

# Richland Schools

## Office of the Superintendent

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### Memorandum

**Date:** 3/22/24  
**To:** School Board  
**From:** Shelley Redinger  
**Subject:** Friday Packet

Enclosed please find the following documents:

- Board Dates to Remember
- Community Events/Activities
- Elementary PE & Recess Memo
- Additional ECEAP Slots for 2024-25 Memo
- Media



**TO: Board of Directors**  
**RE: Event Dates**  
**DATE: 3/22/24**

**March:**

- **3/26/24...Board Meeting-Board Room – 6:30 PM**
  - **Ex. Session - 5:30 PM**

**April:**

- **April 1-5...SPRING BREAK**
- **4/9/24...Board Meeting-Board Room – 6:30 PM**
  - **Ex. Session-(only if needed)**
- **4/23/24...Board Meeting-Board Room**
  - **Ex. Session-(only if needed)**

**May:**

- **5/14/24...Board Meeting-Board Room – 6:30 PM**
  - **Ex. Session-(only if needed)**
- **5/28/24...Board Meeting-Board Room – 6:30 PM**
  - **Ex. Session-(only if needed)**

# Upcoming Events/Activities

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

## March

### Tuesday 26<sup>th</sup>:

- Walkathon  
Leona Libby Middle School
- First Grade Musical

### Thursday 28<sup>th</sup>:

- Jazz Concert  
7 PM  
Hanford High School Auditorium

### Friday 29<sup>th</sup>:

- Tapteal Talent Show  
5:15 PM  
Tapteal Elementary
- Alice in Wonderland Performance  
6:30 PM  
Orchard Elementary

## April

### SPRING BREAK: APRIL 1 – 5

### Thursday 25<sup>th</sup>:

- Desert Sky Talent Show  
6 PM  
Desert Sky Cafeteria

### Friday 26<sup>th</sup>:

- Spring Fundraising Social (Leona Libby)  
6 – 9 PM  
Taverna Tagaris  
<https://www.zeffy.com/en-US/ticketing/1af6582d-4db9-4f81-b99d-28e147a9bee4>

Hanford + Richland High School  
Athletics Calendars

<https://hanfordathletics.com/events>  
<https://bomberathletics.com/events>



Date: March 21, 2024  
To: School Board Members and Dr. Redinger  
From: Brian Moore, Assistant Superintendent  
Subject: Update - Elementary Physical Education and Recess Requirements.

**WAC 392-410-135 Physical education** -- Grade school requirements.

According to RCW 28A.230.040, an average of at least one hundred instructional minutes per week per year in physical education shall be required of all pupils in the common schools in the grade school program (grades 1-8) unless waived under RCW 28A.230.040.

Physical education is one of four 'specials' classes in which Richland elementary students participate weekly. Weekly PE class is 50 minutes long, taught by a certificated teacher, and focuses on the OSPI health & physical education standards.

**RCW 28A.230.295 Daily Recess** - Beginning with the 2024-25 school year, public schools must provide a minimum of 30 minutes of daily recess within the school day for all students in grades kindergarten through five and students in grade six who attend an elementary school. Recess must be supervised and student-directed.

In addition to the daily 30 minutes of required student-directed recess, RSD provides students with an additional 15 minutes of structured play/ games daily (60 minutes per week) that align with the physical education standards. These games and activities are planned out. Students can usually choose between 2-3 structured games/activities during this time. The goals of structured play are:

- Apply and practice skills that students may have learned in physical education class.
- Practice cooperation, teamwork, and social-emotional skills through play with others.
- Meet the remaining minutes of the physical education requirement.

Just as free recess comes with its own set of unique benefits, so does structured play. Both are equally important.

PurposeFull People Curriculum (Character Strong) also meets health and physical education standards:

- PE Standard 4: *Students will exhibit responsible personal and social behavior that respects self and others.*
- Health Standard 4: *Students will demonstrate the ability to use interpersonal communication skills to enhance health (which includes mental and social health).*
- Health Standard 5: *Students will demonstrate the ability to use decision-making skills to enhance health (which includes mental and social health).*
- Health Standard 6: *Students will demonstrate the ability to use goal-setting skills to enhance health (which includes mental and social health).*

Teachers teach at least 45 minutes per week of PurposeFull People (Character Strong).

