

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

Meeting Date: Wednesday, April 24, 2024
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3UfzogN>
Remote Public Comment Sign-Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

1. **Call to Order** – 5:30 PM **GABE GALBRAITH**

2. **Pledge of Allegiance**

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

4. **Consent Items**
Approval of Board Minutes
A. Minutes of School Board Meeting April 10, 2024

Human Resources Reports
A. Personnel Actions – Certificated, Classified, and Extracurricular
B. Out of Endorsement Teacher Plans 2023 - 2024

Business Office Items
A. Budget Status Report Ending March 31, 2024
B. Payroll and Vouchers Ending March 31, 2024

Policy Updates
A. 3000 Series Policy Updates

K-12 Education Items
A. Additional Foreign Exchange Agency and Coordinator for 2024 – 2025

Capital Projects Items
A. Resolution No. 5, 2023 – 2024: Kennewick High School Replacement and Modernization Project Commissioning Report Acceptance
B. Resolution No. 6, 2023 – 2024: Accept Kennewick High School Replacement and Modernization Project as Complete
C. Kennewick School District Summer Paving 2024

5. **Communications Follow-up**

6. **Superintendent/Board Member Report**

7. **New Business**

DR. TRACI PIERCE

- A. Policy No. 2340 INSTRUCTION: Race and the Curriculum
- B. Policy No. 3211 and Regulation No. 3211 STUDENTS: Gender-Inclusive Schools
- C. Policy No. 2419 INSTRUCTION: Performance-Based Pathway
- D. Policy No. 3119 STUDENTS: Withdrawal Prior to Graduation
- E. Policy No. 3121 STUDENTS: Enrollment and Attendance Records

8. **Reports and Discussions**

- A. 2024 - 2025 Preliminary Budget Update
- B. High School PE Competency Credit

VIC ROBERTS
DR. TRACI PIERCE
ALYSSA ST. HILAIRE

9. **Unfinished Business**

None

10. **Next Meeting Agenda**

- A. Preliminary Budget 2024 – 2025
- B. K-12 Student Goal Report: All Students are Safe, Known, and Valued
- D. Capital Projects Update
- E. 10-Year Capital Facility Plan

11. **Other Business as Authorized by Law**

12. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
Administration Building
April 10, 2024

MINUTES

MEMBERS PRESENT

Board Members: Gabe Galbraith, President of the Board; Micah Valentine, Vice President of the Board; Brittany Gledhill, Legislative Representative of the Board; Dr. Josh Miller, Board Member; Mike Connors, Board Member; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Student Board Member: Mallory Dupaquier, excused.

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 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.

Excused: Ron Cone, Executive Director of Information Technology

Other Guest(s): Bronson Brown, District Legal Counsel

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 37 online and in-person staff and guests.

Motion by Brittany Gledhill to excuse Student Representative to the Board Mallory Dupaquier.

Seconded by Mike Connors.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

RECOGNITION

School Bus Driver Appreciation

Superintendent Dr. Traci Pierce shared some history and statistics from the transportation department and recognized them for School Bus Driver Appreciation Day on April 23, 2024.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Rachel LaBelle commented on grants for student mental health services and the upcoming Benton Franklin Transit board meeting regarding the Youth Ride Free program.

Irving Brown Sr., President of the National Association for the Advancement of Colored People (NAACP) Chapter 1135-B, read a letter addressing concerns regarding the Board's recent passage of a resolution opposing ESB 5462 and ESHB 2331.

Gayle Hain commented on adopting curriculum and student mental health.

Lisa Peppard commented on the student advisory vote and the importance of listening to the community's voice.

CONSENT ITEMS

Motion by Micah Valentine to approve the consent items as presented.

Seconded by Mike Connors.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	Yes
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular Board Meeting March 27, 2024
- Personnel Actions – Certificated, Classified, and Extracurricular
- Highly Capable Program Plan

COMMUNICATIONS FOLLOW UP

None

SUPERINTENDENT/BOARD MEMBER REPORT

Superintendent Dr. Traci Pierce highlighted that board members received an invitation to the Action Team for Partnerships (ATP) end-of-year celebration. Dr. Pierce also reviewed Policy 1115, which provides the opportunity for the student board representative to provide an advisory vote prior to the Board's vote on agenda items. Dr. Pierce reported that the Superintendent's Student Advisory Council discussed communication issues regarding students receiving information about Running Start and other academic opportunities. She also noted that Student Representative Mallory

Dupaquier and Student Representative-Elect Annie Maltos are working on a video promoting the opportunity for students to apply for the position of 2024-25 Student Board Representative-Elect.

Board Member Dr. Josh Miller expressed his appreciation for those who took the time to comment this evening. He explained his opposition to ESB 5462 and ESHB 2331 and support for school board's local control, adding that democracy works best on a local level. Dr. Miller stressed that he is a big advocate of local control.

Board Member Brittany Gledhill shared that she visited Cottonwood Elementary and spoke with the principal about their highly capable program. She shared that she also talked to Jan Link about moving forward with her non-profit organization, Academic Link Outreach, to help students in the Kennewick School District. Ms. Gledhill further shared that she worked with a team of individuals who work with "Just Serve" at the non-profit fair, where 49 non-profit organizations were present, many of which are community partners.

Board Member Micah Valentine thanked the community members for bringing solutions and options regarding mental health. He also expressed his appreciation to the Instructional Materials Committee. Mr. Valentine shared his support for local control. He also shared that he and his family went on vacation to Iceland with Gabe Galbraith's family during spring break.

President Gabe Galbraith shared that he and Micah went to Iceland during spring break and stated, for the record, that the school district did not pay for their trip.

REPORTS AND DISCUSSIONS

2024 – 2025 Preliminary Budget

Vic Roberts, Executive Director of Business Operations, reviewed revenue and staffing changes for the school year 2024-25. He shared changes to the Materials, Supplies, and /Operating Costs (MSOC) budget and reviewed contractual-related services. Mr. Roberts presented the General Fund Budget projections for the 2024-25 through 2029-30 school years and a timeline showing June 26 as the date for Board adoption of the 2024 – 2025 budget.

Annual Staff/Human Resources Update

Superintendent Dr. Traci Pierce presented the Annual Staff and Human Resources report. She shared current staff statistics; recruiting, hiring, and retention efforts; annual staff survey data; staff recognition efforts; and systems for professional growth and evaluation. She discussed the current formula used in calculating the percentage for staff diversity and staff retention and suggested a new formula that would show a more authentic picture of staff diversity and staff retention.

President Galbraith announced a five-minute break at 7:53 p.m.

The Board reconvened at 8:01 p.m.

Highly Capable Program

Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning, presented an update on the actions the district is taking to improve highly capable services for Kennewick's students.

UNFINISHED BUSINESS

Second Step Digital Materials

Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning, presented an overview of the Second Step digital program and its website resources. She gave a final recommendation to approve the Second Step Digital Program for K-8, specifying that additional website resources are not approved for use.

Motion by Dr. Miller to approve the Second Step Digital Program for grades K-5.

Roll call vote:	Mr. Galbraith	Yes
	Mr. Valentine	No
	Ms. Gledhill	Yes
	Dr. Miller	Yes
	Mr. Connors	Yes

Motion carried 4-1.

Motion by Brittany Gledhill to approve the Second Step Digital Program for grades 6-8.

Seconded by Mike Connors.

Roll Call vote:	Mr. Galbraith	No
	Mr. Valentine	No
	Ms. Gledhill	Yes
	Dr. Miller	No
	Mr. Connors	Yes

Motion failed 2-3.

NEW BUSINESS

None

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Study Session
 1. Social Emotional Learning (SEL)

B. Business Meeting

1. Preliminary Budget 2024-25
2. PE Credit
3. 3000 Series Policies: Admission and Attendance
4. Policy 2419: Performance-Based Pathway for High School Graduation
5. Policy 2340: Race and the Curriculum
6. Policy and Procedure 3211: Gender-Inclusive Schools

EXECUTIVE SESSION

President Gabe Galbraith announced an end to the business portion of the meeting at 8:59 p.m. He moved the Board into executive session at 9:05 p.m. per RCW 42.30.110 (1) (i) to discuss a legal issue for approximately 30 minutes. Mr. Galbraith noted that no further formal action would be taken.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Galbraith reconvened the regular session of the Board at 9:35 p.m. There being no further business, the Board adjourned at 9:35 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: April 24, 2024

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

Exhibit A: Lists new employment contracts, requests for leaves of absence, and terminations which have occurred for certificated employees since the last meeting of the Board of Directors.

DATE: Wednesday, April 24, 2024

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS	Chelsea Venegas	Special Services	Assistant Director	Program Need	1.0	7/1/2024
REHIRE						
REPLACEMENT	Robbie Laurence	Hawthorne	Teacher - Spec Srvcs Elem	Fillafer move	1.0	2024-25
	Sydney Blackman	Special Services	Speech Lang. Pathologist	Beattie resignation	1.0	2024-25
LEAVE OF ABSENCE						
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS	Neena Fouts	Highlands MS	Teacher - MS		1.0	8/31/2024
RESIGNATIONS	Madison Maiocco	Horse Heaven Hills	Teacher - MS		1.0	8/31/2024
	Elizabeth Capetillo	Chiook MS	Teacher - MS		1.0	8/20/2024
	Robin Weaver	Special Services	Speech Lang. Pathologist		1.0	8/20/2024
	Amy Springen	A Creek/Cottonwood	Teacher - Elem		1.0	8/20/2024
IN DISTRICT TRANSFERS		Egate to Lrng Supports and Programs	Principal to Asst. Director	Del Toro move	1.0	7/1/2024
	Macey Wecker	Special Services	Speech Lang. Pathologist	Bjella resignation (add'l .50)	.50 to 1.0	Eff. 4/29/24
	Kathleen Kern	Rview/Screst to Adm Center	Teacher - Elem to Hi-Cap Specialist	Program Need	1.0	2024-25

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

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

DATE: April 24, 2024

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Meaghan Torres	Sage Crest	Para/SS/LifeSkills	Program need	6.5	4/24/2024
REPLACEMENT	Darren Seely	Transportation	Bus Driver		5.0	3/29/2024
	Clifton Burt	Transportation	Bus Driver		4.58	4/10/2024
	Bradley Skjerva	Transportation	Bus Driver		4.42	4/10/2024
	Joby Tijerina	Park	Security Personnel	Replaces Chris Oatis	8.0	4/17/2024
	Aleksandr Loboda	Highlands	Para/FP/LAP	Replaces Jesika Morillo Noguera	6.0	4/23/2024
	Jennifer Bucklin	Southridge	Para/SS/LifeSkills	Replaces Avery Reiboldt	6.5	4/17/2024
	Tiffani Parrella	Hawthorne	Para/SS/LifeSkills	Replaces Juliana Furniss	6.5	4/17/2024
	CJ Mathews	Southgate	Para/SS/Resource Room	Repalces Krissy Gutierrez	6.0	4/22/2024
	Claudia Wells	Southgate	Cook		6.0	4/22/2024
REHIRE						
RESIGNATION	Alyssa Martinez	Chinook	Para/SS/LifeSkills		6.5	4/12/2024
	Darin Voight	Edison	Para/SS/FP/LAP/BE		6.75	4/19/2024
	Tabatha Linville	Amon Creek	Para/SS/1-1/Autism Support		6.50	5/10/2024
	Cheryl Wistisen	Washington	Para/SS/Tier III Autism		6.5	3/29/2024
	Hannah Gray	Cottonwood	Cook	Maintains Transportation contract	3.0	4/12/2024
	Naomi Paup-Lefferts	ECEAP	Para/ECEAP		8.0	8/12/2024
	Margarita Ramos Chavez	KDC	Para/SS/OT/PT		6.0	4/26/2024
	Samantha Northrup	JJC	Para/Day Reporting/GED		5.0	8/20/2024
	Leanne Brown	Transportation	Bus Driver	To sub driver	4.5	4/26/2024
LEAVE OF ABSENCE						
RESIGNED FROM LOA						
RETIREMENT	Dave Arnim	Transportation	Bus Driver		5.33	3/29/2024
	Virginia Watt	Park	Para/SS/Resource Room		6.0	8/27/2024
RETURN FROM LOA						
TERMINATION						

EXTRACURRICULAR ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

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

BOARD MEETING DATE: Wednesday, April 24, 2024

EXHIBIT C SUPPLEMENTAL CONTRACTS ELECTIONS AND TERMINATIONS

	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>JUSTIFICATION</i>	<i>HOURS</i>	<i>DATE</i>
NEW POSITIONS						2024-2025 Sc Yr
REPLACEMENTS						2024-2025 Sc Yr
	Trey Kilmer	Southridge HS	Asst Football	Replaces Ted Homme		2024-2025 Sc Yr
	Flynn McPheron	Southidge HS	Asst Football	Replaces .5 Cooper Homme		2024-2025 Sc Yr
	Zachary Borisch	Southridge HS	Asst Football	Replaces .5 Cooper Homme		2024-2025 Sc Yr
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LEAVE OF ABSENCE	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	<i>DATE</i>
					2024-2025 Sc Yr
RESIGNATIONS	<i>NAME</i>	<i>SCHOOL</i>	<i>POSITION</i>	<i>COMMENTS</i>	
	Kyle Edwards	KENNEWICK HS	Asst Baseball	Resigned	2024-2025 Sc Yr
	Justin Kelly	Kamiakin HS	Asst Boys Basketball	Resigned	2024-2025 Sc Yr
	Kellie Ross	Kennewick HS	Asst Girls Basketball	Resigned	2024-2025 Sc Yr
					2024-2025 Sc Yr
					2024-2025 Sc Yr
					2024-2025 Sc Yr



Toni Neidhold
Director of Human Resources
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To: School Board Members

From: Toni Neidhold

CC Traci Pierce, Superintendent

Date: April 24, 2024

Re: Out of Endorsement Teacher Plans (2023-24)

