

# Annual Report 2019-2020

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www.selahschools.org

A Look at the...

# Selah School District

*Cultivating Life-Long Learners*



## A Look At Who We Are— The Selah School District!

**W**elcome to the Selah School District—Home of the Vikings!  
While learning about our District, our school system is located in the heart of Selah, a community spread across the top of the small hills overlooking Yakima—one of the state's most populated cities.

Selah Schools serve approximately 3,900 students spread across four traditional campuses, but also includes an early learning center and alternative learning program. The District embraces the opportunity to challenge students to learn more, to initiate a desire and curiosity to expand thinking, and to apply knowledge to real-world settings.

Since the late 1800's the community has valued the importance of providing an education to its young people. From its first brick school to the modern facilities of today, the Selah School District is redefining the way it approaches the learning process. A set of core beliefs guide the District called ***The Viking Way***. As part of *The Viking Way*:

- We believe that ***strong character*** is at the heart of preparing our students for lifelong success.
- We believe that every student is ***capable of making valuable contributions*** to his or her community in the classroom, on the team, and at home.
- We believe that every student ***will graduate prepared for college and career opportunities***.

*The Viking Way* leads us to a culture of excellence where our schools are known not simply as good places to learn, but great places for our young people to engage in their education for the betterment of themselves and our community. We are proud to share these beliefs to produce an uncommon experience for Selah students.

We are the Selah School District—***Cultivating Life-Long Learners!***

# A Look at The Viking Way...

*Creating a Culture of Learning*



## What is Culture?

Culture is comprised of the shared assumptions, beliefs, values, traditions and norms that define a group of people. Culture can be thought of as the "personality" of the organization. The Selah School District is focusing on strengthening our culture by having an intentional focus on **The Viking Way**. *The Viking Way* is the behaviors and actions that are aligned with the Selah School District's mission, core purpose and beliefs.

### ***A Look at Our Purpose...***

#### ***Our Mission***

The Selah School District, in partnership with students, parents, and community, cultivates a culture of life-long learning for all.

#### ***Our Core Purpose***

To ensure high levels of learning for all students.

### **A Look at Our Beliefs...**

Strong **CHARACTER** is at the heart of preparing our students for lifelong success.

Every student is worthy and **CAPABLE** of making meaningful contributions to his or her communities.

In a culture of excellence, every student graduates on time prepared for **COLLEGE** and **CAREER** opportunities.

Our beliefs can be remembered through three terms: **Character**, **Capable** and **College** and **Career** ready. If anyone behaves or acts in a way that exemplifies our beliefs, we'd call that *The Viking Way*. With our shared beliefs as the foundation, our district will create a culture of excellence where high levels of learning is ensured for all students.



## The Viking Touch...

In Selah, we have embarked on an intentional focus to implement a common quality service approach throughout the District. The initiative, called **The Viking Touch** follows Disney's philosophy where quality service is the goal of every encounter and positive connections are the result of each experience. By extending *The Viking Touch*, we want stakeholders to experience the standards we expect to uphold.

## A Message from Our Superintendent...

In my nineteenth year in the Selah School District and my eighth as Superintendent, I continue to feel honored to be a part of a team dedicated to student success. We have a lot to be proud of in this District and I'm thankful for our outstanding staff, engaged families, and supportive community. We know it takes all



**Shane Backlund**

of us working together to create outstanding learning environments and experiences for our students. The meaningful work we complete in the District has set the foundation for new opportunities to improve the futures of our students as we continue to follow our core purpose of ensuring high levels of learning.

One of the initiatives I have been most excited about this school year is the launching of our new strategic priority plan. During the winter and spring of last year we asked staff, students and parents for feedback on what we should prioritize as a District. After receiving valuable input we looked at consistent themes and created a whole-child initiative aimed at promoting the long-term development and success of each child in Selah. Our new set of strategic priorities, called **The Viking Promise**, have begun to be implemented throughout this school year and will continue to be introduced. The goal of *The Vi-*

*king Promise* is to meet the needs of the whole child by creating an **EQUITY** centered, **ENGAGING** and **PERSONALIZED** learning experiences in an emotionally and physically **SAFE** environment for each child in Selah (Read more about *The Viking Promise* on the next page). *The Viking Promise* will be used to guide the District's work and focus over a five-year period. It will serve as a "blueprint" for the administration to create annual work plans, which include key initiatives, training and programs. We are most proud of our strategic priorities because the plan reflects the input of the Selah School District community on what it sees as essential educational priorities. With our strategic priorities in place, we are excited about the journey ahead, and appreciate the relationships with families and community as we strive to ensure *The Viking Promise* is fulfilled.