Richland Elementary Students Receive (*on average*):

- 50 Minute Weekly Physical Education Class 'Special'
- 150 Minutes of Weekly Student-Directed Recess (30 Minutes X 5 Days)
- 60 Minutes of Supervised Structured Play Options aligned with Physical Education Standards. (15 Minutes X 4 days)
- 45 Minutes of PurposeFull People aligned with four PE & Health Standards.

On Friday, 3/22/24, Assistant Superintendent Brian Moore will meet with elementary principals to revisit the current expectations to ensure that all schools comply with the current minute requirements. If any schools need to meet the requirement for structured play, I will work with them to ensure they develop and implement a plan.



Date: March 21, 2024  
To: School Board Members and Dr. Redinger  
From: Brian Moore, Assistant Superintendent  
Subject: Update - Additional ECEAP Slots for 2024-25 School Year

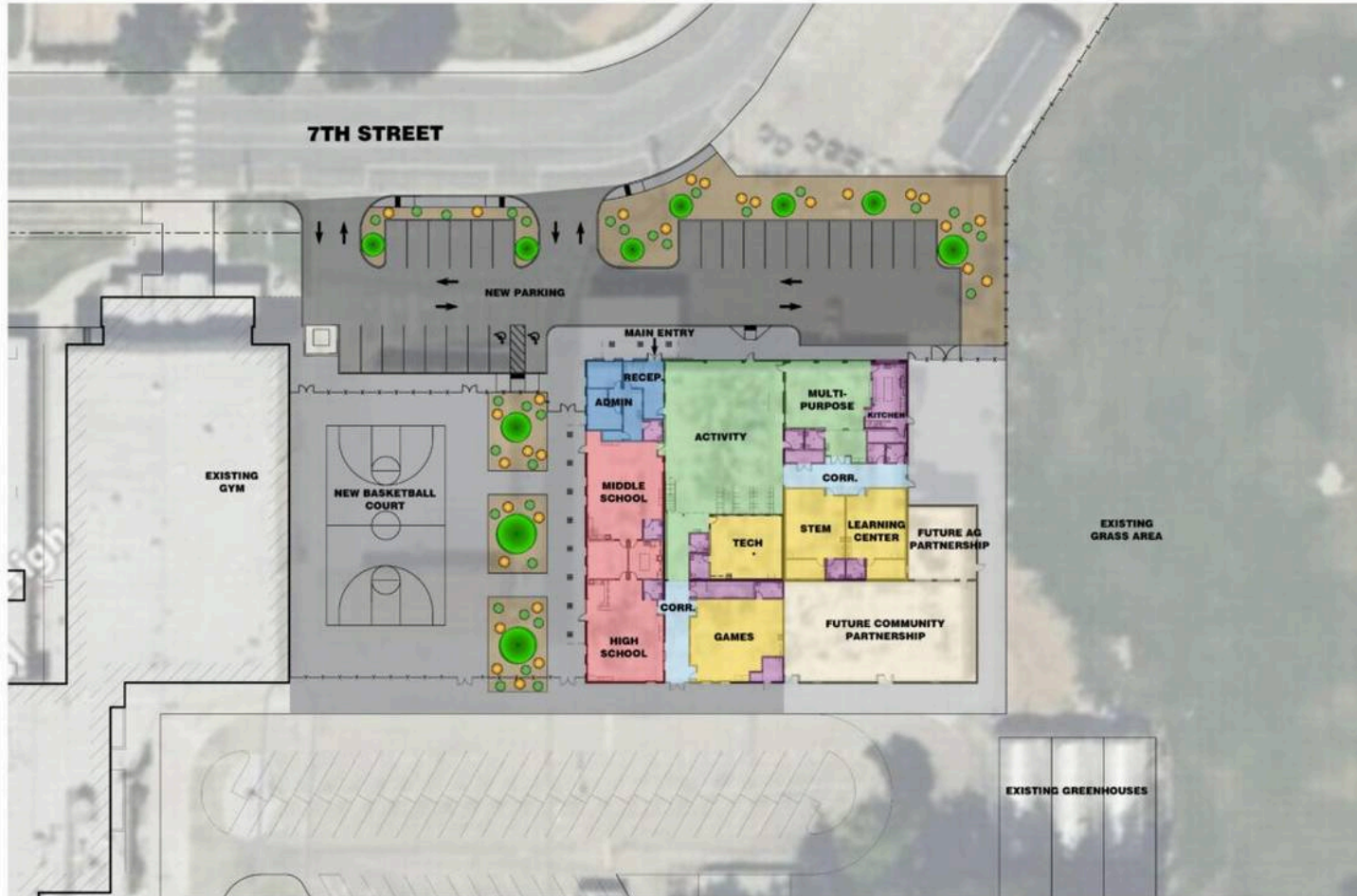
DCYF (Department of Children, Youth, and Families) has made final decisions on ECEAP (Early Childhood Education and Assistance Program) Expansion awards for additional slots beginning in Fall 2024.