OSPI requires that school districts keep support plans on file for teachers who may be teaching one or more classes outside of their endorsement area(s). WAC 181-82-110 states that these plans must be approved by the school board. This memo serves as the approval request to the School Board for the current "Out of Endorsement" plans that have been developed between the teachers and their principals. The Human Resources Department has also signed off and approved all plans. (See page 2)

RECOMMENDATION: Approve the Out of Endorsement Plans of Support developed by the KSD via principals and teachers. (See page 2)

NAME	CERT #	ENDORSEMENTS	BUILDING	GRADES	SUBJECT
Garcia, Savannah	594034A	Biology	Chinook	6th	Math
Kitchen, Renee	536254F	Elem Ed	HHMS	6, 7, 8	Resource Room



To: Kennewick School Board Members

From: Brandon Lord, Fiscal Officer

Re: Budget Status Report

Attached are the Budget Status Reports through, March 31, 2024

	BUDGET		PERCENTAGE TO BUDGET
GENERAL FUND			
Revenues	313,940,501.00	167,148,900.55	0.53
Expenditures	320,002,599.00	176,881,492.63	0.55
CAPITAL PROJECTS FUND			
Revenues	14,590,300.00	7,940,174.66	0.54
Expenditures	21,990,300.00	7,549,548.80	0.34
DEBT SERVICE FUND			
Revenues	17,550,080.00	8,828,059.69	0.50
Expenditures	17,335,000.00	14,185,634.38	0.82
ASSOCIATED STUDENT BODY FUND			
Revenues	3,426,854.00	1,198,876.64	0.35
Expenditures	3,309,268.00	1,111,390.78	0.34
SELF-INSURED WORKERS COMP / DENTAL FUND BALANCE			
Revenues	1,450,000.00	72,611.19	0.05
Expenditures	2,192,500.00	866,074.87	0.40
TRANSPORTATION VEHICLE FUND			
Revenues	1,238,000.00	8,644.63	0.01
Expenditures	1,600,000.00	0.00	0.00

Kennewick SD #17
Budget Status - General Fund

Report Date: 03/31/2024

Location 000

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	12,500,500.00	1,168,570.17	2,052,689.90	0.00	10,447,810.10	83.57
2000	Local State Non-Tax	2,165,930.00	228,725.51	1,385,049.64	0.00	780,880.36	36.05
3000	State Revenues	189,532,681.00	16,286,682.21	104,278,681.57	0.00	85,253,999.43	44.98
4000	State Revenues Special Purpose	59,138,306.00	5,774,883.67	35,585,880.88	0.00	23,552,425.12	39.82
5000	Federal Revenues	0.00	0.00	0.00	0.00	0.00	0.00
6000	Other Revenue	49,690,459.00	2,664,037.75	23,260,100.41	0.00	26,430,358.59	53.19
7000	Sale of Bonds	624,564.00	0.00	304,372.40	0.00	320,191.60	51.26
8000	Sale of Property & Equipment	288,061.00	38,976.60	282,125.75	0.00	5,935.25	2.06
Total Revenues/Other Fin. Sources		313,940,501.00	26,161,875.91	167,148,900.55	0.00	146,791,600.45	46.75
B. Expenditures							
00	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
01	Basic Education	160,747,953.00	12,376,150.28	86,718,162.41	2,250,464.15	71,779,326.44	44.65
02	Alternative Learning Exp	3,948,857.00	196,595.67	1,438,762.94	11,438.02	2,498,656.04	63.27
03	Dropout Reengagement	416,000.00	202,605.36	343,696.12	159,490.88	-87,187.00	20.95
09	TK Education	149,760.00	56,178.40	56,478.40	0.00	93,281.60	62.28
10	TBD	0.00	0.00	0.00	0.00	0.00	0.00
11	Federal Stimulus	0.00	0.00	0.00	0.00	0.00	0.00
12	TBD	0.00	0.00	0.00	0.00	0.00	0.00
13	Fiscal Stabilization	3,641,598.00	1,097,593.05	7,929,788.29	32,200.00	-4,320,390.29	118.63
14	IDEA Stimulus	6,335,250.00	112,777.47	1,009,638.49	1,470,647.05	3,854,964.46	60.84
18	Mckinney Vento	0.00	0.00	0.00	0.00	0.00	0.00
19	ARRA	287,693.00	14,415.51	103,580.98	0.00	184,112.02	64.00
21	Special Education State	34,183,932.00	2,829,544.17	20,054,054.61	384,795.15	13,745,082.24	40.20
22	SPED St Inf/Toddlers	0.00	0.00	0.00	0.00	0.00	0.00
23	SPED-ARP-IDEA	0.00	0.00	0.00	7,929.85	-7,929.85	0.00*
24	Special Education Supp Fed	3,627,919.00	204,611.64	2,082,027.13	757,958.86	787,933.01	21.71
29	Special Education Other	16,503.00	775.06	4,526.46	0.00	11,976.54	72.57
31	Vocational Basic State	8,349,572.00	852,991.32	4,842,804.83	305,136.37	3,201,630.80	38.34
34	Vocational M S	1,278,993.00	104,114.07	634,743.44	66,562.51	577,687.05	45.16
38	Vocational Federal	185,864.00	19,525.45	104,441.96	12,494.87	68,927.17	37.08
39	Vocational Other	44,564.00	3,968.20	27,806.12	0.00	16,757.88	37.60

* Zero budget with charges against it.

Kennewick SD #17

Budget Status - General Fund

Location 000

Report Date: 03/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
							Remaining
45	Skills Center Basic State	6,166,760.00	452,694.62	3,242,933.36	298,164.60	2,625,662.04	42.57
46	Skills Center Federal	84,428.00	6,485.24	47,532.25	0.00	36,895.75	43.70
51	Disadvantaged Fed	6,556,196.00	492,833.55	3,789,848.37	138,626.87	2,627,720.76	40.07
52	School Improvement Fed	1,229,143.00	53,989.55	516,557.36	100,039.90	612,545.74	49.83
53	Migrant Federal	2,499,868.00	177,443.77	1,259,098.95	68,600.15	1,172,168.90	46.88
55	Learning Assistance	10,671,538.00	905,502.78	6,124,916.81	154,532.87	4,392,088.32	41.15
56	Inst. Center & Homes Delin	562,260.00	7,034.04	270,280.67	555.40	291,423.93	51.83
57	Inst Neglected & Delinq	0.00	0.00	0.00	0.00	0.00	0.00
58	Special & Pilot Programs State	2,047,787.00	4,563.41	11,596.73	0.00	2,036,190.27	99.43
59	St Institution Co Jail	40,841.00	2,385.29	17,034.77	0.00	23,806.23	58.29
64	Limited English Porficiency	560,798.00	22,917.86	156,852.41	0.00	403,945.59	72.03
65	Transitional Bilingual State	4,122,658.00	325,978.57	2,488,232.72	72,692.24	1,561,733.04	37.88
66	Student Achievement	0.00	0.00	0.00	0.00	0.00	0.00
73	Summer School	54,251.00	0.00	0.00	0.00	54,251.00	100.00
74	Highly Capable	504,799.00	36,503.86	304,658.06	0.00	200,140.94	39.64
75	Flexible Education State	0.00	0.00	0.00	0.00	0.00	0.00
79	Instructional Programs Other	2,008,060.00	37,485.06	287,808.37	135,112.78	1,585,138.85	78.93
86	Community Schools	185,736.00	2,260.98	31,258.16	0.00	154,477.84	83.17
88	Day Care	2,977,421.00	226,784.38	1,779,630.90	140,242.22	1,057,547.88	35.51
89	Other Community Service	111,270.00	6,267.35	49,751.96	66,010.00	-4,491.96	4.03
97	Districtwide Support	32,730,315.00	1,950,574.22	17,990,833.04	1,546,519.17	13,192,962.79	40.30
98	Food Services	12,337,314.00	1,103,704.84	6,856,714.70	2,046,659.19	3,433,940.11	27.83
99	Pupil Transportation	11,336,698.00	907,420.29	6,305,440.86	513,417.37	4,517,839.77	39.85
	Total Expenditures	320,002,599.00	24,794,675.31	176,881,492.63	10,740,290.47	132,380,815.89	41.36
	C. Other Fin. Uses Trans. Out (GL 536)	0.00	0.00	0.00			
	D. Other Financing Uses (GL535)						
	E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-6,062,098.00	1,367,200.60	-9,732,592.08		14,410,784.55	0.00

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Report Date: 03/31/2024

Location ⁰⁰⁰	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
						Remaining
F. Total Beginning Fund Balance	0.00		46,325,047.39			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-6,062,098.00		36,592,455.30			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 821 Rest for C/O of Restricted Rev	0.00		1,276,713.73			
GL 825 Restricted Skill Centers	0.00		1,080,652.00			
GL 828 Restricted C/O Food Service	0.00		0.00			
GL 831 Restricted Emp Comp Absences	0.00		0.00			
GL 840 Nonsp Fd Bal Inventory/Prepaid	0.00		861,865.72			
GL 862 Restricted from Levy Proceeds	0.00		0.00			
GL 863 Restricted from State Proceeds	0.00		0.00			
GL 870 Committed to Other Purposes	0.00		0.00			
GL 872 Committed To Economic Stabiliz	0.00		0.00			
GL 875 Assigned to Contingencies	0.00		25,939,315.94			
GL 884 Assigned to Capital Projects	0.00		5,000,000.00			
GL 888 Assigned to Other Purposes	0.00		966,500.00			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 891 Unassigned Minimum Fd Bal Poli	0.00		11,200,000.00			
GL 890 Unreserved/ Fund Balance	-6,062,098.00		-9,732,592.08			
	-6,062,098.00		36,592,455.31			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2024

REPORT DATE: 03/31/2024

Activity	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
000	Not Applicable	0.00	0.00	0.00
011	Board Of Directors	169,714.43	380,406.00	48,000.00
012	Superintendent Office	296,008.30	474,174.00	0.00
013	Business Office	955,567.28	1,826,959.00	159,195.32
014	Human Resources	685,255.71	1,275,562.00	80,810.57
015	Public Relations	319,194.99	636,582.00	64,500.00
021	Supervision	3,249,459.13	6,153,605.00	65,343.05
022	Learning Resources	2,995,796.23	5,451,559.00	6,909.00
023	Principals	10,435,500.00	19,356,424.00	10,071.39
024	Counseling	6,730,359.63	11,208,807.00	709,518.01
025	Pupil Mgnt & Safety	3,290,941.16	7,464,002.00	375,614.21
026	Health Services	6,493,570.58	11,867,321.00	350,505.35
027	Teaching	102,195,311.86	182,839,001.00	4,184,900.64
028	Extra Curricular	3,035,707.73	4,090,957.00	40,601.52
031	Professional Development	4,031,565.20	8,458,341.00	541,465.99
032	Inst Technology Equip	437,990.10	1,294,222.00	8,445.45
033	Curriculum	1,294,980.70	3,861,539.00	277,726.80
034	Professional Learning State	791,679.54	2,095,062.00	0.00
035	Pupil Safety	472,574.16	0.00	0.00
041	Food Service Supervision	680,772.66	1,148,972.00	351,796.28
042	Food	2,362,132.89	3,489,320.00	1,482,784.20
043	Commodities	0.00	765,302.00	0.00
044	Food Service Operations	3,831,713.11	7,022,854.00	267,480.71
049	Transfers	-22,208.00	0.00	0.00
051	Transportation Supervision	593,742.10	955,611.00	5,949.35
052	Transportation Operations	4,048,600.64	7,454,163.00	438,517.75
053	Transportation Maintenance	547,809.01	1,054,109.00	68,950.27
054	Transportation Maintenance	0.00	0.00	0.00
055	Transportation Maintenance	0.00	0.00	0.00
056	Transportation Insurance	313,689.36	300,500.00	0.00
058	TBD	0.00	0.00	0.00
059	Transfers	-241,354.90	-318,920.00	0.00
061	Maintenance Supervision	386,666.20	923,562.00	0.00
062	Maintenance Grounds	1,048,534.22	2,317,001.00	356,332.39
063	Operations Buildings	3,938,014.42	7,410,959.00	2,041.33
064	Maintenance Of Bldg & Equip	2,712,593.42	5,180,253.00	501,022.31
065	Utilities	2,265,666.64	4,024,500.00	0.00

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2024

REPORT DATE: 03/31/2024

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
067	Bldg Security	41,267.83	95,000.00	7,931.45	45,800.72
068	Insurance	3,167,901.05	2,976,000.00	0.00	-191,901.05
072	Data Processing	2,578,834.22	4,962,997.00	223,812.00	2,160,350.78
073	Printing	244,611.30	380,191.00	38,982.97	96,596.73
074	Warehouse	376,372.47	707,833.00	1,585.51	329,875.02
075	Motor Pool	111,821.73	373,488.00	69,496.65	192,169.62
083	Interest	0.00	6,500.00	0.00	6,500.00
091	Public Activities	13,135.53	37,881.00	0.00	24,745.47
Total:		176,881,492.62	320,002,599.00	10,740,290.47	132,380,815.90

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by State Object

FISCAL YEAR: 2024

REPORT DATE: 03/31/2024

State Object	Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
0 Debit Transfer	377,148.53	472,320.00	0.00	95,171.47
1 Credit Transfer	-367,300.69	-472,720.00	0.00	-105,419.31
2 Certificated Salaries	83,748,994.60	147,028,086.00	0.00	63,279,091.40
3 Classified Salaries	28,034,883.00	52,433,969.00	0.00	24,399,086.00
4 Benefits & PR Taxes	40,244,648.29	73,131,389.00	0.00	32,886,740.71
5 Supplies	6,328,735.10	15,336,491.00	1,220,704.80	7,787,051.10
7 Contract Services	17,959,692.29	30,661,446.00	9,423,282.91	3,278,470.80
8 Travel	310,683.62	737,680.00	2,000.00	424,996.38
9 Capital Outlay	244,007.89	673,938.00	94,302.76	335,627.35
Total:	176,881,492.63	320,002,599.00	10,740,290.47	132,380,815.90