Another highlight this year I am proud of is the progress on the Robert Lince Kindergarten campus. As construction has been ongoing throughout the fall and winter, we are only mere months away from the kindergarten facility welcoming its first group of students in the Class of 2033. In addition, the planning for the John Campbell first and second grade campus is actively in progress. This past fall the Selah School Board approved the facility's schematic design, and ground breaking is targeted to begin in July 2020. One thing is certain, we are building progress with Selah Schools.

As always, thank you for your continued support of our district and for being a part of **The Viking Way!**

## A Look at Our Selah School Board of Directors...

The Board of Directors is comprised of five elected officials representing individual areas within the Selah School District Boundaries.

In Selah, school board directors play a crucial role in developing policies and making decisions on educational and social issues. Board members are also directly accountable to patrons in their service areas, serving as a link between members of the community and schools. Also, in Selah, members oversee an approximate \$50 million budget, are accountable for approximately 500 staff, set priorities for the district, establish standards for what students should learn, adopt policies and budgets, and work as a team with administrators, teachers, parents, students and the community to foster a safe and productive learning environment. We thank our Selah School Board!



**Jeff Hartwick;**  
President



**Jamie Morford;**  
Vice-President



**Kelliann Ergeson;**  
Legislative Rep.



**Sara Michael;**  
Board Member



**Dan Peters;**  
Board Member

# A Look at Our District's Strategic Priorities...

**THE VIKING PROMISE**  
**STRATEGIC PRIORITIES**

Ensure student learning by creating **RIGOROUS AND ENGAGING CLASSROOMS** through growth-producing relationships, lesson clarity, and challenge to create learning environments where each child will thrive.

Adopt a student-focused, **CULTURALLY-RESPONSIVE TEACHING** approach that identifies and celebrates the differences and unique strengths of each child to encourage their academic achievement and a sense of belonging in the classroom.

Utilize **POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS** with restorative practices for building community within our schools through a proactive response to student behavioral needs.

Provide systematic, evidence-based **SOCIAL-EMOTIONAL LEARNING** for every student to foster and equip them as scholars, community members, and citizens.

Implement **TRAUMA SENSITIVE PRACTICES** so adults in the organization understand, recognize, and respond to the impact of Adverse Childhood Experiences (ACEs) on our students, families, and staff.

Provide the support and resources to build partnerships that meet the needs of every unique family dynamic through our *Together We Can* **FAMILY AND COMMUNITY ENGAGEMENT** model.

Enact a **FUTURE-READY** approach to learning by utilizing technology and incorporating our Portrait of a Graduate vision into our program design and delivery.

The goal of The Viking Promise is to meet the needs of the whole child by creating an **equity** centered, **engaging** and **personalized** learning experience in an emotionally and physically **safe** environment for each child in Selah.

**T**he *Viking Promise* is the name of our strategic priorities in the Selah School District. Developed in the summer of 2019 following a multi-month input process, *The Viking Promise* will be used to guide the District's work and focus over a five-year period. It will be used as a "blueprint" by the administration to create annual work plans which include key initiatives, training and programs. It reflects the input of the Selah School District community on what it sees as the most essential educational priorities.

The goal of *The Viking Promise* is to meet the needs of the whole child by creating an EQUITY centered, ENGAGING and PERSONALIZED learning experiences in an emotionally and physically SAFE environment for each child in Selah.

### **Pillars of The Viking Promise:**

- Ensure student learning by creating Rigorous and Engaging Classrooms through growth producing relationships, lesson clarity and challenge to create learning environments where each child will thrive.
- Utilize Positive Behavioral Intervention & Supports with restorative practices for building community

within our schools through a proactive response to student behavioral needs.

- Adopt a student-focused, Culturally Responsive Teaching approach that identifies and celebrates not only the differences between students but also the unique strengths of each child to encourage their academic achievement and a sense of belonging in the classroom.
- Provide systematic, evidence-based Social-Emotional Learning for every student to foster and equip them as scholars, community members and citizens.
- Implement Trauma Sensitive Practices so adults in the organization understand, recognize and respond to the impact of Adverse Childhood Experiences (ACEs) on our students, families and staff.
- Through our Together We Can Family and Community Engagement model, help provide the support and resources to build partnerships that meet the needs of every unique family dynamic.
- Enact a Future Ready approach to learning by utilizing technology and incorporating our Portrait of a Graduate vision into our program design and delivery.