For the 2024-25 school year, Richland School District will receive an additional 114 ECEAP slots for the Early Learning Center.

The Early Learning Center currently has 146 ECEAP slots for the 2023-24 school year.



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# Prosser paraeducator arrested after fentanyl pills, meth found at home



GETTY IMAGES | ROYALTY FREE • GETTY IMAGES/ISTOCKPHOTO

BY CORY MCCOY  
CMCCOY@TRICITYHERALD.COM

A Prosser educator was arrested this week after police allegedly found thousands of fentanyl pills and hundreds of grams of methamphetamine at her home.

Amy Marie Buxton, 43, was taken into custody Monday by the Benton County Sheriff's Office on suspicion of manufacturing or possessing a controlled substance with intent to deliver it.

Prosser Superintendent Kim Casey confirmed to that Herald that Buxton has been placed on paid administrative leave pending the police investigation. The district's website lists Buxton as a paraeducator at Keene-Riverview Elementary School.





*PROSSER SCHOOL DISTRICT*

Amy Marie Buxton's photo from the Prosser School District website.

Buxton was released on Wednesday after posting bail on a \$10,000 bond, according to court records.

The sheriff's office said more than 2,000 fentanyl pills and 292 grams of meth were found when investigators searched her home after tracking a stolen car to the home.

## **Search and arrest**

On March 6, deputies located a stolen vehicle at a home on the 14900 block of West Johnson Road, northwest of Prosser, show court documents.

Deputies began to watch the property and spoke to a man who told them he stayed at the home from time to time. They observed Buxton coming and go from the location, which is listed as her address in Washington public records.

Because deputies believed a gun and other items were stolen along with the vehicle, investigators obtained a search warrant for the home. The man they believed was in possession of the vehicle has not yet been arrested.

When searching the home they saw what appeared to be a large amount of meth in plain site in a pan in the kitchen, and requested the scope of the warrant be expanded to look for drugs, said the documents.

In addition to the meth in the kitchen, they found more drugs in a bedroom that appeared to belong to Buxton and the man. There also were multiple baggies apportioned with 2 grams of methamphetamine, as well other drug paraphernalia and scales in the home.

They also found 20 unusued syringes containing what appeared to be heroin, as well as glass jars and a purse containing baggies of methamphetamine, they said.

Buxton is expected back in court next week.

# Kennewick School Board abandons hiring a deputy school superintendent for now. What happens next?



*KENNEWICK SCHOOL DISTRICT*

Kennewick School District Superintendent Traci Pierce plans to retire in June 2025 after working more than three decades in public education.

**BY ERIC ROSANE  
EROSANE@TRICITYHERALD.COM**

The Kennewick School Board has decided to scrap its plan to hire a deputy-successor superintendent this summer who would eventually replace outgoing Superintendent Traci Pierce.

It's a substantial strategic pivot for the five-member school board, which needs to find a new superintendent before Pierce retires in June 2025.

And the board decided it will hire one "associate superintendent of operations" to fill two of its other cabinet-level vacancies.

The board said this week it will wait until next school year to resume the process of searching for a permanent superintendent. Instead of coming onboard early, the new superintendent will be hired right as Pierce leaves.

The decision falls on the heels of a Wednesday night board meeting where the board initially announced plans to emerge from a closed-door executive session with a list of finalists who would be publicly interviewed on March 20-21.

But no decision was made to narrow the field, [according to a Thursday update from the district](#). The interview dates have also been canceled, district communications and public relations director Robyn Chastain told the Tri-City Herald.