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

Kennewick SD #17

Budget Status - Capital Projects Fund

Location 000

Report Date: 03/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	4,490,300.00	232,361.47	2,181,068.83	0.00	2,309,231.17	51.42
2000	Local State Non-Tax	600,000.00	447,550.69	967,376.28	0.00	-367,376.28	61.22
4000	State Revenues Special Purpose	9,500,000.00	0.00	4,791,729.55	0.00	4,708,270.45	49.56
7000	Sale of Bonds	0.00	0.00	0.00	0.00	0.00	0.00
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		14,590,300.00	679,912.16	7,940,174.66	0.00	6,650,125.34	45.57
B. Expenditures							
10	Sites	2,000,000.00	0.00	0.00	0.00	2,000,000.00	100.00
20	Buildings	10,650,000.00	28,676.47	6,446,479.43	6,987,745.97	-2,784,225.40	26.14
30	Equipment	9,340,300.00	47,556.26	1,103,069.37	339,355.67	7,897,874.96	84.55
Total Expenditures		21,990,300.00	76,232.73	7,549,548.80	7,327,101.64	7,113,649.56	32.34
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-7,400,000.00	603,679.43	390,625.86		-463,524.22	0.00
F. Total Beginning Fund Balance		0.00		33,946,276.84			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-7,400,000.00		34,336,902.70			
I. Ending Fund Balance Accounts							
GL 810	Restricted for Other Items	0.00		0.00			
GL 825	Restricted Skill Centers	0.00		0.00			
GL 861	Restricted from Bond Proceeds	0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17

Budget Status - Capital Projects Fund

Location 000

Report Date: 03/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
						Remaining
GL 862 Restricted from Levy Proceeds	0.00		3,087,578.84			
GL 863 Restricted from State Proceeds	0.00		21,137,204.48			
GL 888 Assigned to Other Purposes	0.00		-20,546,772.15			
GL 889 Assigned to Fund Purposes	0.00		9,721,493.52			
GL 890 Unreserved/ Fund Balance	-7,400,000.00		20,937,398.01			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Debt Service Fund

Report Date: 03/31/2024

Location 000

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	17,550,080.00	940,084.74	8,828,059.69	0.00	8,722,020.31	49.69
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		17,550,080.00	940,084.74	8,828,059.69	0.00	8,722,020.31	49.69
B. Expenditures							
92	.	6,550,000.00	0.00	3,400,634.38	0.00	3,149,365.62	48.08
11	Debt Principal	10,785,000.00	0.00	10,785,000.00	0.00	0.00	0.00
Total Expenditures		17,335,000.00	0.00	14,185,634.38	0.00	3,149,365.62	18.16
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		215,080.00	940,084.74	-5,357,574.69		5,572,654.69	##&.&&
F. Total Beginning Fund Balance		0.00		8,792,465.46			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		215,080.00		3,434,890.77			
I. Ending Fund Balance Accounts							
	GL 810 Restricted for Other Items	0.00		0.00			
	GL 830 Restricted Debt Service	0.00		8,792,465.46			
	GL 889 Assigned to Fund Purposes	0.00		0.00			
	GL 890 Unreserved/ Fund Balance	215,080.00		-5,357,574.69			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Report Date: 03/31/2024

Location ⁰⁰⁰

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	%
							Remaining
A. Revenue/Other Fin. Sources							
		0.00	0.00	0.00	0.00	0.00	0.00
100	General Student Body	857,883.00	26,338.99	436,870.22	0.00	421,012.78	49.07
200	Athletics	986,216.00	27,186.09	383,694.45	0.00	602,521.55	61.09
300	Classes	109,180.00	2,216.00	11,422.87	0.00	97,757.13	89.53
400	Clubs	1,449,175.00	33,150.60	359,732.30	0.00	1,089,442.70	75.17
600	Private Moneys	24,400.00	0.00	7,156.80	0.00	17,243.20	70.66
	Total Revenues/Other Fin. Sources	3,426,854.00	88,891.68	1,198,876.64	0.00	2,227,977.36	65.01
B. Expenditures							
100	General Student Body	782,775.00	43,482.92	234,670.09	38,691.56	509,413.35	65.07
200	Athletics	1,094,627.00	112,386.17	452,557.40	22,102.45	619,967.15	56.63
300	Classes	83,820.00	9,193.80	16,258.92	1,000.00	66,561.08	79.40
400	Clubs	1,309,046.00	78,386.39	402,210.62	35,398.33	871,437.05	66.57
600	Private Moneys	39,000.00	4,477.47	5,693.75	0.00	33,306.25	85.40
	Total Expenditures	3,309,268.00	247,926.75	1,111,390.78	97,192.34	2,100,684.88	63.47
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)							
		117,586.00	-159,035.07	87,485.86		127,292.48	108.25
F. Total Beginning Fund Balance							
		0.00		2,126,758.35			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)							
		117,586.00		2,214,244.21			
I. Ending Fund Balance Accounts							
	GL 810 Restricted for Other Items	0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 03/31/2024

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 819 Restricted to Fund Purpose	0.00		2,126,758.35			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	117,586.00		2,214,244.21			
	117,586.00		4,341,002.56			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Self Insurance

Report Date: 03/31/2024

Location ⁰⁰⁰	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	0.00	0.00	0.00	0.00	0.00	0.00
2000 Local State Non-Tax	1,450,000.00	2,038.21	72,611.19	0.00	1,377,388.81	94.99
Total Revenues/Other Fin. Sources	1,450,000.00	2,038.21	72,611.19	0.00	1,377,388.81	94.99
B. Expenditures						
97 Districtwide Support	2,192,500.00	92,258.29	866,074.87	0.00	1,326,425.13	60.49
Total Expenditures	2,192,500.00	92,258.29	866,074.87	0.00	1,326,425.13	60.49
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)						
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-742,500.00	-90,220.08	-793,463.68		50,963.68	0.00
F. Total Beginning Fund Balance	0.00		5,028,561.35			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-742,500.00		4,235,097.67			
I. Ending Fund Balance Accounts						
GL 889 Assigned to Fund Purposes	0.00		5,028,561.35			
GL 890 Unreserved/ Fund Balance	-742,500.00		-793,463.68			
	-742,500.00		4,235,097.67			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Transportation Fund

Report Date: 03/31/2024

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
2000	Local State Non-Tax	3,000.00	1,266.14	8,644.63	0.00	-5,644.63	188.15
4000	State Revenues Special Purpose	1,235,000.00	0.00	0.00	0.00	1,235,000.00	100.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		1,238,000.00	1,266.14	8,644.63	0.00	1,229,355.37	99.30
B. Expenditures							
99	Pupil Transport	0.00	0.00	0.00	0.00	0.00	0.00
99	Pupil Transport Equipmt Purc	1,600,000.00	0.00	0.00	1,595,414.42	4,585.58	0.28
Total Expenditures		1,600,000.00	0.00	0.00	1,595,414.42	4,585.58	0.28
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-362,000.00	1,266.14	8,644.63		1,224,769.79	0.00
F. Total Beginning Fund Balance		0.00		556,385.41			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-362,000.00		565,030.04			
I. Ending Fund Balance Accounts							
	GL 810 Restricted for Other Items	0.00		0.00			
	GL 819 Restricted to Fund Purpose	0.00		556,385.41			
	GL 889 Assigned to Fund Purposes	0.00		0.00			
	GL 890 Unreserved/ Fund Balance	-362,000.00		8,644.63			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT #17
Regular Board Meeting
4/24/2024

WARRANT REGISTEF Dated: 3/01/24 - 3/31/24

Warrant Type	Date	Numbers	Amount	Totals
General	15-Mar-24	397109-397246	1,666,869.85	
	29-Mar-24	397247-397338	1,186,759.99	
	29-Mar-24	397339-397381	3,781,848.65	
Total Accounts Payable Warrants				6,635,478.49
	07-Mar-24	Fed Tax Wire/B/C	101.82	
	14-Mar-24	Fed Tax Wire/B/C	64.76	
	15-Mar-24	A/P EFT	22,094.63	
	18-Mar-24	Capital One	53,783.37	
	25-Mar-24	Wire BMO	596,682.66	
	25-Mar-24	Use Tax	1,522.80	
	29-Mar-24	A/P EFT	19,986.65	
	29-Mar-24	Capital One	97,348.39	
	29-Mar-24	Child Supp wire	7,952.78	
	29-Mar-24	P/R Dir Dep Wire	10,614,379.44	
	29-Mar-24	Fed Tax Wire/B/C	3,630,158.58	
	29-Mar-24	D Of R Wire	2,640,661.11	
	29-Mar-24	WA CARES	235,378.96	
	29-Mar-24	PFML	416,711.63	
Total Wire - Benton County				18,336,827.58
	17-Mar-24	702888	534.46	
	14-Mar-24	702889	363.25	
	29-Mar-24	702890-702907	23,514.87	
Total Payroll General Warrants				24,412.58
Capital Projects	Date			
	3/15/2024	12964-12967	62,030.71	
	3/25/2024	Wire BMO/DoR/EFT/C	0.00	
	3/29/2024	12968-12969	14,202.02	
Total Capital Projects Warrants				76,232.73
ASB	Date			
	3/15/2024	66130-66168	83,186.58	
	3/25/2024	Wire BMO/DoR/EFT/C	156,155.50	
	3/29/2024	66169-66180	10,969.03	
Total ASB Warrants				250,311.11
Transportation/Vehicle	Date			
Total Transportation/Vehicle Warrants				0.00
Self Ins Wkrs Comp	Date			
	3/15/2024	1202-1203	46,802.75	
	3/25/2024	Wire BMO/DoR/EFT	5,563.87	
	3/26/2024	1204	1,644.96	
	3/29/2024	1205	39,081.36	
Total Self Ins Wkrs Comp/Dental Fund				93,092.94
Total Warrants Issued			25,416,355.43	25,416,355.43

^ 4/23/2024



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

DATE: April 24, 2024
TO: Board of Directors
FROM: Dr. Traci Pierce, Superintendent
RE: **3000 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, this year, the 3000 series policies are being reviewed and updated as appropriate. The 3000 series policies are organized by five categories: 1) Admission and Attendance; 2) Student Rights and Responsibilities; 3) Corrective Actions or Punishment; 4) Student Welfare; and 5) Student Activities. The review process for the first category, Admission and Attendance, has been completed. Policies 3110 through 3143 have been reviewed and amended to reflect updated legal references, format alignment, and stylistic consistency. Policies with any substantive content amendments are 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 are placed on the consent agenda for Board approval. Any policies that are redundant or outdated will be recommended to be repealed. In addition, certain policies in the series/category were reviewed but not amended, as they had already been recently amended prior to the formal review cycle. Those policies are noted below as well.

The following 3000 series policies have been reviewed and updated. Modifications are attached with underline/strike-thru updated copies and clean copies and are presented for Board approval:

- 3110-P
- 3115-P
- 3122-P
- 3133-P
- 3136-P
- 3143-P

Note: Three policies in the Admission and Attendance category were not amended, as they were already recently amended prior to the formal review process:

- 3113-P (amended September 2023)
- 3130-P (amended October 2023)
- 3131-P (amended November 2023)
- 3132-P (amended November 2023)

Recommendation for Board action:

Approve the updated policies as amended.

STUDENTS

Qualifications of Attendance and Placement

Age of Admission

~~It is a right and responsibility of Attending the schools of the district shall be recognized as a right and responsibility for~~ those who meet the requirements prescribed by law to attend the schools of the district.

Every resident of the district who ~~satisfied~~ satisfies the minimum entry age requirement and is less than ~~twenty-one~~ 21 years of age has the right to attend the district's schools until ~~the resident he/she~~ completes high school graduation requirements.

Children of age ~~8-eight~~ and less than age 18 are required by law to attend public school, ~~or an state-~~ approved private school or educational center, ~~or be~~ unless they are receiving home-based instruction ~~complying with state law.~~ Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent or designee shall exercise ~~the his/her~~ authority to grant exceptions when ~~he/she it is determines-determined~~ that the student:

- A. Is lawfully and regularly employed, and
- B. Has permission of a parent, or
- C. Is emancipated pursuant to Chapter 13.64 RCW; or
- D. Is subject to one of the other exceptions to compulsory attendance.

- ~~1. Is physically or mentally unable to attend school,~~
- ~~2. Is attending a residential school operated by the department of social and health services,~~
- ~~3. Is incarcerated in an adult correctional facility,~~
- ~~4. Has been temporarily excused upon the request of his or her parents for purposes agreed upon by the school authorities and parents.~~

~~Under certain circumstances, children who are at least 16 and less than 18 years may be excused from further attendance at school. The superintendent or designee shall exercise his/her authority to grant exceptions when he/she determines that the student:~~

- ~~1. Has met graduation requirements~~
- ~~2. Has received a certificate of educational competence~~
- ~~3. Is regularly and lawfully employed and has parent permission or is emancipated in accordance with chapter 13.64 RCW.~~

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services, and take or receive any combination of courses and ancillary services ~~which is~~ offered by a public

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Policy No. 3110
Qualifications of Attendance and Placement – Continued

school to full-time students.

Entrance Qualifications

~~To be admitted to a The entrance age for regular kindergarten program that commences in the fall of the year, a child must not be less than students shall be five (5) years of age prior to September 1 of that school year. To be admitted to a first-grade program that commences in the fall of the year a child must not be less than six years prior to September 1 of that school year. old on or before August 31 of the year they enroll. The entrance age for first grade students shall be six (6) years old on or before August 31 of the year they enroll. A birth certificate should be presented at the time the student is enrolled. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in the essential academic learning requirements and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30th calendar day following the student's first day of attendance.~~

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Exemptions

~~Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent will identify screening processes and instruments that will provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low-income students whose parents are unable to pay the full cost of preadmission screening.~~

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~~Provisions are to be made for the rare cases in which children are mature enough for school enrollment before they reach the approved age. Individual tests will be administered at the expense of the parents, and, in all special cases, the school administration shall make the final decision for enrolling the students.~~

~~A student who is transferring from a private school or a school in another state, and who is not requesting early entry testing for kindergarten or first grade, may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination shall be made no later than the 30th calendar day following the student's first day of attendance.~~

Placement of Students

The decision of where to place a student seeking admission to the district rests with the school and/or district administration. Generally, students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

The ~~Kennewick School D~~istrict reserves the right to and may assign students to attend schools or programs other than at their ~~usual resident~~ attendance area (“~~home~~”) school for certain specific reasons. ~~-~~These reasons include, but are not limited to the following:

1. To meet ~~the specific~~ academic needs,
2. To provide appropriate programming for special needs students,
3. To avoid or lessen program disruption, ~~and/or~~
4. To protect the health and safety of either the assigned student or other students or staff,
5. To establish a plan for re-entry as a result of a suspension or expulsion, ~~and/or,~~
6. To otherwise meet ~~District district~~ or student needs.