# A Look at Our Selah Students...



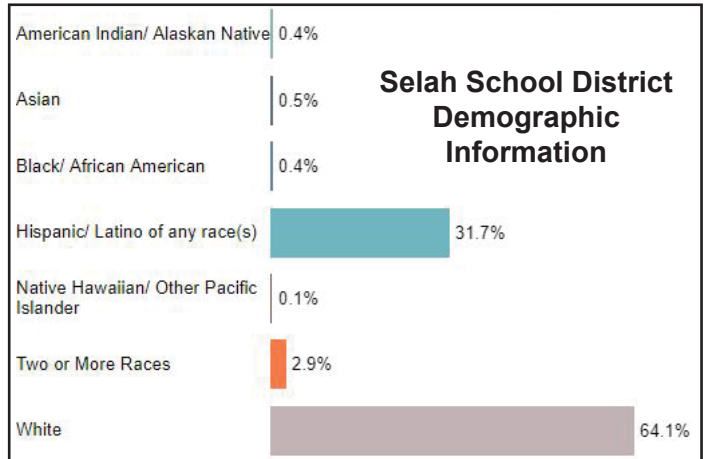
**Enrollment By Grade** (\*FTE Count Oct. 1, 2019) **3,624.75**  
(w/Sundown) **3,637.75**

|                                  |                 |
|----------------------------------|-----------------|
| <b>John Campbell Primary</b>     | <b>814.73</b>   |
| Kindergarten                     | 263.03          |
| First Grade                      | 277.7           |
| Second Grade                     | 274             |
| <b>Selah Intermediate School</b> | <b>857.27</b>   |
| Third Grade                      | 307             |
| Fourth Grade                     | 272.67          |
| Fifth Grade                      | 277.6           |
| <b>Selah Middle School</b>       | <b>839.27</b>   |
| Sixth Grade                      | 289.2           |
| Seventh Grade                    | 292             |
| Eighth Grade                     | 258.07          |
| <b>Selah High School</b>         | <b>1,044.77</b> |
| Ninth Grade                      | 275.7           |
| Tenth Grade                      | 291.54          |
| Eleventh Grade                   | 209.16          |
| Twelfth Grade                    | 268.37          |
| <b>Selah Academy</b>             | <b>45.7</b>     |
| Academy                          | 17              |
| Selah Online                     | 28.7            |
| <b>Sundown</b>                   | <b>13</b>       |
| <b>Homelink</b>                  | <b>23.01</b>    |

**Total Enrollment Head Count** (\*Oct. 2019) **3,912**

|        |                |       |
|--------|----------------|-------|
| Gender | Male (1,987)   | 50.8% |
|        | Female (1,922) | 49.1% |
|        | Gender X (3)   | 0.1%  |

**Total Enrollment FTE** **3,624.75**



**Low Income** (\*Oct. 1, 2019) **53.2%**

**Homeless** (\*Oct. 1, 2019) **0.4%**

**Free and Reduced Lunch** (\*Oct. 1, 2019) **52%**

**Special Programs** (\*Oct. 1, 2019)

|                           |       |
|---------------------------|-------|
| Special Education         | 16.3% |
| English Language Learners | 8.6%  |
| Migrant                   | 3.7%  |

**Attendance** (\*2018-2019 School Year)

During the 2018-19 school year, 84.0% of students had fewer than two absences per month.

**Discipline** (\*2018-2019 School Year)

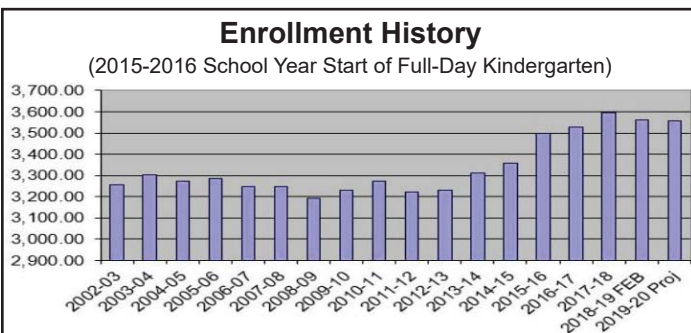
During the 2018-2019 school year, 3.9% of students received a short term suspension, long-term suspension, emergency expulsion, or expulsion for a discipline related incident .

**Graduation Rate** (Class of 2019)

|  |       |
|--|-------|
| SSD Adjusted 4-Year Cohort Graduation Rate | 75.7% |
| SHS Class of '19 Four-Year Graduation Rate | 86.8% |
| SHS Total 2019 Graduates                   | 234   |
| SA Total 2019 Graduates                    | 16    |

**Other Academic Facts** (2019)

|  |       |
|--|-------|
| SHS Students Taking AP Classes         | 9.8%  |
| SHS Tech Prep                          | 6.1%  |
| SHS College in the High School Courses | 13.9% |
| SHS Students in Running Start          | 5.4%  |





## A Look at Our Viking Staff...

|   |               |
|---|---------------|
| <b>Total Staff (Head Count)</b> (2019-2020)                                 | <b>497</b>    |
| Certificated Staff ( <i>Teachers, Counselors, Specialists</i> )             | 248           |
| Classified Staff  | 229           |
| Building Administrators   | 15            |
| District Administrators   | 5             |
| <b>Total Staff FTE</b> (*2019-2020 School Year)                             | <b>407.67</b> |
| Certificated Staff ( <i>Includes all cert. staff and administrators.</i> )  | 258.77        |
| Classified Staff ( <i>Includes all classified, directors and 1 admin.</i> ) | 148.9         |
| <b>Teaching Information</b>   |               |
| Average Experience of Teachers  | 13.3 Years    |
| Teachers with at Least a Masters Degree                                     | 54.7%         |
| National Board Certificate  | 11 Teachers   |

## A Look at Selah School District Funding...



**\$11,429**  
Per-pupil Expenditure

For the 2019-2020 school year, the District's operating budget is approximately \$50.5 million. Budget resources are derived from state support, local taxes and federal dollars. In Selah, during the current year, state support accounts for 80% of the District's budget, local taxes contribute 13%, and 7% is derived from federal support.