Board President Gabe Galbraith declined to explain why they have changed their plan, but said the board felt this was the "best course moving forward" at this point in time.

It's unclear if the board decided to save money by not hiring someone to learn on the job before replacing Pierce or if the district failed at this time to get enough quality candidates for the position.

The board announced that it has decided to focus on filling another high-level position first.

The district also said it will hire an associate superintendent of operations by July 1. That person will replace Doug Christensen, the former associate superintendent of human resources, who left in December, and Vic Roberts, executive director of the district's business operations, who is retiring this summer.

## **Hiring challenges**

[Last month](#), Bill Jordan with Northwest Leadership Associates, the contractor that oversaw Kennewick's recruitment for a deputy-successor superintendent, said they had heard from at least 20 interested candidates but had received back only one complete application.

"The interest level has been a little slow, not as much as I would anticipate for the significance of the position," he told the board.

Superintendent positions at mid-sized districts like Kennewick are hard to fill, Jordan said, especially since many newer and inexperienced candidates tend to start out at smaller districts.

"We used to get 20, 30 applicants for a superintendent position and that's just not happening like that," Jordan said. "This is a big step. This is a big responsibility here in a big district."

Kennewick is the Tri-Cities largest school district, with more than 19,000 students enrolled and employing more than 2,000 workers in the past.

Kennewick's next superintendent will earn a base salary of \$187,000 to \$210,000, depending on experience, and must have an active teaching certificate.

Last year's announcement that three of its top administrators would be leaving was a big shakeup to the school district and marked an era of heavy transition.

The departures also come at a time when the district is facing substantial issues with its revenue, which were first brought on by the COVID pandemic and its associated enrollment declines and continued later as voters rejected two initial levy measures leaving the district without local funding for a year.

The board will continue to work with Northwest Leadership Associates and pick back up on the superintendent search next school year.



# State law advances with goal of easing burden for parents challenging school special ed

*DREAMSTIME • TNS*

Lawmakers passed Senate Bill 5883 late last month, requiring school districts to prove that they provided adequate services to children. The bill is on Gov. Jay Inslee's desk.

**BY DAHLIA BAZZAZ  
THE SEATTLE TIMES**

In most places across the country, families face a labyrinth of difficulties trying to navigate special education services - especially if they legally challenge their child's educational placement at school.

Bound by the legal "burden of proof," parents must string together expert witnesses and gather records to prove that the school district made the wrong call on their child's disability services. Many don't have the money for a lawyer or to pay for the cost of requesting records from the school district. They also may not speak English as their first language.

With the governor's signature, Washington will, by June, become one of just a handful of states trying to flip that dynamic.

Lawmakers passed Senate Bill 5883 late last month, requiring school districts to prove that they provided adequate services to children. The bill is on Gov. Jay Inslee's desk.

It was the latest in several attempts by advocates to change the law.

"It's about power," said Lisa Ellen Brodoff, an emeritus law professor at Seattle University who worked on drafting the law. "And whoever has the most power should bear the burden."

Several school districts, including Mercer Island, have raised concerns about the legislation. They say it will cause districts to spend a lot of time and money fulfilling the new legal obligation.

Parents do not receive monetary settlements if they win cases. Districts could incur additional costs if they lose a case where a parent is seeking more expensive services than what was offered to the student.

“This bill will not provide better services for students. Our focus should be on curriculum, not compliance,” Mercer Island School District’s special education director Sue Ann Bube testified at a hearing for the bill, which was sponsored by Democratic Sen. Yasmin Trudeau of Tacoma.

Supporters of the bill say the legislation is intended to encourage both parties to settle earlier, before it gets to a hearing. Currently, under the old rules, the process can drag out for years.

“It will cause [district] lawyers to do a more careful analysis and talk more frankly about the case ... knowing that if they went to a hearing, their chances are not going to be as good,” said Stacy Dym, the executive director at The Arc of Washington State, a disability rights organization.

Special education complaints, called due process complaints in Washington, are routed through a separate administrative court system. In the case of an appeal, the lawsuit then goes to federal court.

In civil lawsuits, including ones routed through administrative courts, the person who brings the case forward has to prove that there is more than a 50% chance that their claim is true. But these cases should be treated differently, argued Dym.