It is recognized that these exceptional assignments for certain students are only to be made with good reason. ~~-~~Any student or parent/guardian who disagrees with a ~~District district~~ assignment to other than the student’s resident attendance area school may appeal the assignment to the ~~Superintendent superintendent~~ or ~~his/her~~ designee.

Legal References: ~~RCW 28A.225.010~~RCW 28A.225.010 Attendance mandatory—~~Age—~~Exceptions. Person having custody—When excused
28A.225.020 School’s duties upon ~~juvenile’s child’s~~ failure to attend school.
28A.225.160 Qualification for admission to district’s schools – Fees for preadmission screening. Attendance age eligibility
28A.225.220 Adults, children from other districts,

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Policy No. 3110
Qualifications of Attendance and Placement – Continued

~~WAC 180-39~~ ~~WAC 392-335-010~~ agreements for attending school—~~Tuition.~~
~~Uniform Entry entry~~
~~age for kindergarten. Qualifications~~
[392-134-10](#) Attendance rights of part-time public school
students.
~~392-137.392-137-130 District policies—Procedure and~~
~~criteria for release—Release of resident~~
~~students and admission of~~ nonresident
~~students~~~~districts.~~

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Adopted: September 8, 1993
~~Revised/Amended:~~ March 1, 2000 (~~Policy 3110 & 3111 combined~~)
~~Amended:~~ April 24, 2024

STUDENTS

Qualifications of Attendance and Placement

Age of Admission

It is a right and responsibility of those who meet the requirements prescribed by law to attend the schools of the district. Every resident of the district who satisfies the minimum entry age requirement and is less than 21 years of age has the right to attend the district's schools until the resident completes high school graduation requirements.

Children of age eight and less than age 18 are required by law to attend public school, or an approved private school or educational center, unless they are receiving home-based instruction. Under certain circumstances children who are at least 16 and less than 18 years of age may be excused from further attendance at school. The superintendent or designee shall exercise the authority to grant exceptions when it is determined that the student:

- A. Is lawfully and regularly employed, and
- B. Has permission of a parent, or
- C. Is emancipated pursuant to [Chapter 13.64 RCW](#); or
- D. Is subject to one of the other exceptions to compulsory attendance.

A resident student who has been granted an exception retains the right to enroll as a part-time student and shall be entitled to take any course, receive any ancillary services, and take or receive any combination of courses and ancillary services offered by a public school to full-time students.

Entrance Qualifications

To be admitted to a regular kindergarten program that commences in the fall of the year, a child must not be less than five years of age prior to September 1 of that school year. To be admitted to a first-grade program that commences in the fall of the year a child must not be less than six years prior to September 1 of that school year. Any student not otherwise eligible for entry to the first grade who has successfully completed a state-approved, public or private, kindergarten program of 450 or more hours including instruction in the essential academic learning requirements and other subjects that the district determines are appropriate will be permitted entry into the first-grade program. If necessary, the student may be placed in a temporary classroom assignment for the purposes of evaluation prior to making a final determination of the student's appropriate placement. Such determination will be made no later than the 30th calendar day following the student's first day of attendance.

Policy No. 3110
Qualifications of Attendance and Placement – Continued

Exemptions

Special exemptions may be made for younger pupils who appear to be sufficiently advanced to succeed in the educational program. The superintendent will identify screening processes and instruments that will provide reliable estimates of these skills and abilities, develop procedures for implementing this policy and establish fees to cover expenses incurred in the administration of preadmission screening processes. The district will provide a fee waiver or a reduction in fees for low-income students whose parents are unable to pay the full cost of preadmission screening.

Placement of Students

The decision of where to place a student seeking admission to the district rests with the school and/or district administration. Generally, students meeting the age of admission requirements or transferring from a public or approved private school will be placed in kindergarten or first grade, or the grade from which they transferred. The principal will evaluate the educational record and assessments of all other students to determine their appropriate placement. A temporary classroom assignment may be made for no more than thirty calendar days for the purpose of evaluation prior to making the final placement decision.

The district reserves the right to and may assign students to attend schools or programs other than at their resident attendance area school for certain specific reasons. These reasons include, but are not limited to the following:

1. To meet specific academic needs,
2. To provide appropriate programming for special needs students,
3. To avoid or lessen program disruption,
4. To protect the health and safety of either the assigned student or other students or staff,
5. To establish a plan for re-entry as a result of a suspension or expulsion, and/or,
6. To otherwise meet district or student needs.

It is recognized that these exceptional assignments for certain students are only to be made with good reason. Any student or parent/guardian who disagrees with a district assignment to other than the student's resident attendance area school may appeal the assignment to the superintendent or designee.

Legal References: RCW [28A.225.010](#) Attendance mandatory – Age – Exceptions.
 [28A.225.020](#) School's duties upon child's failure to attend school.

Policy No. 3110
Qualifications of Attendance and Placement – Continued

	28A.225.160	Qualification for admission to district's schools – Fees for preadmission screening.
	28A.225.220	Adults, children from other districts, agreements for attending school – Tuition.
WAC	392-335-010	Uniform entry age for kindergarten.
	392-134-10	Attendance rights of part-time public school students.
	392-137-130	Release of students to nonresident districts.

Adopted: September 8, 1993
Amended: March 1, 2000
Amended: April 24, 2024

STUDENTS

Education for Homeless Children and Youth Students Experiencing Homelessness – Enrollment Rights and Services

~~To the extent practical and as required by law, the district will work with students and families experiencing homelessness to provide students with~~ ~~It shall be the policy of the Board of Directors of Kennewick School District No. 17 to provide each child of a homeless individual and each homeless youth an opportunity for~~ equal access to the same free, appropriate public education (including public preschool education) and services ~~as provided to their permanently housed peers, other students.~~

~~To the extent practical and as required by law, the District will work with homeless students and their families to provide stability in school attendance and other services, including public pre-school education.~~ Special attention will be given to ensuring the identification, enrollment and attendance of ~~homeless~~ students experiencing homelessness² not currently attending school, as well as mitigating educational barriers to their academic success. ~~Additionally, the District~~ district will take reasonable steps to ensure that ~~homeless~~ students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their ~~homeless~~ status as experiencing homelessness.

~~Homeless~~ Students experiencing homelessness will be provided ~~District~~ district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, ~~bilingual-multilingual~~ education, vocational and technical education programs, gifted and talented ~~programs/highly capable programs,~~ and school nutrition programs.

~~Homeless students~~ Students experiencing homelessness are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. ~~Are a~~ Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation; ~~s for human beings~~
- E.F. _____ - Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
- E.G. _____ Migratory children living in conditions described in the previous examples.

The ~~Superintendent~~ superintendent or designee shall designate an appropriate staff person to be the ~~District's~~ district's McKinney-Vento liaison for ~~homeless~~ students experiencing

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Policy No. 3115

Education for Homeless Children and Youth Students Experiencing Homelessness – Enrollment Rights and Services – Continued

homelessness and their families. -The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompany this policy.

If the ~~District~~-district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the ~~homeless~~-situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. -The point of contact is responsible for identifying students experiencing homelessness and unaccompanied youth and connecting them with the ~~District's~~-district's ~~homeless student~~McKinney-Vento liaison. -The ~~District's~~-district's ~~homeless student~~McKinney-Vento liaison is responsible for training the building points of contact.

Best Interest Determination

In ~~making a determination~~determining as to which school is in the ~~homeless~~-student's best interest to attend, the ~~District~~-district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to ~~homeless~~-families experiencing homelessness on the same terms as families resident in the ~~District~~-district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. -The parent or guardian will be informed of the ~~District's~~-district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in language they can understand. The ~~District's~~-district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to ~~District~~-district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be, ~~or~~ denied or delayed due to missed application deadlines or fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the ~~District~~-district liaison is directed to assist. Records from the student's previous school shall be requested from

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Policy No. 3115

Education for Homeless Children and Youth
Students Experiencing Homelessness – Enrollment Rights and Services – Continued

the previous school pursuant to ~~District~~district policies. Emergency contact information is required at the time of enrollment consistent with ~~District~~district policies, including compliance with the state’s Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information ~~cannot be demanded~~ in a form or manner that ~~constructs~~creates a barrier to enrollment and/or attendance at school.

~~Homeless~~sStudents experiencing homelessness are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a ~~homeless~~ student is living in another district but will attend ~~his or her school~~the school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The ~~District’s~~district’s McKinney-Vento liaison ~~for homeless students and their families~~ shall coordinate with local social service agencies that provide services to ~~homeless~~ children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of ~~homeless~~ students experiencing homelessness where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The ~~District’s~~district’s liaison will also review and recommend amendments to ~~District~~district policies that may act as barriers to the enrollment of ~~homeless~~ students and will participate in professional development and other technical assistance activities, as determined by the state-level Office of Superintendent of Public Instruction (OSPI) coordinator for homeless children and youth programs.

The ~~Superintendent~~superintendent or designee will:

- ◆ A. Strongly encourage ~~District~~district staff, including substitute and regular bus drivers, to annually review the video posted on the OSPI website on identification of student homelessness;
- ◆ B. Strongly encourage every ~~District~~district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth.
- ◆ C. Ensure that the ~~District~~district includes, in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website.)
- ◆ D. Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, and posting information on the ~~District’s~~district’s website).

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Facilitating On-time Grade Level Progression

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Education for Homeless Children and Youth Students Experiencing Homelessness – Enrollment Rights and Services – Continued

The ~~District-district~~ will: -1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. -In the event the ~~District-district~~ denies a waiver and the student would have qualified to graduate from their sending school district, the ~~District-district~~ will provide an alternative process of obtaining required coursework so that the student may graduate on time.

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The ~~District-district~~ will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and non-academic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the ~~District-district~~ will grant partial credit for coursework completed before the date of the withdrawal or transfer. -When the ~~District-district~~ receives a transfer student in these circumstances, it will accept the student’s partial credits, apply them to the student’s academic progress or graduation, or both, and allow the student to earn credits regardless of the student’s date of enrollment in the ~~District-district~~.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the ~~District-district~~ will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the ~~District-district~~, but is ineligible to graduate from the ~~District-district~~ after all alternatives have been considered, the ~~District-district~~ will waive its local requirements and ensure that the student receives a diploma.

Informed Consent for Healthcare

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Informed consent for healthcare on behalf of the student experiencing homelessness may be obtained from a school nurse, school counselor or homeless student liaison when:

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- a.A. Consent is necessary for non-emergency, outpatient, primary care services, including physical examination, vision examinations and eyeglasses, dental examinations hearing examination and hearing aids, immunizations, treatments for illnesses and conditions and routine follow-up care customarily provided by a healthcare provider in an outpatient setting, excluding elective surgeries;

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- b.B. The student meets the definition of a “homeless child or youth” under the federal McKinney-Vento ~~Homeless-homeless Education-education Assistance-assistance Improvements-improvements Act-act~~ of 2001; and

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Policy No. 3115

Education for Homeless Children and Youth Students Experiencing Homelessness – Enrollment Rights and Services – Continued

e.C. The student is not under the supervision or control of a parent, guardian, or legal guardian, and is not in the care and custody of the department of social and health services.

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Upon the request by a healthcare facility or a healthcare provider, a ~~District~~ district employee authorized to consent to care must provide to the person rendering care, a signed copy or dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor or homeless student liaison and, that the minor patient meets the requirements of RCW 7.70.065 (2) (b) listed above in this policy.

The ~~District~~ district and the ~~District~~ district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a healthcare facility or a healthcare provider described in the above paragraph must include written notice that the district employee is exempt from administration sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

Legal References: RCW 28A.225.215 Enrollment of children without legal residences
RCW 28A.320.142 Unaccompanied and homeless youth – Building point of contact – Duty of district liaison for students experiencing homelessness.
RCW 28A.225.215 Enrollment of children without legal residences.
RCW 28A.320.145 Support for homeless students.
RCW 28A.320.145 Support for hHomeless students.

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20 U.S.C. 6301 et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
20 U.S.C. 6301, et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]

42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
42 U.S.C. 11431 et seq. McKinney-Vento Homeless Assistance Act
42 U.S.C. 11431, et seq. McKinney-Vento Homeless Assistance Act

Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682-2016 legislative session)
Chapter 28A.320 RCW Provisions applicable to all districts (new section created by 3SHB 1682-2016 legislative session)

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Adopted: August 13, 2003
~~Revised~~Amended: July 16, 2014
~~Revised~~Amended: August 19, 2015
~~Revised~~Amended: January 24, 2018
~~Revised~~Amended: December 5, 2018

Policy No. 3115

~~Education for Homeless Children and Youth~~Students Experiencing Homelessness – Enrollment Rights and Services – Continued

Amended: April 24, 2024

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STUDENTS

Students Experiencing Homelessness – Enrollment Rights and Services

To the extent practical and as required by law, the district will work with students and families experiencing homelessness to provide students with equal access to the same free, appropriate public education (including public preschool education) and services provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their status as experiencing homelessness.

Students experiencing homelessness will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, multilingual education, vocational and technical education programs, gifted and talented /highly capable programs, and school nutrition programs.

Students experiencing homelessness are defined as lacking a fixed, regular, and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as regular sleeping accommodation;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings; or
- G. Migratory children living in conditions described in the previous examples.