### For 2019-2020, the District Manages the Following Funds:

#### \*General Fund Budget

The General Fund Budget is the most important allocation because the budget of \$50.5 million provides for the District's annual operation.

#### \*Associated Student Body Fund

John Campbell, Selah Intermediate, Selah Middle School, Selah High School and Selah Academy operate ASB funds. The District's General Fund provides no contribution to ASB accounts and District funds and ASB dollars cannot be combined.

#### \*Debt Service Fund

The Debt Service Fund is used to service voted debt. At August 31, 2020, the outstanding debt will be \$66,705,000.

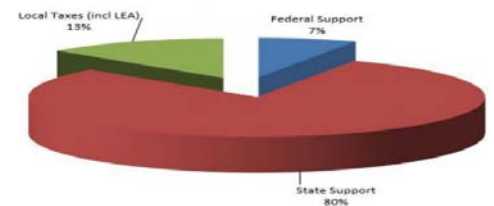
#### \*Capital Projects Fund

The Capital Projects Fund is used to account for capital bond projects and non-bond projects. The Capital Projects Fund can only be used as outlined by state law.

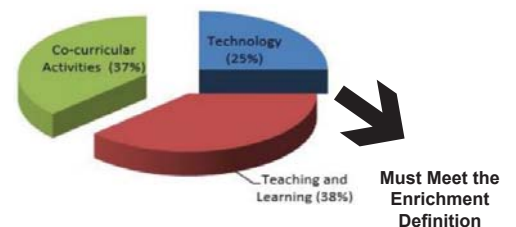
#### \*Transportation Vehicle Fund

This fund is used for school bus replacement. During the 2019-2020 school year the District purchased two C-2 large buses and one small special bus.

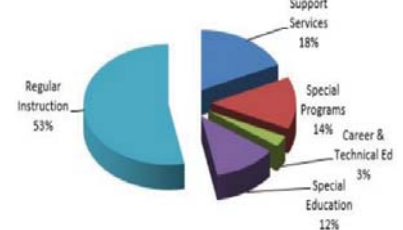
**2019-2020 BUDGET RESOURCES**  
\$50.5 Million



**2019-2020 LEVY BUDGET**  
\$2,925,107



**2019-2020 Budget Expenditures**  
\$50.4 Million



| Budget Summary<br>A Look by Fund... | General Fund   | ASB Fund    | Debt Service Fund | Capital Projects Fund | Transportation Vehicle Fund |
|-------------------------------------|----------------|-------------|-------------------|-----------------------|-----------------------------|
| Revenue                             | \$50,502,041   | \$648,053   | \$4,401,600       | \$900,000             | \$139,000                   |
| Expenditures                        | (\$50,373,929) | (\$695,525) | (\$4,186,975)     | (\$19,379,723)        | (\$400,000)                 |
| Transfers In/(Out)                  | (\$400,000)    | \$0         | \$0               | \$400,000             | \$0                         |
| Net                                 |                |             |                   |                       |                             |
| Beginning Fund Balance              | \$8,635,849    | \$317,386   | \$1,179,058       | \$43,343,916          | \$405,000                   |
| Ending Fund Balance                 | \$8,363,961    | \$269,914   | \$1,393,683       | \$25,264,193          | \$144,000                   |

## A Look at Our Facilities...

During the 2019-2020 school year, four traditional campuses served approximately 3,900 students. Also, the District offers additional programs targeted toward varying educational needs such as a Spanish/English dual immersion program at the primary and intermediate schools, an alternative high school which includes the Big Picture Learning Program, an early learning center, and additional alternative learning programs.



### Total Number of Facilities/Programs

7

- Robert Lince Early Learning Center
- John Campbell Primary (Grades K-2)
- Selah Intermediate School (Grades 3-5)
- Selah Middle School (Grades 6-8)
- Selah High School (Grades 9-12)
- Selah Academy/Big Picture Learning (Grades 9-12)
- Selah Home Link Program (Grades K-8)

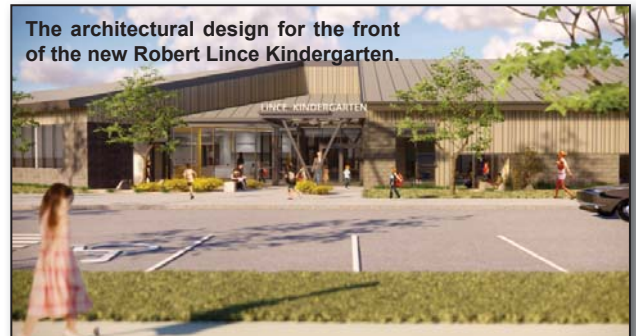
## In Selah, We're Building Progress....