“The parent will always be the one bringing the claim,” she said. “And they don’t get any cash settlement for winning - only the services they sought for their child.”

Brodoff, who oversaw a program in which law students helped represent families in this legal process, says she saw the damage the current system inflicts on parents and families. Districts delayed settling as parents, many of whom were already overwhelmed, scrambled to put a case together, Brodoff said.

“And the child was stuck with the plan in place” as the case was being tried, she said.

Several special education family advocates, including Brodoff and Dym, worked with legislative staff to write the law. They used New Hampshire’s 2021 law as one of their models.

That state and several others, including Nevada, New Jersey and New York, changed their laws in the aftermath of the U.S. Supreme Court’s 2005 decision in *Schaffer v. Weast*. In that case, the Court ruled that parents would be responsible for the burden of proof by default, as in other legal contexts. But states are still allowed to make laws that put the burden of proof on the district.

Critics of shifting the burden of proof, often school districts and administrators, also worry this may encourage more litigiousness. But national data do not bear that out, said Selene Almazan, a Maryland-based attorney and legal director of the Council of Parent Attorneys and Advocates.

The number of due process complaints filed in New Hampshire was higher some years before lawmakers there passed a 2021 law shifting responsibility to school districts, according to the Center for Appropriate Dispute Resolution in Special Education.

It's unclear, though, if shifting the burden means families are more successful in these cases, she said. States are not required to report win or loss rates to the federal government.

There is a compromise worked into the bill for school districts: If parents are trying to get their school districts to pay for their child to attend private school full-time, the family bears the burden of proof.

The change doesn't mean parents won't have to sift through paperwork. Advocates still recommend keeping records of correspondence with school district staff and other documentation. Parents might still need to mount a case, including calling witnesses and presenting more evidence during a hearing.

But it is a meaningful change in a process that is stacked against parents, said Michelle O'Dell, a parent who testified in support of the bill. Things are hard even if the parent has some legal knowledge and speaks fluent English.

Cases can drag on for two years before there's a resolution.

"Some parents spend thousands and thousands of dollars for a very simple situation," she said.

# Shining a light on school district actions

BY JONATHAN BUTCHER  
THE HERITAGE FOUNDATION

Indiana Attorney General Todd Rokita has become the latest policymaker shining sunlight on school district actions, and with good reason. Nationwide, school administrators are discovering they might be responsible for eye-popping court settlements if they hide K-12 activities from parents.

Consider what happened last summer in California. The Spreckles Union School District settled with a mother who filed suit because educators “socially transitioned” her daughter, who wanted to assume a different so-called gender. District personnel allowed the girl to use the boys’ bathroom and addressed the student by masculine pronouns, all without the parent’s knowledge.

District officials settled with the mother for \$100,000. Parents have filed similar suits in Michigan, Colorado and Texas over gender-related instruction or activities and parent involvement.

Rokita’s office has created an online portal that should protect families and taxpayers from school districts’ secretive policies. Families can submit examples to this site of educational material that other parents may not know children are being presented with in their classrooms.

Already, the portal has a link to one district’s “gender support plan” that instructs educators not to inform parents when their child wants to assume a different gender. A parent has posted an email explaining that her daughters do not want to change clothes with a boy in the girl’s locker rooms. According to the email, the school principal told the students the boy only had to say he was a girl in order to gain access to the facilities.

Other submissions are worthy of healthy debate between parents and teachers about the age-appropriateness of materials. One report objected to John Steinbeck’s “Of Mice and Men,” Eli Wiesel’s classic Holocaust chronicle “Night,” and “1984” by George Orwell. While these books have mature themes, educators and parents are responsible for deciding if, how and when to ask students to read books with heavy subjects.

They could very well choose other materials, but students will be worse off if topics such as poverty and the American Dream, the Holocaust, and the threats from totalitarianism are left out (or replaced with books on “gender” or critical race theory). Rokita’s project is appropriately elevating conversations about the importance of school content.

Rokita’s office says the new website, called “Eyes on Education,” is meant to be a “transparency portal to empower parents to further engage in their children’s education by providing a platform to submit and view potentially

inappropriate materials in their schools.” The attorney general said in a press release, “Our kids need to focus on fundamental educational building blocks, NOT ideology that divides kids from their parents and normal society.”