The superintendent or designee shall designate an appropriate staff person to be the district's McKinney-Vento liaison for students experiencing homelessness and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompany this policy.

If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the situations described in the McKinney-Vento Homeless Education Act, the principal of each middle and high school building will establish a point of contact for such youth. The

point of contact is responsible for identifying students experiencing homelessness and unaccompanied youth and connecting them with the district's McKinney-Vento liaison. The district's McKinney-Vento liaison is responsible for training the building points of contact.

Best Interest Determination

In determining which school is in the student's best interest to attend, the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian, or unaccompanied youth.

Attendance options will be made available to families experiencing homelessness on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefore, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school shall immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation. Additionally, enrollment may not be denied or delayed due to missed application deadlines or fees, fines, or absences at a previous school.

If the student does not have immediate access to immunization records, the student shall be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school shall be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, including compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that creates a barrier to enrollment and/or attendance at school.

Students experiencing homelessness are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a student is living in another district but will attend the school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district’s McKinney-Vento liaison shall coordinate with local social service agencies that provide services to children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of students experiencing homelessness where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district’s liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment of students and will participate in professional development and other technical assistance activities, as determined by the state-level Office of Superintendent of Public Instruction (OSPI) coordinator for homeless children and youth programs.

The superintendent or designee will:

- A. Strongly encourage district staff, including substitute and regular bus drivers, to annually review the video posted on the OSPI website on identification of student homelessness;
- B. Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth.
- C. Ensure that the district includes, in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website.)
- D. Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g., distributing and collecting an annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school-wide assemblies, and posting information on the district’s website).

Facilitating On-time Grade Level Progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and non-academic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to

withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation, or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Informed Consent for Healthcare

Informed consent for healthcare on behalf of the student experiencing homelessness may be obtained from a school nurse, school counselor or homeless student liaison when:

- A. Consent is necessary for non-emergency, outpatient, primary care services, including physical examination, vision examinations and eyeglasses, dental examinations hearing examination and hearing aids, immunizations, treatments for illnesses and conditions and routine follow-up care customarily provided by a healthcare provider in an outpatient setting, excluding elective surgeries;
- B. The student meets the definition of a "homeless child or youth" under the federal McKinney-Vento homeless education assistance improvements act of 2001; and
- C. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a healthcare facility or a healthcare provider, a district employee authorized to consent to care must provide to the person rendering care a signed copy or dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor or homeless student liaison and, that the minor patient meets the requirements of [RCW 7.70.065](#) (2) (b) listed above in this policy.

The district and the district employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a healthcare facility or a healthcare provider described in the above paragraph must include written notice that the district employee is exempt from administration sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

Policy No. 3115

Students Experiencing Homelessness – Enrollment Rights and Services – Continued

Legal References: RCW [28A.320.142](#) Unaccompanied and homeless youth – Building point of contact – Duty of district liaison for students experiencing homelessness.
 RCW [28A.225.215](#) Enrollment of children without legal residences.
 RCW [28A.320.145](#) Homeless students.
 [20 U.S.C. 6301](#) et seq. Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
 [42 U.S.C. 11431](#) et seq. McKinney-Vento Homeless Assistance Act
 [Chapter 28A.320](#) RCW Provisions applicable to all districts

Adopted: August 13, 2003
Amended: July 16, 2014
Amended: August 19, 2015
Amended: January 24, 2018
Amended: December 5, 2018
Amended: April 24, 2024

STUDENTS

Excused and Unexcused Absences

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Definition of Absence

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WAC 392-401-015 states the definition of an absence:

The definition of an absence:

A. A student is absent when ~~they are~~ the student is:

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- 1) Not physically present on school grounds; and
- 2) Not participating in the following activities at an approved location:

~~a)~~ Instruction; or

a)

~~b)~~ Any instruction-related activity; or

b)

c) Any other district or school-approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

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Tardies

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The ~~District-district~~ has the flexibility to determine what constitutes a tardy. The ~~District-district~~ differentiates a tardy from an absence and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

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Daily Attendance Taking

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The ~~District-district~~ will take daily attendance for all enrolled students.

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Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the ~~District-district~~ shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the ~~District-district~~ in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The ~~District~~

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district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the ~~District~~district. At times, students may be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the ~~District~~district:

- ~~A.~~ 1. Absences due to the following reasons are excused:
 - ~~A.~~ 1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health)
 - ~~B.~~ 2. Family emergency, including but not limited to a death or illness in the family;
 - ~~C.~~ 3. Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
 - ~~D.~~ 4. Court, judicial proceeding, court ordered activity, or jury service;
 - ~~E.~~ 5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
 - ~~F.~~ 6. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#);
 - ~~G.~~ 7. Absence directly related to the student's homeless or foster care/dependency status;
 - ~~H.~~ 8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#);
 - ~~I.~~ 9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter [392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#);
 - ~~J.~~ 10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
 - ~~K.~~ 11. Absences due to a student's migrant status, and
 - ~~L.~~ 12. An approved activity that is consistent with ~~District~~district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

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Policy No. 3122
Excused and Unexcused Absences – Continued

~~M. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and~~

B. In the event of emergency school facility closure due to communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reason are excused:

~~A.1.~~ Absences related to the student's illness, health condition, or medical appointments due to the communicable disease;

~~B.2.~~ Absences related to caring for a family member who has an illness, health condition, or medical appointment due to the communicable disease, or other emergency health condition related to school facility closures.

~~C.3.~~ Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and

4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

~~D.A.~~

The ~~District~~ district may define additional categories or criteria for excused absences. A school principal

~~(or designee)~~ has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

~~1.~~ If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher(s); where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

~~2.~~ An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the ~~District~~ district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult.

~~3.~~ Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under [RCW 28A.225.010](#) or [28A.225.015\(1\)](#) and has five (5) or more excused absences in a single month during the current school year, or ten (10) or more excused absences in the current school year, the ~~School D~~ district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to

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regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an Individualized Education Program (IEP) or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

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Unexcused Absences

~~A. 1.~~ Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence

A.

B. 2. As a means of instilling values of responsibility and personal accountability, students whose absences are not excused will experience the consequences of their absences. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent, and that absence is not excused. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or unexcused absences only to the extent and upon the basis that:

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1. The student's attendance and participation are related to the instructional objectives or goals of the particular subject or course, and
2. The student's attendance and/or participation has been identified by the teacher pursuant to the policy of the school district as a basis for grading, in whole or in part, in the particular subject or course.

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A. 3. The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence (the equivalent of one school day) within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

B.

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Policy No. 3122
Excused and Unexcused Absences – Continued

4. The school will hold a conference with the parent or guardian after three (3) unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the ~~District~~ district has decided to take to eliminate or reduce the student's absences.

5. Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:

- A. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
- B. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent of the child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
- C. For any child with an existing individualized education plan (IEP) or 504 plan, these steps must include the convening of the child's IEP or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior will be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

No later than the student's seventh unexcused absence in a month the ~~District~~ district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#).

6. If such action is not successful, the ~~District~~ district will file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#) by the parent, student, or parent and student no earlier than the seventh unexcused absence within any month during the current school year and no later than the fifteenth unexcused absence during the current school year or upon the tenth unexcused absence during

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the current school year.

~~7.~~

The superintendent will enforce the ~~District's~~ district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

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Tardies and Disciplinary Actions

~~1.~~ Students shall not be absent if:

~~a.~~ A. They have been suspended, expelled, or emergency expelled pursuant to chapter ~~392-400~~ 392-400 WAC;

~~b.~~ B. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and

~~c.~~ C. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107. Course of study activities do not include sending homework packets home.

~~2.~~ A full-day absence is when a student is absent for fifty percent or more of their scheduled day.

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~~3.~~ A school shall not convert or combine tardies into absences that contribute to a truancy petition.

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A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered Response System for Student Absences

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WAC 392-401A-045 requires:

~~School~~ school districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

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~~A.~~ (a) Monitoring daily attendance data for all students who are absent, whether excused or unexcused;

~~B.~~ (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;

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C. (c) Differentiated supports that address the barriers to attendance and participation that included universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and

D. (d) A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This outreach and reengagement process must include:

1. A school and/or ~~District~~ district point person/people to maintain the list, keep it updated and coordinate the outreach;
2. School or district staff assigned to conduct the outreach and attempts at re-engagement in coordination with community partners or other programs;
3. Multiple methods of communication and outreach in a language or mode of communication that the parent understands, including phone calls, texts, letters, and home visits.;
4. Referral to community-based organizations.
5. Documentation of the attempts to reach student and family, and
6. Follow the required steps to address unexcused absences in chapter 28A.225 RCW, including early communication to parents, holding parent conferences, and administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

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Students Dependent Pursuant to Chapter 13.34, RCW

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A ~~School D~~ district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their schoolwork.

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Migrant Students

Policy No. 3122
Excused and Unexcused Absences – Continued

The ~~District~~district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Legal Reference: ~~RCW 28A.225~~RCW 28A.225 Compulsory School Attendance and Admission
~~RCW 13.34.300~~RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition.

Adopted: September 8, 1993
~~Revised~~Amended: August 25, 2004
~~Revised~~Amended: February 2008
~~Revised~~Amended: October 26, 2011
~~Revised~~Amended: August 8, 2018
~~Adopted~~Amended: August 15, 2018
~~Revised~~Amended: October 7, 2020
~~Revised~~Amended: August 24, 2022
Amended: April 24, 2024

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STUDENTS

Excused and Unexcused Absences

Definition of Absence

[WAC 392-401-015](#) states the definition of an absence:

A student is absent when the student is:

- A. Not physically present on school grounds; and
- B. Not participating in the following activities at an approved location:
 - 1. Instruction; or
 - 2. Any instruction-related activity; or
 - 3. Any other district or school-approved activity that is regulated by an
 - 4. instructional/academic accountability system, such as participation in district-sponsored sports.

Tardies

The district has the flexibility to determine what constitutes a tardy. The district differentiates a tardy from an absence and will exclude tardies from any reports that tally absences for the purposes of filing a truancy petition.

Daily Attendance Taking

The district will take daily attendance for all enrolled students.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day except when there are necessary reasons for students to be absent. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Policy No. 3122
Excused and Unexcused Absences – Continued

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

Absences due to the following reasons are excused:

- A. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
- B. Family emergency, including but not limited to a death or illness in the family;
- C. Religious or cultural purpose, including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- D. Court, judicial proceeding, court ordered activity, or jury service;
- E. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- F. State-recognized search and rescue activities consistent with [RCW 28A.225.055](#);
- G. Absence directly related to the student's homeless or foster care/dependency status;
- H. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with [RCW 28A.705.010](#);
- I. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to Chapter [392-400 WAC](#) if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#);
- J. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
- K. Absences due to a student's migrant status; and,
- L. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.

In the event of emergency school facility closure due to communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reason are excused:

Policy No. 3122

Excused and Unexcused Absences – Continued

- A. Absences related to the student’s illness, health condition, or medical appointments due to the communicable disease;
- B. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to the communicable disease, or other emergency health condition related to school facility closures;
- C. Absences related to the student’s family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and,
- D. Absences due to the student’s parent’s work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

The district may define additional categories or criteria for excused absences. A school principal or designee has the authority to determine if an absence meets this policy according to the above criteria for an excused absence.

If an absence is excused, the student shall be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher(s); where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.

An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult.

Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under [RCW 28A.225.010](#) or [28A.225.015\(1\)](#) and has five (5) or more excused absences in a single month during the current school year, or ten (10) or more excused absences in the current school year, the district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an Individualized Education Program (IEP) or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

Policy No. 3122
Excused and Unexcused Absences – Continued

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above or in administrative procedure for an excused absence.

As a means of instilling values of responsibility and personal accountability, students whose absences are not excused will experience the consequences of their absences. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent, and that absence is not excused. A student's academic grade or credit in a particular subject or course may be adversely affected by reason of tardiness or unexcused absences only to the extent and upon the basis that:

- A. The student's attendance and participation are related to the instructional objectives or goals of the particular subject or course; and,
- B. The student's attendance and/or participation has been identified by the teacher pursuant to the policy of the school district as a basis for grading, in whole or in part, in the particular subject or course.

The school shall notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence (the equivalent of one school day) within any month during the current school year. The notification shall include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.

The school will hold a conference with the parent or guardian after three (3) unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.

Policy No. 3122
Excused and Unexcused Absences – Continued

Between the student's second and seventh unexcused absence, the school must take the following data-informed steps:

- A. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment.
- B. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent of the child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
- C. For any child with an existing individualized education plan (IEP) or 504 plan, these steps must include the convening of the child's IEP or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior will be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

No later than the student's seventh unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community engagement board or file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#).

If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of [RCW 28A.225.010](#) by the parent, student, or parent and student no earlier than the seventh unexcused absence within any month during the current school year and no later than the fifteenth unexcused absence during the current school year. or upon the tenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Policy No. 3122
Excused and Unexcused Absences – Continued

Tardies and Disciplinary Actions

Students shall not be absent if:

- A. They have been suspended, expelled, or emergency expelled pursuant to [Chapter 392-400 WAC](#);
- B. They are receiving educational services as required by [RCW 28A.600.015](#) and [Chapter 392-400 WAC](#); and
- C. The student is enrolled in qualifying "course of study" activities as defined in [WAC 392-121-107](#). Course of study activities do not include sending homework packets home.

A full-day absence is when a student is absent for fifty percent or more of their scheduled day.