### We are building progress in the Selah School District!

In April 2018, Selah voters approved a \$45.8 million bond request for the replacement and restructuring of John Campbell Primary School. The measure includes the construction of a first and second grade facility at the existing John Campbell site and a kindergarten campus built at the Lince location. The projects addresses student learning and student safety needs at the aged facility.

Construction at the 48,164 sq. ft. Robert Lince Kindergarten campus broke ground in the Spring of 2019. Throughout the 2019-2020 work continued at the Lince site which is being built to accommodate 360 students and will contain 20 classrooms. The facility will welcome its first group of students in the Class of 2033 in the fall of 2020.

Looking at the John Campbell project, groundbreaking will begin on the first and second grade facility in July of 2020. The two-story 82,920 sq. ft. facility will include 40 classrooms and accommodate an enrollment of 540 students, but can also be adjusted for growth. The new John Campbell school will welcome students in January of 2022.



An aerial view of the new Robert Lince Kindergarten.



The architectural design for different elements of the John Campbell facility which will house first and second grade students.

Connect to our Live Construction Feed at [www.ipcamlive.com/kindercampus](http://www.ipcamlive.com/kindercampus)



Visit the District's Construction website at [www.selahschools.org/Page/1421](http://www.selahschools.org/Page/1421)

# A Look at Teaching and Learning...

The Selah School District's core purpose is to **ensure high levels of learning for all students**. We will successfully educate a diverse population of students by providing:

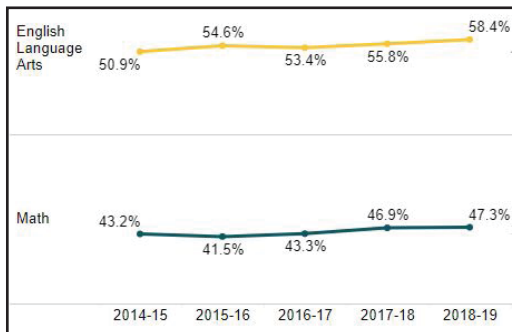
- **Instruction that prepares all students for productive lives through varied curriculum and research-based best practices.**
- **A world-class, professional staff**
- **Quality experiences that develop well-rounded individuals.**
- **An increase in our community's pride in its schools.**

The District is committed to challenging students to learn more, to initiate a desire and curiosity to ex-

pand thinking, and to apply knowledge to real-world settings. To maximize student achievement, we must support teachers, administrators and parents. We are committed to having our students acquire the Grade Level Expectations from the Office of Superintendent of Public Instruction and the state standards as outlined in the Essential Academic Learning Requirements. We provide leadership and facilitate programs related to curriculum, instruction, staff development, assessment and technology.

Please contact the Teaching and Learning Office if you have any questions about testing, standards and educational requirements.

## Percentage of Selah Students Who Met Standards Over Time



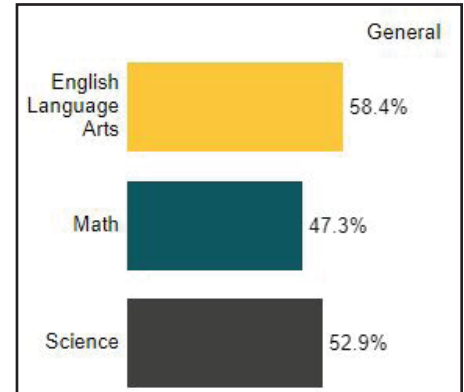
Every spring students in specific grades are assessed in Math, English Language Arts and Science. Student performance in each subject is scored as a level one, two, three or four. Level 3 or 4 scores mean that students demonstrate the skills expected for that grade. Level 3 or 4 scores are counted as meeting standard in that subject area. Level 1 and 2 scores are counted as not meeting standard in that subject area.

