmosphere in which academic freedom for staff is encouraged and promoted, with due consideration to the rights of the students and community. Teachers are entitled to academic freedom subject to accepted standards of professional responsibility. The principle of academic freedom for employees will not supersede the basic responsibilities of the employee to the profession of education. These responsibilities include: commitment to democratic tradition and support the Constitution of the United States; concern for the rights, welfare, growth, and development of children; insistence on objective scholarship; -These responsibilities are defined as commitment to democratic tradition; a concern for the rights, welfare, growth and development of children; objective scholarship; recognition of the maturity level of students; and the district curriculum adherence to district-authorized courses of study, Board-adopted curriculum, and applicable learning standards.

Adopted: ____ April 28, 1993

Amended: June 21, 2023

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