A school shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered Response System for Student Absences

[WAC 392-401-045](#) requires school districts to implement minimum requirements of a multitiered system of support for attendance to address barriers to student attendance, provide timely interventions and best practices to reduce chronic absenteeism and truancy. Multitiered systems of support include:

- A. Monitoring daily attendance data for all students who are absent, whether excused or unexcused;
- B. A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- C. Differentiated supports that address the barriers to attendance and participation that included universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence, including school and district attendance or engagement teams, connecting to community resources, and community engagement boards; and,
- D. A process for outreach and reengagement for students who have been withdrawn due to nonattendance and there is no evidence that the student is enrolled elsewhere. This

Policy No. 3122
Excused and Unexcused Absences – Continued

outreach and reengagement process must include:

1. A school and/or district point person/people to maintain the list, keep it updated and coordinate the outreach;
2. School or district staff assigned to conduct the outreach and attempts at re-engagement in coordination with community partners or other programs;
3. Multiple methods of communication and outreach in a language or mode of communication that the parent understands, including phone calls, texts, letters, and home visits;
4. Referral to community-based organizations;
5. Documentation of the attempts to reach student and family;
6. Following the required steps to address unexcused absences in [Chapter 28A.225 RCW](#), including early communication to parents, holding parent conferences, administering a truancy screener to understand the underlying reasons for the absences, and providing evidence-based or best practice interventions, even if the student has been withdrawn due to nonattendance.

Students Dependent Pursuant to Chapter 13.34, RCW

A district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their schoolwork.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Policy No. 3122
Excused and Unexcused Absences – Continued

Legal Reference: RCW [28A.225](#) Compulsory School Attendance and Admission
 RCW [13.34.300](#) Relevance of failure to cause juvenile to attend
 school to neglect petition.

Adopted: September 8, 1993
Amended: August 25, 2004
Amended: February 2008
Amended: October 26, 2011
Amended: August 8, 2018
Amended: August 15, 2018
Amended: October 7, 2020
Amended: August 24, 2022
Amended: April 24, 2024

STUDENTS

Transfer of Resident Students

Shifts of population may create an imbalance of student enrollment in relation to school building capacity. ~~It is the belief of t~~The board Board of directorsbelieves that such an imbalance is contrary to the concept of equal educational opportunity. -When necessary, the school administration shall ~~effect~~affect a program of intra-district transfer of students or alter attendance boundaries and thereby relieve overcrowded classrooms. -Classroom enrollments in the ~~school~~ district shall be kept nearly equal in size and at an economically sound and educationally desirable level.

Adopted~~by the Board~~: November 26, 1973

Amended~~by the Board~~: June 18, 1990

Amended~~by the Board~~: September 8, 1993

Amended: April 24, 2024

STUDENTSTransfer of Resident Students

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Adopted: November 26, 1973
Amended: June 18, 1990
Amended: September 8, 1993
Amended: April 24, 2024

STUDENTS

Foreign Exchange Program

The Kennewick School District supports the concept that the potential for world peace is enhanced through international understanding. -Exchanging high school students around the world is an effective way to promote this understanding. -Such programs are encouraged by the ~~Kennewick School District Board of Directors~~. -Regulation and control of the foreign exchange program shall be directed by the superintendent, who will develop guidelines and procedures for ~~operation~~the operation of the program. -Such guidelines will include:

- A. ~~1.~~ 1. — A statement of the district's requirements concerning the acceptance of sponsoring organizations.
- B. ~~2.~~ 2. — Assignment of a central office administrator to verify that acceptance criteria have been met and to recommend approval for sponsoring agencies.
- C. ~~3.~~ 3. — A statement of expectations regarding foreign students accepted by the ~~Kennewick School District~~district's Foreign Exchange Program.
- D. ~~4.~~ 4. — Qualifications of students, numbers of students, admission deadlines and communication channels for building, district, and sponsoring agency personnel.

It is to be clearly understood that these guidelines and policies apply only to USIA (United States Information Agency) - designated programs, issuing J-1 visas.

It is also to be clearly understood that approval of a program for placing students in the ~~Kennewick district~~ high schools should not be considered approval of any program for placing ~~Kennewick district~~ students for home-stays, and study abroad. -The ~~school~~-district has no way of verifying the programs' operations abroad. ~~Parents-Families~~ are urged to carefully research each program.

Adopted: September 8, 1993

Amended: April 24, 2024

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STUDENTS

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It is to be clearly understood that these guidelines and policies apply only to USIA (United States Information Agency) - designated programs, issuing J-1 Visas.

It is also to be clearly understood that approval of a program for placing students in the district high schools should not be considered approval of any program for placing district students for home-stays, and study abroad. The district has no way of verifying the programs' operations abroad. Families are urged to carefully research each program.

Adopted: September 8, 1993
Amended: April 24, 2024

STUDENTS

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

The Kennewick School District is committed to providing a safe and secure environment for all students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

The ~~District-district~~ receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff’s office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The ~~District-district~~ will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with Policy 3330 – Student Discipline.

The superintendent or designee and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under ~~RCW 28A.225.330 (notifications from other school districts), RCW 9A.44.138 (sheriff notifications to school districts), RCW 13.04.155 (court notifications to school districts), Chapter 13.40 RCW 13.40.215 (department of children, youth, and families notifications to school districts), or RCW 72.09.730 (department of corrections notifications to school districts)~~, the following notification provisions will be followed.

~~1.A.~~ Sex Offenses and Registered Sex or Kidnapping Offenders.

~~1.~~ Superintendent or Designee. Upon receipt of information about sex offenses as defined in RCW 9.94A.030 or upon receipt of information about registered sex or kidnapping offenders pursuant to RCW 9A.44.138, the superintendent or ~~his or her~~ designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.

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~~a-2.~~ Principals. When the principal receives the information described above, ~~he or she must the~~ information must be disclosed ~~the information as~~ follows:

i. If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.

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ii. If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

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b-a. Convicted Juvenile Sex Offenders Attendance at Victims School.

Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

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The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

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e-b. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.

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e-c. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, ~~District-district~~ and school staff will refer all inquiries by the public at large (including parents and students) regarding students

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required to register as a sex or kidnapping offender directly to law enforcement.

2.1. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

- a. Superintendent or Designee. Upon receipt of information about a violent offense as defined in RCW 9.94A.030, any crime under ~~chapter~~ Chapter 9.41 RCW, unlawful possession or delivery, or both, of a controlled substance in violation of ~~chapter~~ Chapter 69.50 RCW, or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enrolled—or, if not known, where the student was most recently enrolled.
- b. Principals. When ~~the principals~~ receives the information described above, ~~he or she~~ they has ~~have~~ discretion to share the information with a District staff member if, in the principal's judgment, the information is necessary for:
 - a. The staff member to supervise the student;
 - b. The staff member to provide or refer the student to therapeutic or behavioral health services; or
 - c. Security purposes.

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School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of ~~chapter~~ Chapter 69.50 RCW, the principal *must* notify the student and the parent or legal guardian at least five days before sharing the information with a ~~District~~ district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the ~~District~~ district in accordance with procedures developed by the ~~District~~ district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a ~~District~~-district staff member while an appeal is pending.

3.2. Public Records Act. Any information received by District staff under this section is exempt from disclosure under the public records act (~~C~~chapter 42.56 RCW) and may not be further disseminated except as provided in RCW 28A.225.330, other statutes or case law, and the family and educational and privacy rights act of 1994 (20 U.S.C. Sec. 1232g et seq.).

4.3. Assignment of Student Offenders to Certain Classrooms. A student committing an offense under ~~e~~chapter Chapter 9A.36 -RCW(assault – physical harm), Chapter 9A.40 RCW (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), Chapter 9A.46 RCW (harassment), or Chapter 9A.48 RCW (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.

A student who commits an offense under ~~e~~Chapter 9A.36 RCW (assault – physical harm), Chapter 9A.40 RCW (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), Chapter 9A.46 RCW (harassment), or Chapter 9A.48 RCW (arson, reckless burning, and malicious mischief), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. “Threats of violence or harm” means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The ~~District~~-district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225—School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The ~~District~~-district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the ~~d~~District may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The ~~District~~-district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3300— Student Discipline.

The ~~D~~istrict, Board, school officials, and school employees providing notice in good faith as required and consistent with the Board's policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under [RCW 9A.20.021](#).

Immunity.

Any school district or employee of the ~~District~~-district who releases the information in compliance with federal and state law is immune from civil liability for damages unless it is shown that the ~~District~~-district or employee acted with gross negligence or in bad faith.

Legal References:

[RCW 13.04.155](#) Notification to designated recipient of adjudication or conviction – Information exempt from disclosure.

[RCW 13.40.215](#) Juveniles found to have committed violent or sex offense or stalking — Notification of discharge, parole, leave, release, transfer, or escape — To

whom given — School attendance — Definitions.
[\(Effective until May 1, 2024\)](#)

[RCW 28A.600.460](#) Classroom discipline — Policies -
Classroom placement of student offenders — Data on
disciplinary actions.

[RCW 4.24.550](#) Sex offenders and kidnapping offenders
— Release of information to public — Website.

[RCW 9A.44.130](#) Registration of sex offenders and
kidnapping offenders — Procedures — Definition —
Penalties.

[RCW 28A.225.330](#) Enrolling students from other districts
— Requests for information and permanent records —
Immunity from liability — Rules.

[RCW 28A.320.128](#) Notice and disclosure policies —
Threats of violence — Student conduct — Immunity for
good faith notice — Penalty.

~~Chapter [RCW 28A.320](#) [RCW; 2020 e-167 § 1](#)—
[Provisions Applicable To All Districts](#) [Notification](#)
[provisions](#)~~

[RCW 72.09.345](#) Sex offenders — Release of information
to protect public — End-of-sentence review committee —
Assessment — Records access — Review, classification,
referral of offenders — Issuance of narrative notices

~~Chapter [WAC 392-400](#) [WAC](#) Student Discipline~~

[20 U.S.C. 1232g; 34 C.F.R.](#) Part 99 Family Educational
Rights and Privacy Act Article IX, Section 1, Washington
State Constitution

Adopted: April 2022

Amended: April 24, 2024

STUDENTS

Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

The Kennewick School District is committed to providing a safe and secure environment for all students and staff. All students, including those who have committed or been adjudicated for offenses, have constitutional rights to public education.

The district receives notices and information about student offenders from several statutorily authorized sources, including the county sheriff's office, the courts, the department of social and health services, the department of corrections, and other school districts where the student previously enrolled. The district will take appropriate precautionary measures when it receives notices and information of student offenses from any of these sources. Student discipline, if any, will be consistent with Policy 3330 Student Discipline.

The superintendent or designee and school principals play an important role in determining and implementing appropriate precautionary measures relating to notices and information about student offenses. If the superintendent, a designee of the superintendent, or a principal of a school receives student offense information under [RCW 28A.225.330](#), [RCW 9A.44.138](#), [RCW 13.04.155](#), [Chapter 13.40 RCW](#), or [RCW 72.09.730](#), the following notification provisions will be followed.

A. Sex Offenses and Registered Sex or Kidnapping Offenders.

1. Superintendent or Designee. Upon receipt of information about sex offenses as defined in [RCW 9.94A.030](#) or upon receipt of information about registered sex or kidnapping offenders pursuant to [RCW 9A.44.138](#), the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enroll—or, if not known, where the student was most recently enrolled.
2. Principals. When the principal receives the information described above, the information must be disclosed as follows:
 - a. If the student is classified as a risk level II or III, the principal shall provide the information received to every teacher of the student and to any other personnel who, in the judgment of the principal, supervises the student or for security purposes should be aware of the student's record.
 - b. If the student is classified as a risk level I, the principal shall provide the information received only to personnel who, in the judgment of the principal, for security purposes should be aware of the student's record.

3. Convicted Juvenile Sex Offenders Attendance at Victims School.
Convicted juvenile sex offenders are prohibited from attending the elementary, middle, or high school attended by their victims or their victims' siblings. The parents or legal guardians of the convicted juvenile sex offender shall be responsible for providing transportation or covering other costs associated with or required by the sex offender's change in school.

The Department of Social and Health Services (DSHS) Sex Offender School Attendance Program assists with ensuring that juvenile sex offenders, committed to Juvenile Rehabilitation Administration (JRA), do not enroll in the same school as their victim or their victims' siblings. If there is a conflict in schools, DSHS program staff will work with JRA to have the offender moved to another school.

4. Collaboration. The principal or designee will consult and collaborate with department of corrections, juvenile justice staff, treatment providers, victim support groups, and families, as applicable, when working with students required to register as a sex or kidnapping offender.
5. Inquiries by the Public. Law enforcement agencies receive relevant information about the release of sex and kidnapping offenders into communities and decide when such information needs to be released to the public. Therefore, district and school staff will refer all inquiries by the public at large (including parents and students) regarding students required to register as a sex or kidnapping offender directly to law enforcement.

B. Violent Offenses, Firearms and Dangerous Weapons Crimes, Unlawful Possession or Delivery of Controlled Substances, or School Disciplinary Actions.

1. Superintendent or Designee. Upon receipt of information about a violent offense as defined in [RCW 9.94A.030](#), any crime under [Chapter 9.41 RCW](#), unlawful possession or delivery, or both, of a controlled substance in violation of [Chapter 69.50 RCW](#), or a school disciplinary action, the superintendent or designee will provide the information to the principal of the school where the student is enrolled or will enrolled—or, if not known, where the student was most recently enrolled.
2. Principals. When principals receive the information described above, they have discretion to share the information with a district staff member if, in the principal's judgment, the information is necessary for:
 - a. The staff member to supervise the student;
 - b. The staff member to provide or refer the student to therapeutic or behavioral health services; or
 - c. Security purposes.

School principals and staff should use care not to allow a student's demographic or personal characteristics to bias the decision of whether to share information received.

Upon receipt of information about an adjudication in juvenile court for an unlawful possession of a controlled substance in violation of [Chapter 69.50 RCW](#), the principal *must* notify the student and the parent or legal guardian at least five days before sharing the information with a district staff member.

If either the student or the student's parent or legal guardian objects to the proposed sharing of the information, the student, the student's parent or legal guardian, or both, may, within five business days of receiving notice from the principal, appeal the decision to share the information with staff to the superintendent of the district in accordance with procedures developed by the district.

The superintendent shall have five business days after receiving an appeal under the above to make a written determination on the matter. Determinations by the superintendent under this subsection are final and not subject to further appeal.

A principal may not share adjudication information under this subsection with a district staff member while an appeal is pending.