| Grade Level | Total ELA Test Participants | Meeting ELA Standard | Not Meeting ELA Standard | Total Math Test Participants | Meeting Math Standard | Not Meeting Math Standard |
|-------------|-----------------------------|----------------------|--------------------------|------------------------------|-----------------------|---------------------------|
| 3rd Grade   | 269                         | 52.0%                | 48.0%                    | 269                          | 64.7%                 | 35.3%                     |
| 4th Grade   | 278                         | 57.6%                | 42.4%                    | 278                          | 48.6%                 | 51.4%                     |
| 5th Grade   | 276                         | 54.7%                | 45.3%                    | 276                          | 47.5%                 | 52.5%                     |
| 6th Grade   | 288                         | 59.7%                | 40.3%                    | 288                          | 42.4%                 | 57.6%                     |
| 7th Grade   | 253                         | 60.9%                | 39.1%                    | 254                          | 46.5%                 | 53.5%                     |
| 8th Grade   | 268                         | 54.9%                | 45.1%                    | 268                          | 44.8%                 | 55.2%                     |
| 10th Grade  | 259                         | 69.5%                | 30.5%                    | 261                          | 36.8%                 | 63.2%                     |

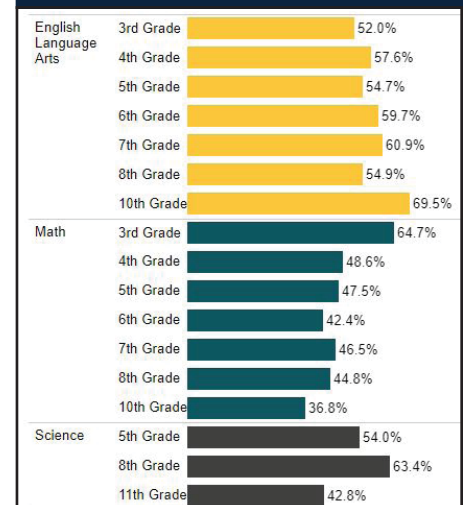
| Grade Level | Total Science Test Participants | Meeting Science Standard | Not Meeting Science Standard |
|-------------|---------------------------------|--------------------------|------------------------------|
| 5th Grade   | 276                             | 54.0%                    | 46.0%                        |
| 8th Grade   | 268                             | 63.4%                    | 36.6%                        |
| 11th Grade  | 304                             | 42.8%                    | 57.2%                        |

For more Selah School District performance information please access <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=296&reportLevel=District&year=>

## Selah School District Students Meeting Testing Standards 2018-2019



## Students Meeting Standard on the General Assessment in 2018-2019 by Grade Level



Additional information on the State NAEP percentage of students achieving in reading and math for grades 4 and 8 can be found on the OSPI state Report Card at <http://reportcard.ospi.k12.wa.us/naepCurrent.aspx?domain=NAEP&groupLevel=District&schoolId=1&reportLevel=State&yrs=2014-15&year=2014-15&gradeLevelId=4&waslCategory=1>.

Parents may request information regarding the professional qualifications of their student's teachers <https://www.selahschools.org/Page/1063>

## Programs and Opportunities for Students...

*Special Education*

**STEP**

*Pride Academy*

**Pride Patrol**

*Title I*

**ELL/LAP**

*HomeLink*

**Dual Language Immersion**

*Early Childhood Program*

**Social Emotional Learning**

*Speech/Language Program*

**Advanced Placement**

*Highly Capable Program*

**College in the High School**

*Career and Technical Education*

**Running Start**

*Skills Center*

**Big Picture Learning Program**

*Student Mentor Program*

**Family Services Program**

*Homeless Education Program*

**Visual and Performing Arts**

*Certified Therapy Dogs*

**ASB/Student Leadership**

*Viking Ambassadors*

**Extra Curricular Sports/Activities**

*After School Clubs*

**After School Tutoring**

*School Specific Programs*

**Assemblies**

*Academic Competitions*

**State/Regional/National Contests**

## A Look at What is Note Worthy...

**W**e like to celebrate notable news. Here are some positive happenings in our schools and classrooms:

- Viking athletic teams honored as **Academic State Championships** by the WIAA.
- Varsity Athletic Teams Honored by the WIAA for being Academically **Distinguished** or **Outstanding**.



- Students Selected to **Attend Military Academies** Post Graduation.
- Students Attend National, Regional and State **Conferences**.
- Advanced **Technology**.
- **1:1 Student Devices**.



- Teachers and Staff **Honored**.
- Eighth Grade Choir Selected to **Perform at Carnegie Hall**.



- **Vikonnnect**
- **STEM Learning**.
- **MAKERSPACE Classroom**.
- Early Learning **Interventions**.
- **Social-Emotional Learning**.
- Student **Showcases**.
- **CSL Time**.
- **Reading and Math Nights**.
- **Books for Breakfast**.
- After School **Enrichment Clubs**.
- Student **Assemblies**.
- Student **Mentors**.
- **Student Led** Conferences.
- Young **Inventors**.
- **Champion Athletic Teams**.
- Individual **State Champs**.
- **All-State** Selected Athletes.
- College **Scholarships**.
- The **Viking Way** on Display.