In North Carolina, Lt. Gov. Mark Robinson created a similar online reporting site for parents, and a task force he assembled released a report on the submissions in 2021. The task force not only found that parents were frustrated by classroom content based on “gender” and with racial bias, but so, too, were teachers. One educator near retirement said they can no longer “trust the values being taught” in classrooms. Another said she was afraid to speak out about the political slant of course content for fear of being fired.

Eyes on Education is not Rokita’s first effort to protect parent rights. During the pandemic, his office released a document that lawmakers could use to draft a parent bill of rights for the state. The model bill is a welcome review of citizens’ and parents’ fundamental rights. If Rokita has to remind lawmakers that individuals have a right to speak at school board meetings and parents have a right to make decisions about medical care for a school-aged child, then clearly public school officials have assumed out-sized roles in public policy.

Indiana legislators have not used Rokita’s model to full effect yet, though the reports showcased on Eyes on Education and the litigation underway around the country should prompt lawmakers to move. If public school personnel resent the public peering into school curricula, that attitude is evidence there are things to be found.

Educators in Indiana—and beyond—should thank him. School personnel are better off if parents know and can comment on what students are being taught before a court forces educators to be more transparent. And as the Spreckles Union School District can attest, it’s certainly less costly.

*Jonathan Butcher is the Will Skillman Fellow in Education at The Heritage Foundation.*

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# Teacher of the Year Recipient from Hanford High

by Charidy Caldwell

Mon, March 18th 2024 at 6:44 PM

Updated Mon, March 18th 2024 at 6:44 PM

*(Courtesy: Richland School District) Ed Ufford with both of his awards*

Tri-Cities, WA-

Education Association.



Going on his thirty-second year teaching, he was also a recipient of the Ken Pattie Award, which is awarded to an educator that has taught for 25 years or more.

"I'm very humbled by this honor, you know it's hard being a shop teacher getting recognized for what we're doing, but over the past decade or so we started doing the guitars, the ukuleles, these fun S.T.E.M. projects for the kids, and it's really changed how we've approached things in all my classes. We're always incorporating the S.T.E.M., the science, the technology, the engineering, art, and math into our projects," said Ed Ufford, Teacher at Hanford High School.

Promoted Links

### Most Wanted Men's Comfortable Walking Shoes in 2024!

walkjoyful

Shop Now

### Man sentenced to 19 years for Murder; Body finally recovered

### Ice Cold Sports Takes That Proved To Be Very Wrong

New Arena

### Pasco paraeducator accused of child rape

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The classes he teaches, ranging from Wood and Manufacturing Technology to Digital Design and Fabrication, aren't just regular wood shop classes, but classes where students create instruments and even learn aerospace manufacturing to prepare them for future careers.

"It's just fascinating, you see the kids' eyes light up, you know, put your smartphone away, and let's learn something, let's go out and build and create something that's tangible, that can be used, and it's a work of art," said Ufford.

He tells us he's teaching the students to follow their passions.



**BE THE FIRST TO COMMENT**

"If you're passionate about what you do, that bleeds over and it's a great motivator for the kids to see that, I can do that, I have somebody here that can lead me through it, that can walk me through it, and not afraid to take some risk, try something new, something different."

## MORE TO EXPLORE

**Two arrested after Thursday morning police chase**

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# Local High School students discover careers beyond the classroom: Planting seeds of hope

by Jedediah Hoyt

Thu, March 14th 2024 at 5:08 PM

Updated Thu, March 14th 2024 at 5:15 PM



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VIEW ALL PHOTOS

KEPR Action News

Tri-Cities Wash. — This week, students from the Richland School District are heading out into the community, to learn more about careers from a variety of fields here in the tri-cities. On march 14th, we caught up with one of the groups visiting the Benton County Justice Center.

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KEPR Action News

Trevor Macduff, Community Outreach Coordinator at River's Edge High School, says, "High Schoolers are inquisitive, they're interested, they want to find their place in the world, and if we leave them trapped inside of the four walls of our classroom, they never get the opportunity to say, oh I know where American Rock Products is, oh I've been to CITC."

School leaders tell us, that this week students are meeting professionals from all sorts of different career paths. From nuclear to military, open shop work settings, to the railroads, firefighters, and county positions right here at the Benton County Justice Center. "We're looking at the Clerk, and the Auditor, the lawyers, and the judges. Everything it takes to run a county." Says, Macduff.