C. Public Records Act.

Any information received by District staff under this section is exempt from disclosure under the public records act ([Chapter 42.56 RCW](#)) and may not be further disseminated except as provided in [RCW 28A.225.330](#), other statutes or case law, and the family and educational and privacy rights act of 1994 ([20 U.S.C. Sec. 1232g et seq.](#)).

D. Assignment of Student Offenders to Certain Classrooms.

A student committing an offense under [Chapter 9A.36 RCW](#) (assault – physical harm), [Chapter 9A.40 RCW](#) (kidnapping, unlawful imprisonment, custodial interference, luring, trafficking, and coercion of involuntary servitude), [Chapter 9A.46 RCW](#) (harassment), or [Chapter 9A.48 RCW](#) (arson, reckless burning, and malicious mischief) when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned.

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E. Notification of Threats of Violence or Harm.

Students and school employees who are subjects of threats of violence or harm will be notified of the threats in a timely manner. “Threats of violence or harm” means direct or indirect communications by any means of the intent to inflict physical harm upon a specific individual or individuals or that place a person in fear of the imminent likelihood of serious harm.

The district will assess and address potential threats of violence or harm in a manner consistent with Policy and Procedure 3225 School-Based Threat Assessment, other safety policies, and comprehensive safe school plans. In instances where the threat is deemed moderate risk or high risk or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district may use information about a threat of harm or violence in connection with student discipline consistent with Policy and Procedure 3300 Student Discipline.

The district, Board, school officials, and school employees providing notice in good faith as required and consistent with the Board’s policies are immune from any liability arising out of such notification. A person who intentionally and in bad faith or maliciously, knowingly makes a false notification of a threat under this section is guilty of a misdemeanor punishable under [RCW 9A.20.021](#).

F. Immunity.

Any school district or employee of the district who releases the information in compliance with federal and state law is immune from civil liability for damages

unless it is shown that the district or employee acted with gross negligence or in bad faith.

Legal References:	RCW 13.04.155	Notification to designated recipient of adjudication or conviction – Information exempt from disclosure.
	RCW 13.40.215	Juveniles found to have committed violent or sex offense or stalking – Notification of discharge, parole, leave, release, transfer, or escape – To whom given – School attendance – Definitions. (Effective until May 1, 2024)
	RCW 28A.600.460	Classroom discipline – Policies – Classroom placement of student offenders – Data on disciplinary actions.
	RCW 4.24.550	Sex offenders and kidnapping offenders – Release of information to public – Website.
	RCW 9A.44.130	Registration of sex offenders and kidnapping offenders – Procedures – Definition – Penalties.
	RCW 28A.225.330	Enrolling students from other districts – Requests for information and permanent records – Immunity from liability – Rules.
	RCW 28A.320.128	Notice and disclosure policies – Threats of violence – Student conduct – Immunity for good faith notice – Penalty.
	RCW 72.09.345	Sex offenders – Release of information to protect public – End-of-sentence review committee – Assessment – Records access – Review, classification, referral of offenders – Issuance of narrative notices.
	Chapter 28A.320 RCW	Provisions Applicable To All Districts
	Chapter 392-400 WAC	Student Discipline
	20 U.S.C. 1232g ; 34 C.F.R.	Part 99 Family Educational Rights and Privacy Act Article IX, Section 1, Washington State Constitution

Adopted: April 2022
Amended: April 24, 2024



BJ Wilson
Director of Student Services
1000 W. 4th Avenue
Kennewick, WA 99336
(509) 222-6534 | bj.wilson@ksd.org | ksd.org

May 2024

Kennewick School Board of Directors

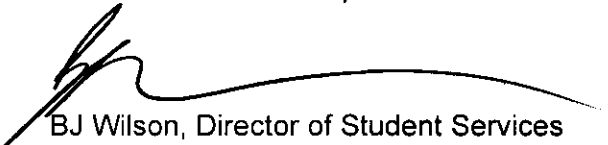
RE: Additional FOREIGN EXCHANGE AGENCIES AND COORDINATORS FOR 2024-2025 SCHOOL YEAR

Below is a list of the Foreign Exchange Service Agencies and their local representatives who have returned their Intent to place forms for foreign exchange students for the 2024-2025 school year.

- EF High School Exchange-Valarie Doan

The above programs are listed as approved programs with the Council for Standards of International Educational Travel and Exchange Programs (CSIET). We have sent the Kennewick School District Board Policy and Administrative Regulation for the Foreign Exchange Program to the respective coordinators.

Please approve the above list for the Kennewick School District Foreign Exchange Program for the 2024-2025 school year.



BJ Wilson, Director of Student Services

cc: Traci Pierce, Superintendent
Matt Scott, Assistant Superintendent of K-12 Education
Rhonda Pratt, Director of Secondary Education
Chris Chelin, Principal, Kamiakin High School
Ron King, Principal, Kennewick High School
John Griffith, Principal, Southridge High School



RYAN JONES ▪ CAPITAL PROJECTS MANAGER

5501 W. METALINE AVE. ▪ KENNEWICK, WA 99336

P: (509) 222-6810 ▪ F: (509) 222-5057

RYAN.JONES@KSD.ORG ▪ WWW.KSD.ORG

TO: Traci Pierce, Superintendent, Kennewick School District
Board of Directors, Kennewick School District

FROM: Ryan Jones, Capital Projects Manager, Kennewick School District

RE: KENNEWICK HIGH SCHOOL REPLACEMENT AND MODERNIZATION – Project Acceptance

DATE: April 19, 2024

This memorandum is written to confirm the satisfactory completion of Kennewick High School Replacement and Modernization construction project. I hereby verify that the project is complete, and the work performed meets specifications and standards set forth in the construction and contract documents.

I accept this project as complete.



**Resolution No. 5
2023 - 2024**

**KENNEWICK HIGH SCHOOL REPLACEMENT AND
MODERNIZATION PROJECT COMMISSIONING
REPORT ACCEPTANCE**

WHEREAS Kennewick School District No. 17 completed the new construction and modernization of Kennewick High School and;

WHEREAS Building Commissioning was performed, and a written report was completed by Welsh Commissioning Group; and

WHEREAS, the Building Commissioning report was reviewed by District representatives,

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of the Kennewick School District No. 17, Benton County, Washington, that the Building Commissioning Report for the Kennewick High School Replacement and Modernization Project be accepted.

Dated this 24, Day of April 2024.

ATTEST: _____
Secretary, Board of Directors

President, Board of Directors

Vice President, Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors



**Resolution No. 6
2023 - 2024**

**ACCEPT KENNEWICK HIGH SCHOOL REPLACEMENT
AND MODERNIZATION PROJECT AS COMPLETE**

WHEREAS the work of the general contractor on Kennewick High School is complete,

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Kennewick School District No. 17, Benton County, Washington, accept the work of Fowler General Construction as complete and authorizes the release of retainage on this project.

Dated this 24, Day of April 2024.

ATTEST: _____
Secretary, Board of Directors

President, Board of Directors

Vice President, Board of Directors

Member of the Board of Directors

Member of the Board of Directors

Member of the Board of Directors



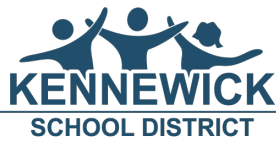
Ryan Jones • Capital Projects Manager
 5501 W Metaline Ave • Kennewick, WA 99336-5601
 P: (509) 222-6810
Ryan.Jones@ksd.org www.ksd.org

DATE: April 18, 2024
 TO: Board of Directors
 FROM: Ryan Jones, Capital Projects Manager
 RE: **KSD - SUMMER PAVING 2024**

On April 17th, 2024 three bids were received for the KSD - SUMMER PAVING 2024 construction project. The bid was broken down into two based bids accompanied by 5 alternates. KSD Capital Projects recommends pursuing both base bid scopes and alternates 2,3,4, and 5. The low bidder for this work is Central Washington Asphalt at \$688,000.00 (\$747,856.00 with tax).

KSD - SUMMER PAVING 2024 BID RESULTS - APRIL 17, 2024 - 3:00 PM			
CONTRACTOR	Central Paving	Central Wash Asphalt	Granite Const.
No Addenda			
Bid Form Complete	X	X	X
Affidavits & Certificates	X	X	X
Bid Bond	X	X	X
Base Bid:			
Kamiakin HS Bus Loop	\$ 373,000.00	\$ 140,000.00	\$ 257,500.00
Fuerza ES Playground	\$ 252,500.00	\$ 160,000.00	\$ 152,500.00
Total Base Bid	\$ 625,500.00	\$ 300,000.00	\$ 410,000.00
Alternates:			
#1 KaHS Baseball Lot	\$ 69,900.00	\$ 51,000.00	\$ 39,500.00
#2 KaHS Gym Lot	\$ 68,150.00	\$ 40,000.00	\$ 48,500.00
#3 SHS Faculty Lot	\$ 86,000.00	\$ 70,000.00	\$ 95,000.00
#4 SHS Student Lot	\$ 343,500.00	\$ 248,000.00	\$ 292,000.00
#5 Highlands MS Lot	\$ 38,500.00	\$ 30,000.00	\$ 19,000.00
Total Alternates	\$ 606,050.00	\$ 439,000.00	\$ 494,000.00
Total Bid	\$ 1,231,550.00	\$ 739,000.00	\$ 904,000.00

Recommendation: Accept Central Washington Asphalt’s bid of \$688,000 plus tax for Base Bid, Alternate 2, Alternate 3, Alternate 4, and Altnerate 5 on KSD - SUMMER PAVING 2024 construction project.



Board Meeting Presentation Overview

Date: April 24, 2024

Topic	General Fund Preliminary Budget 2024-25														
Strategic Goal Focus	<table border="1" style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>1. All students are safe, known and valued</td></tr> <tr><td><input type="checkbox"/></td><td>2. All students are engaged learners</td></tr> <tr><td><input type="checkbox"/></td><td>3. All students are ready for their future</td></tr> <tr><td><input type="checkbox"/></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td><input type="checkbox"/></td><td>5. All community members are important collaborators</td></tr> <tr><td><input type="checkbox"/></td><td>6. All families are key partners</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>	<input type="checkbox"/>	1. All students are safe, known and valued	<input type="checkbox"/>	2. All students are engaged learners	<input type="checkbox"/>	3. All students are ready for their future	<input type="checkbox"/>	4. All staff members are safe, respected and valued professionals	<input type="checkbox"/>	5. All community members are important collaborators	<input type="checkbox"/>	6. All families are key partners	<input checked="" type="checkbox"/>	7. The district is innovative, proactive and accountable
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Rationale for Topic/Purpose of Agenda Item	Preliminary General Fund budget information is part of the cycle of annual budget updates/presentations for the Board. The goal of the presentation is to inform the Board of the preliminary status of the 2024-25 General Fund budget and highlight some key information from the end of the legislative session.														
Board Meeting Focus	<table border="1" style="width: 100%;"> <tr><td><input checked="" type="checkbox"/></td><td>Review Information</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Hold discussion</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Provide direction</td></tr> <tr><td><input type="checkbox"/></td><td>Make decision</td></tr> </table>	<input checked="" type="checkbox"/>	Review Information	<input checked="" type="checkbox"/>	Hold discussion	<input checked="" type="checkbox"/>	Provide direction	<input type="checkbox"/>	Make decision						
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Key Considerations for Board Discussion	<ul style="list-style-type: none"> Are there concerns or questions regarding the General Fund preliminary budget 2024-25 budget? 														
Next Steps	<ul style="list-style-type: none"> The Board will receive budget presentations throughout the months of March, April, and May. The Board will hold a public hearing and vote to formally adopt the budget on June 26, 2024. 														



General Fund Preliminary Budget 2024-25

April 24, 2024

Topic Overview

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General Fund 2023-24 Adopted Budget

	2023-24	
	23-24 No ESSER	23-24 W/ ESSER
Revenues	\$ 293,940,501	\$ 293,940,501
ESSER Revenue	-	<u>20,000,000</u>
Total Revenues	\$ 293,940,501	\$ 313,940,501
Expenditures	310,025,751	310,025,751
ESSER Expenditures	-	<u>9,976,848</u>
Total Expenditures	\$ 310,025,751	\$ 320,002,599
Change In Fund Balance Prior To Transfers	\$ (16,085,250)	\$ (6,062,098)
Beginning Fund Balance		<u>\$ 46,325,047</u>
Ending Fund Balance (Prior To Transfers)		\$ 40,262,949

Preliminary Basic Ed/Local Revenue Changes School Year 2024-25

Revenue Source (Basic Ed/Local Funded) Increases	Projected Change April 10	Projected Change April 24
Basic Ed Enrollment expecting decrease for 2024-25)/CTE enrollment decrease	\$(1,400,000)	\$(1,240,000)
Special Education Enrollment (Increased enrollment > than budget for 2023-24)/not expecting decrease for 2024-25) \$27.34M to \$29.54M	1,900,000	2,200,000
Transportation Funding (23-24 funding at \$10.75M vs budget \$9.9M: budget \$10.80M for 24-25)	900,000	900,000
Inflationary Formula Allocation Adjustment – Legislature - Pass Through To Staff	3,370,000	3,465,000
Allocation For Benefit Costs (Retirement/FICA/Etc.) Related to Inflationary Wage Increases	1,070,000	1,070,000
Employer Benefit Allocation & Health Insurance Allocation (\$13,200 to \$14,136 per year health ins)	1,305,000	1,305,000
Materials, Supplies & Operating Cost (MSOC) (Inflation Adjustment – Legislature \$24.76M to \$25.485M)	750,000	725,000
Prototypical Funding Formula Adjustments	950,000	1,430,000
Property Tax (23-24 \$12.5M to 24/25 \$23.225M)	10,725,000	10,725,000
Levy Equalization 2023-24 (\$10.495M to \$9.57M Actual)/ 2023-24 Budget \$10.495M to 2024-25 \$11.795M	1,300,000	1,300,000
Other revenue changes	<u>???</u>	<u>100,000</u>
Total Preliminary Revenue Change	\$20,870,000	\$21,980,000