**We Have A Lot to Share—Stay Connected with Selah Schools!**

[www.selahschools.org](http://www.selahschools.org)

Please follow us on Facebook @ selahschooldistrict119

Individual School Facebook Pages

Follow us on Twitter @THE\_VIKINGWAY

Follow the Superintendent on Twitter @SelahSup

Stay Connected on the SSD Mobile APP



# Time Flies in the Selah School District—A Decade in Review!

On January 1, 2020, the calendar not only flipped to a new year, but also a new decade began. As the Selah School District anticipates its future and what lies ahead, let us look at some significant events over the past 10 years to remember how 2020 has come to be.



## • The Year 2010

### \* February 2010

As 2010 began a new decade, the District welcomed the era by **passing a Maintenance and Operations Levy**. The passage of the February request was significant because of the economic challenges to educational funding at the time, and levy dollars helped fund what the State did not fund or fully fund.

### \* Spring 2010

The Selah School Board of Directors **began its student representative program**. As students became active on the School Board they provided perspective to the Directors, by serving as a liaison between the Board and student body.

### \* Summer 2010

Following a series of meetings, a **Facilities Committee convened** with the purpose of reviewing District buildings, discussing grade configurations, and recommending what should be included in future bond proposals.

### \* Fall 2010

The Selah School District Facilities Committee recommended to the Board that **a facilities bond be placed on the February 2011, ballot** for the construction of a new Selah Junior High School, and additional projects.

## • The Year 2011

### \* February 8, 2011

The District **placed a \$39.95 million bond request on the February 8, 2011, ballot**. The request included construction of a new ju-

nior high, remodeling at Selah High School, John Campbell parking improvements, partial demolition of Lince Elementary, and instructional technology upgrades. Steve Chestnut, Superintendent at the time said, "The approval of the bond was the

first step in meeting the District's long-range facility goals." Chestnut also forecasted that within 10 years, the conditions at John Campbell would necessitate the District asking voters to replace that facility. **The February measure failed.**

### \* April 26, 2011

The District **resubmitted its February Bond request**. This April **bond request failed**.

### \* Spring/Summer Fall 2011

A Selah School District **Facilities Committee reconvened** to evaluate the District's long-range facilities plan.

### \* Fall 2011

The District **instituted its Monday morning one-hour late arrival Collaboration for Student Learning (CSL) time**. Now in its 10th year, the time allows for certificated staff to collaborate in order to improve student learning.

## • The Year 2012

### \* January 2012

The Washington Supreme Court, upheld a decision from King County that the State was not fulfilling its obligation to fully fund education. This judgement, known as the **Mc-**

**Cleary Decision**, would go on to impact educational funding. Seven years following the *McCleary Decision*, the Legislature increased state funding to school districts, but reduced the tax base of what could be collected from local levies. This has impacted the operating budgets of state school districts, with many reporting shortfalls.

### \* February 12, 2012

At a **resounding 66%**, the District passed a **\$30.5 million Facilities Bond**. Projects included the construction of **a new middle school, remodeling at the high school with the addition of 8 classrooms and auxiliary gym**, and other facility improvements. Because the Selah Intermediate bonds were being paid-off in 2013, the passage of the measure did not increase school taxes. Superintendent, Steve Chestnut, said the District heard voters concerns about not raising taxes and only addressing the highest facility priorities.



### \* July 2012

Shane Backlund was selected as the Selah School District Superintendent, **a position he has held for eight years**. In total, Superintendent Backlund has **served Selah Schools for 19 years**, beginning his tenure as an assistant principal at John Campbell.

# A Look at a Decade in the Selah School District

## • The Year 2013

### \* April 15, 2013

The District **broke ground** at **Selah High School** and the remodeling projects for the campus began.

### \* September 12, 2013

After multiple bond attempts, **ground broke at the new Selah Middle School** site, and construction began on the facility to house sixth, seventh, and eighth graders.



## • The Year 2014

### \* April 2014

After a year of work, construction for the improvements at **Selah High School** including additional classrooms and auxiliary gym **were completed**.

### \* December 2014

After 16 months of construction, the **new Selah Middle School was completed**. During winter break eighth grade students and staff moved in to the new facility. The new school wouldn't be fully occupied until August.

## • The Year 2015

### \* August 2015

On the first day of classes of a new school year, **Selah Middle School welcomed sixth, seventh and eighth graders to its facility**. With the opening of the new school, the District consolidated its campuses, going from five main buildings to four: *John Campbell Primary, Selah Intermediate, Selah Middle School, and Selah High School*. With the consolidation of campuses and grade realignment, all Selah students became Vikings.

### \* August 2015

With the beginning of the 2015-2016 school year, the District **began its Dual Immersion Program** at John Campbell, with kindergartners. Today, the program includes kindergarten through third grade learners.



## • The Year 2016

### \* February 2016

Levy requests provide important funding to school districts. In February, the **District passed a Maintenance and Operations Levy**. With this achievement, the District has passed over 30 consecutive M & O Levies.