**FIELD TRIPS!** REGISTRATION REQUIRED YES BY 8:45

**FRAMATOME & NATIONAL GUARD**  
Start your day touring a global leader in nuclear fuel production. End your day in a Stryker learning how the Guard can serve you while you serve.

**CITC & AMERICAN ROCK**  
Interested in a trade but are unsure of Union regulations? Come learn how you can apprentice to a journeyman in an Open Shop setting. Then head down into the gravel pit to explore careers at American Rock or CRH!

**BENTON COUNTY JUSTICE CENTER**

**OSPREY POINTE & BNSF**

Courtesy: Trevor Macduff

Teachers say the start of a career can look different for many. Trevor Macduff, tells us. "In the courtroom, we had somebody up there saying, hey I've been with this county for 35 years. I'm running an entire department, and I don't have a college degree. I started out of high school, and here I am today, 35 years later. That's inspiration. That's what we're looking for from all of these places."

The high school teacher tells us this is only the second year of the program, and says at the end of the day, you can see the positive impact the field trip has made on his students. He's already looking forward to next year.

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KEPR Action News



**BE THE FIRST TO COMMENT**

"Every time. Every time we come back from one of these field trips, a kid is going, oh, I didn't know what I was going to get into, and I saw something. I always have those kids, and we've got probably 50 or 60 kids out & about today." Macduff, explains. "Not all of them are going to get inspired today. I know that, but today is about planting those seeds of hope for the future, that's what I'm looking for."

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[https://www.nbcrightnow.com/news/bill-requiring-schools-to-notify-families-of-dual-credit-programs-signed-into-law-in-wa/article\\_073c0e3c-e579-11ee-8b48-7f4819e06966.html](https://www.nbcrightnow.com/news/bill-requiring-schools-to-notify-families-of-dual-credit-programs-signed-into-law-in-wa/article_073c0e3c-e579-11ee-8b48-7f4819e06966.html)

## Bill requiring schools to notify families of dual-credit programs signed into law in WA

Thomas Metcalf, NonStop Local Digital Journalist

Mar 18, 2024

**OLYMPIA, Wash.** - Gov. Jay Inslee signed a bill into law on Wed., March 13 which requires schools to notify students and parents about dual-credit programs and available financial assistance.

High school programs that provide college credit like College in the High School, Running State, Career and Technical Education (CTE) and Advanced Placement (AP) must have their availability shared to families by schools.

"Earning college credit while in high school is one of the smartest and most cost-effective ways to jump-start your higher education," said Rep. Dave Paul (D-Oak Harbor). "But many students and their families don't know about these options. This law requires schools to notify students and their parents about all available dual-credit programs along with any available financial assistance."

[House Bill 1146](#) passed the Washington state House on Jan. 11 with a unanimous 97-0 vote, followed by another unanimous vote of 46-0 in the Senate on Feb. 29.

The law is set to take effect on June 6, according to the [bill summary](#).

# Inslee signs bill requiring schools to include LGBTQ history, perspective in curriculum



*THE OLYMPIAN*

Senate Bill 5462 requires the Office of the Superintendent of Public Instruction to incorporate “the concepts of diversity, equity and inclusion” in new or revised learning standards.

**BY SHAUNA SOWERSBY  
SSOWERSBY@MCCLATCHY.COM**

Public schools in Washington will be required to update curriculum to include LGBTQ histories and perspectives under a new law signed by Gov. Jay Inslee on Monday.

[Senate Bill 5462](#) requires the Office of the Superintendent of Public Instruction to incorporate “the concepts of diversity, equity and inclusion” in new or revised learning standards.

“The contributions of gay Washingtonians deserve recognition, and just as importantly, students deserve to see themselves in their schoolwork,” said the bill’s prime sponsor Marko Liias, D-Edmonds, in a news release Monday. “That leads to better attendance, better academic achievement and better overall quality of life, ensuring success for all our students.”

By June 2025, the Washington State School Directors' Association and OSPI must develop a model policy, and the model must require school boards to adopt age-appropriate and instructional materials that recognize the history and contributions of LGBTQ individuals.