### \* Spring 2016

The District **initiates its Dream Big for Kids campaign**, in which it asks Selah stakeholders to dream big when developing the educational priorities and expectations for students.



With this, the District also developed its new three-year priority plan.

## • The Year 2017

### \* March 2017

The District **initiates an attendance initiative** to decrease chronic absenteeism. The Board sets a goal to increase the number of students with 95% attendance.

### \* May 2017

The District communicated to Selah patrons that **state match funds remained** from the 2012 Facilities Bond request. The under budget bond projects allows the District to utilize over \$1 million for additional facilities improvements.

### \* December 2017

A District Facilities Committee comprised of patrons and staff **make a facility recommendation to the Selah School Board** to place a construction bond on the April 2018 ballot. The recommendation specifically addresses John Campbell Primary School, the District's most aged campus, with the most immediate needs.

# Looking at the Past Decade in the Selah School District

## • The Year 2018

### \* February 6, 2018

The Selah School Board of Directors **passed a resolution to place a \$45.8 million bond** for the replacement and restructuring of John Campbell Primary School on the April 24, 2018, election ballot.

### \* April 24, 2018

At an **approval rate of 60.78%**, patrons supported student learning and safety as they **voted to approve the District's April 24, facilities bond request**. The bond's passage allows for the replacement and restructuring of John Campbell Primary, including the construction of a new kindergarten campus which will welcome students in the Fall of 2020. Also, a new first and second grade facility will be built at the existing John Campbell site. Superintendent, Shane Backlund said, "The community's support is indication it realized the learning and safety challenges associated with the current John Campbell campus and how those challenges affect the District's young learners."



## • The Year 2019

### \* January, 2019

With safety being a priority, when classes resumed following Winter Break, Selah campuses were **"a buzz" with the purpose of keeping students safe**. That is because

the District **implemented security vestibule systems** at Selah Intermediate, Middle and High School campuses, which require visitors to be granted access into the main office so they can enter the building. Funds to implement the vestibules at the intermediate and high schools

were derived from remaining resources associated with the 2012 bond. As the District prepared for how the excess resources would be utilized, it conducted a survey asking for patron input, as well as held a public hearing. Feedback indicated student safety was a top priority.

### \* February, 2019

It was a **YES** for Selah Schools as patrons renewed their commitment to students by **approving an Enrichment Levy** which will continue to fund programs and learning opportunities into the 2021 school year. Enrichment resources help fund programs the State does not fund or does not fully fund. In Selah, Levy dollars contribute to *Student Learning Support, Athletics and Activities, and Technology*. Superintendent, Shane Backlund, said, "The Levy provides critical funding for learning. Over the years, the community has recognized the District's needs and has made Selah's educational system a priority."

### \* April, 2019

It was ground-breaking at the Lince campus as **construction began on the District's new kindergarten facility**. Appropriately, the school will be called Robert Lince Kindergarten. Targeted for approximately 15 months of work, the school will welcome learners in the Fall of 2020.



### \* Summer and Fall 2019

The District **develops its new strategic priorities, *The Viking Promise***. *The Viking Promise* will be used as a blueprint to guide the District's work and focus over a five-year period (*Related article on page 4*).

### \* Summer and Fall 2019

While construction continues at the kindergarten campus, **the planning and design stages begin for the John Campbell facility**. Several different teams met with District officials and architects to discuss their spatial needs. As a result of these discussions, the schematic design process was finalized with the school board reviewing and approving the facility's design.

## What a Start to 2020...

In unprecedented times, COVID-19, transforms the American way of life. Cities slow, citizens shelter, and on March 13, education in Washington changes as Governor, Jay Inslee, orders the closure of all schools. Expected closed through April 24, then May 4, schools eventually shut the remainder of the school year—54 days in all for Selah students.

## Looking Ahead...

**W**elcoming a new decade of education, exciting events are slated for Selah schools. As history shows, the District will draw from the work of its past, to enjoy the present, and prepare for a new era ahead.

Selah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups.

**The following employee(s) has been designated to handle questions and complaints of alleged discrimination:**

Chad Quigley, Executive Director of Human Resources;

316 W. Naches Ave., Selah, WA 98942; 509-698-8004; chadquigley@selahschools.org

El Distrito Escolar de Selah no discrimina en ningún programa o actividades sobre el base de sexo, raza, credo, religión, color, origen nacional, edad, estado de veterano o militar, orientación sexual, expresión de género, identidad de género, discapacidad o el uso de perros entrenados como guía o animales de servicio y proporciona el acceso igual a los Boy Scouts y otros grupos designado de jóvenes.

**El empleado mencionado a continuación ha sido designado para atender consultas y quejas de supuesta discriminación:**

Chad Quigley, Executive Director of Human Resources;

316 W. Naches Ave., Selah, WA 98942; 509-698-8004; chadquigley@selahschools.org