Historically marginalized groups including people from “various racial, ethnic, and religious backgrounds” and “people with various socioeconomic and immigration backgrounds” must also be included in the model curriculum.

The law requires OSPI to post a revision of learning standards on their website by September 2025, and requires schools to amend and conform with the model policies by October 2025.

Oregon, California and Colorado are among seven states that now [require inclusive curriculum in schools](#).

According to the [American Bar Association](#), implementing education and social supports such as the ones included in Washington's new law are important, particularly for LGBTQ students.

“Lack of such support can adversely affect their academic motivation and can lead to sadness, feelings of disconnectedness, and even suicidal ideation,” the ABA noted in a July 2022 report. “When LGBTQ students perceived their schools to be as safe as did straight cisgender students, the disparities in outcomes were reduced, though not eliminated.”

This was the second year Democratic lawmakers considered the legislation. The bill was first introduced during the 2023 session but stalled in the House.

The legislation had no support from Republicans in either chamber, and during the debates on the bill Republican pushed back on the idea because they believe the bill erodes local control.

“People are pulling their kids from the schools because of cumulative policies, policies like this and many others,” said Rep. Travis Couture, R-Allyn, in a February House floor debate.

The bill passed the Senate with a 29-19 vote on Jan. 17. In the House, the bill passed 56-37, with five lawmakers excused.

[https://www.applevalleynewsnow.com/news/pasco-school-district-opens-new-transition-center-for-students-with-disabilities/article\\_c57e5e3e-e7a1-11ee-bc69-a3ef44ac2e45.html](https://www.applevalleynewsnow.com/news/pasco-school-district-opens-new-transition-center-for-students-with-disabilities/article_c57e5e3e-e7a1-11ee-bc69-a3ef44ac2e45.html)

## **Pasco School District opens new Transition Center for students with disabilities**

Morgan Huff

Mar 21, 2024





# Pasco Transition Center

*Ribbon Cutting Ceremony & Open House*

**Thursday, March 21, 2024**

**4:00 p.m.**

**Open House 4:15 - 5:30 p.m.**

Chess Elementary School  
715 N. 24th Ave, Pasco



*Pasco School District*

## MORE INFORMATION



PASCO, Wash. -- The Pasco School District will be hosting a ribbon cutting celebration and open house Thursday for its new transition center.



Yakima Valley College to host annual Black Box Poetry Slam

The Transition Center opened at the beginning of the 2023-2024 school year and has 22 students enrolled.

The Individuals with Disabilities Education Act requires school districts to provide transitional services for students with disabilities from 18 to 21-years-old. Transition Centers goal is to help improve self-sufficiency and employability skills.

The Pasco School District said these skills are already being taught in high school but the district recognizes the need for a specialized and focused approach following high school graduation.

"The Pasco Transition Center is deeply committed to nurturing the holistic development of our students," said Sara Sorensen Petersen, Vocational Transition Teacher, and Work-Based Learning Coordinator at the center. "Our curriculum covers various essential areas, including vocational and employment skills, independent living skills, self-advocacy, recreation, and leisure. Our goal is not only to equip students with practical skills but also to instill in them a sense of empowerment and fulfillment as they navigate their futures."

### **Target Population:**

- Be a student in the Pasco School District.
- Be at least 18 and no more than 21 years old.
- Have completed all graduation requirements, including content requirements and graduation pathways.
- Have completed 4 years of high school.
- Have regular attendance.

- Be eligible for special education services and have an Individualized Education Program (IEP) with a Transition Plan.
- Maintain safe behavior independently or with a group in the community and work sites.
- Have basic self-care skills or be working toward independence.
- Be able to use public transit with or without training.

### **Curriculum Highlights:**

The Pasco Transition Center employs research-based instruction and community-based experiences to provide students with authentic learning opportunities. The curriculum includes:

- Mobility and travel training
- Community and internet safety
- Appropriate recreation and leisure activities
- Accessing adult service agencies
- Self-advocacy skills
- Meal planning and preparation
- Grocery shopping
- Financial literacy (e.g., budgeting, banking, etc.)
- Work readiness skills
- Soft skills
- Community engagement and service

If you are interested in attending the ribbon cutting, it will be behind Rowena Chess Elementary School, located at 715 N. 24th Ave, Pasco at 4 p.m. with an open house following after.

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