2024-25 Preliminary Staff/Non-Staff Cost Changes

Basic Ed/Local Funded Staffing Costs	Projected Increase April 10	Projected Increase April 24
2023-24 Added Staff/ Cost > 2023-24 Budget	\$1,155,000	\$955,000
Elementary Cert Staff – Reduce 17.0 Positions	(1,530,000)	(1,530,000)
Middle School/High School Teaching Staff - Reduce 8.0	(720,000)	(720,000)
Alternative Program/Other Program Staffing – Reduce 3.0	(270,000)	(270,000)
Special Education Staffing (Evaluating)	490,000	335,000
Other Support/Operations/Maintenance Staffing	-	-
Projected Increase In Staff Wage Costs/Inflationary Adjustments	7,400,000	7,400,000
Employer Paid Benefit Cost Increase	1,330,000	1,330,000
Employer Paid Medical Increase \$13,200 per year to \$14,136 per employee	1,965,000	1,965,000
Certificated/Classified Pools \$12.5M (Overload/Subs/Coaches/Extra Pay/Leave Cash Outs, Etc.) Extracurricular/Coaching \$3.46M to \$3.82M +\$360K Building Dept Leads/Chairs/Supplemental/ Etc. \$693K to \$715K Leave Cashouts (Sick/Personal/Vacation) \$2.02M to \$2.05M Certificated Credits/Masters Cost Increase \$367K to \$600K +\$233K Other Pool increases/decreases net (\$235K)	750,000	680,000
Re-allocate Staff Costs (To)/From Other Program Funding Sources/Other Savings	??	<u>0</u>
Preliminary Basic Ed/Local Funded Staff Cost Change	\$10,570,000	\$10,145,000
Non – Staff Basic Ed/Local Fund Cost Change (Increase Liability/Property Ins. by \$245K + Other)	\$1,700,000	\$1,975,000
Allowed Overhead Rate Reduced From 4.99% to 2.38%	<u>500,000</u>	<u>500,000</u>
Change In Basic Ed/Local Funded Budgeted Expenditures	\$12,770,000	\$12,620,000
2024-25 Change In Basic Ed/Local Revenue vs Expense \$21.98M - \$12.620M = +\$9.360M	<u>\$8,100,000</u>	<u>\$9,360,000</u>

General Fund: Materials/Supply/Operating Costs (MSOC) Basic Ed/Local Funded

Materials/Supplies/Operating Costs (MSOC) Select Categories	22/23 Budget	23/24 Budget	24/25 Prelim Budget 4/10/24	24/25 Prelim Budget 4/24/24	Budget Change 24/25 -23/24
<i>Utility Cost</i>	\$ 3,748,250	\$ 4,024,500	\$ 4,135,000	\$ 4,135,000	\$ 110,500
<i>Property/Liability Insurance</i>	3,071,900	3,276,500	3,765,600	4,010,600	734,100
<i>Transportation/Fleet Fuel</i>	900,000	1,220,000	1,220,000	1,220,000	-
Transportation	465,350	465,350	518,050	523,050	57,700
Curriculum Adoption/License Renewals	122,500	355,000	800,000	930,000	575,000
<i>IT/Technology/Software</i>	3,189,000	3,189,000	3,389,000	3,389,000	200,000
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,122,850	3,149,350	3,159,850	3,159,850	10,500
Maint/Grounds (Equipment & Fleet Replacement)	196,500	196,500	196,500	196,500	-
<i>Special Education</i>	1,130,476	1,915,476	2,146,976	2,146,976	231,500
Security Resource Officer Contract	415,000	710,000	735,000	735,000	25,000
Education Service District (ESD) Prevention Services	175,000	185,000	185,000	210,000	25,000
Reading Foundation \$270K/Team Read \$115K	379,575	395,000	395,000	395,000	-
Testing/Assessment Contract	70,000	185,000	185,000	185,000	-
Building Budgets	2,266,922	2,300,132	2,300,132	2,300,132	-
Other MSOC/No Tri Tech/No CTE (01,02,97)	1,728,023	1,767,285	1,902,985	1,772,985	5,700
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 20,981,346	\$ 23,334,093	\$ 25,034,093	\$ 25,309,093	\$ 1,975,000

General Fund Budget Outlook

	2023-24 Budget	Prelim 24/25 04/10/24	Projected 25/26	Projected 26/27	Projected 27/28	Projected 28/29	Projected 29/30
Budgeted Revenue Prior Year		293,940,501	\$ 314,810,501	\$ 315,755,024	\$ 325,560,617	\$ 335,913,923	\$ 341,806,513
Budgeted Expenditures Prior Year		310,025,751	\$ 322,795,751	\$ 326,681,639	\$ 333,698,495	\$ 340,748,938	\$ 347,983,139
Prior Year Budget Revenue vs Expense	(25,089,112)	\$ (16,085,250)	\$ (7,985,250)	\$ (10,926,615)	\$ (8,137,878)	\$ (4,835,014)	\$ (6,176,626)
Preliminary Budgeted Revenue Increase							
Enrollment 25/26 - 27/28 150 - 170 FTE Annual Decline	450,000	(1,400,000)	(1,750,000)	(1,750,000)	(1,750,000)	(1,250,000)	(1,250,000)
Special Education Enrollment At 2,700 For 23-24/+40 FTE Future Years	2,100,000	1,900,000	425,000	425,000	425,000	425,000	425,000
Special Education Leg Adjustments Less Federal Change	2,520,820	-	-	-	-	-	-
Transportation Funding Allocation	2,100,000	900,000	250,000	300,000	350,000	400,000	450,000
Other State Leg Revenue Increase/(Decrease)/ SEL Phase In	1,750,000	950,000	71,400	72,828	73,000	75,000	75,000
State Funding Materials, Supplies & Operating Cost (MSOC) Increase	680,000	750,000	500,000	500,000	500,000	500,000	500,000
Other Revenue Increases	130,000	-	-	-	-	-	-
Levy Amount/Levy Rate	\$ 1.51	\$23.85M/\$1.43	\$24.7M/\$1.36	\$40.0M/\$2.00	\$45M/\$2.05	\$50M/\$2.09	\$55M/\$2.12
Property Tax Revenue Increase	4,373,955	10,725,000	845,000	8,644,500	9,585,000	4,950,000	4,950,000
Levy Equalization Funding Change	6,450,000	1,300,000	(2,260,116)	(1,243,593)	(1,732,688)	(2,185,796)	(2,320,392)
24/25 +3.70% State Inflation Adjustment/Health Ins/Benefits	1,525,947	5,745,000	2,863,239	2,856,858	2,902,995	2,978,386	3,026,954
Preliminary Increased Revenue Basic Ed/Local Funded	22,080,722	20,870,000	944,523	9,805,593	10,353,307	5,892,590	5,856,562
Preliminary Budgeted Expenditure Increase							
Staff Costs Increases 2023-24 > Budget	-	1,155,000	-	-	-	-	-
Retired Teachers	(494,487)	??	(500,000)	(600,000)	(700,000)	(800,000)	(800,000)
Annual Cost Increase To Wage/Benefits For BEA/SPED/Local Funded	11,012,452	9,480,000	6,085,888	6,216,856	6,250,443	6,384,202	6,520,636
State Retirement Employer Contribution Decrease/Medical Increase	(5,342,076)	1,965,000	-	-	-	-	-
Staffing Reductions & Additions	3,434,789	(2,520,000)	(3,000,000)	-	-	-	-
Additional Staff	1,489,519	490,000	-	-	-	-	-
Utilities/Liability Insurance/Fuel	724,850	599,600	750,000	800,000	850,000	950,000	1,000,000
Other Materials/Supply/Operating Cost (MSOC)	1,800,197	1,100,400	550,000	600,000	650,000	700,000	750,000
Change in Indirect/other program charges	451,616	500,000	-	-	-	-	-
Preliminary Increased Cost Basic Ed/Local Funded	13,076,860	\$ 12,770,000	\$ 3,885,888	\$ 7,016,856	\$ 7,050,443	\$ 7,234,202	\$ 7,470,636
Projected Revenue Budget	293,940,501	\$ 314,810,501	\$ 315,755,024	\$ 325,560,617	\$ 335,913,923	\$ 341,806,513	\$ 347,663,075
Projected Expenditure Budget	310,025,751	\$ 322,795,751	\$ 326,681,639	\$ 333,698,495	\$ 340,748,938	\$ 347,983,139	\$ 355,453,775
Revenue less Expenditures	(16,085,250)	\$ (7,985,250)	\$ (10,926,615)	\$ (8,137,878)	\$ (4,835,014)	\$ (6,176,626)	\$ (7,790,700)
Apply ESSER Funding/Enrollment Stabilization Funding	\$ 10,023,152	-	-	-	-	-	-
Change In Fund Balance	\$ (6,062,098)	\$ (7,985,250)	\$ (10,926,615)	\$ (8,137,878)	\$ (4,835,014)	\$ (6,176,626)	\$ (7,790,700)
Manage Budget For Savings	\$ 6,062,098	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Projected Beginning Fund Balance	\$ 46,325,047	\$ 46,325,047	\$ 38,339,797	\$ 27,413,182	\$ 19,275,304	\$ 14,440,290	\$ 8,263,664
Projected Ending Fund Balance	\$ 46,325,047	\$ 38,339,797	\$ 27,413,182	\$ 19,275,304	\$ 14,440,290	\$ 8,263,664	\$ 472,963

General Fund Budget Outlook

	2023-24 Budget	Prelim 24/25 4/24/24	Projected 25/26	Projected 26/27	Projected 27/28	Projected 28/29	Projected 29/30
Budgeted Revenue Prior Year		293,940,501	\$ 315,920,501	\$ 316,865,024	\$ 326,670,617	\$ 337,023,923	\$ 342,916,513
Budgeted Expenditures Prior Year		310,025,751	\$ 322,645,751	\$ 326,531,639	\$ 333,548,495	\$ 340,598,938	\$ 347,833,139
Prior Year Budget Revenue vs Expense	(25,089,112)	\$ (16,085,250)	\$ (6,725,250)	\$ (9,666,615)	\$ (6,877,878)	\$ (3,575,014)	\$ (4,916,626)
Preliminary Budgeted Revenue Increase							
Enrollment 25/26 - 27/28 150 - 170 FTE Annual Decline	450,000	(1,240,000)	(1,750,000)	(1,750,000)	(1,750,000)	(1,250,000)	(1,250,000)
Special Education Enrollment At 2,700 For 23-24/+40 FTE Future Years	2,100,000	2,200,000	425,000	425,000	425,000	425,000	425,000
Special Education Leg Adjustments Less Federal Change	2,520,820	-	-	-	-	-	-
Transportation Funding Allocation	2,100,000	900,000	250,000	300,000	350,000	400,000	450,000
Other State Leg Revenue Increase/(Decrease)/ SEL Phase In	1,750,000	1,100,000	71,400	72,828	73,000	75,000	75,000
State Funding Materials, Supplies & Operating Cost (MSOC) Increase	680,000	725,000	500,000	500,000	500,000	500,000	500,000
Other Revenue Increases	130,000	100,000	-	-	-	-	-
Levy Amount/Levy Rate	\$ 1.51	\$23.85M/\$1.43	\$24.7M/\$1.36	\$40.0M/\$2.00	\$45M/\$2.05	\$50M/\$2.09	\$55M/\$2.12
Property Tax Revenue Increase	4,373,955	10,725,000	845,000	8,644,500	9,585,000	4,950,000	4,950,000
Levy Equalization Funding Change	6,450,000	1,300,000	(2,260,116)	(1,243,593)	(1,732,688)	(2,185,796)	(2,320,392)
24/25 +3.70% State Inflation Adjustment/Health Ins/Benefits	1,525,947	6,170,000	2,863,239	2,856,858	2,902,995	2,978,386	3,026,954
Preliminary Increased Revenue Basic Ed/Local Funded	22,080,722	21,980,000	944,523	9,805,593	10,353,307	5,892,590	5,856,562
Preliminary Budgeted Expenditure Increase							
Staff Costs Increases 2023-24 > Budget	-	955,000	-	-	-	-	-
Retired Teachers	(494,487)	??	(500,000)	(600,000)	(700,000)	(800,000)	(800,000)
Annual Cost Increase To Wage/Benefits For BEA/SPED/Local Funded	11,012,452	8,080,000	6,085,888	6,216,856	6,250,443	6,384,202	6,520,636
State Retirement Employer Contribution Decrease/Medical Increase	(5,342,076)	3,295,000	-	-	-	-	-
Staffing Reductions & Additions	3,434,789	(2,520,000)	(3,000,000)	-	-	-	-
Additional Staff	1,489,519	335,000	-	-	-	-	-
Utilities/Liability Insurance/Fuel	724,850	599,600	750,000	800,000	850,000	950,000	1,000,000
Other Materials/Supply/Operating Cost (MSOC)	1,800,197	1,375,400	550,000	600,000	650,000	700,000	750,000
Change in Indirect/other program charges	451,616	500,000	-	-	-	-	-
Preliminary Increased Cost Basic Ed/Local Funded	13,076,860	\$ 12,620,000	\$ 3,885,888	\$ 7,016,856	\$ 7,050,443	\$ 7,234,202	\$ 7,470,636
Projected Revenue Budget	293,940,501	\$ 315,920,501	\$ 316,865,024	\$ 326,670,617	\$ 337,023,923	\$ 342,916,513	\$ 348,773,075
Projected Expenditure Budget	310,025,751	\$ 322,645,751	\$ 326,531,639	\$ 333,548,495	\$ 340,598,938	\$ 347,833,139	\$ 355,303,775
Revenue less Expenditures	(16,085,250)	\$ (6,725,250)	\$ (9,666,615)	\$ (6,877,878)	\$ (3,575,014)	\$ (4,916,626)	\$ (6,530,700)
Apply ESSER Funding/Enrollment Stabilization Funding	\$ 10,023,152	-	-	-	-	-	-
Change In Fund Balance	\$ (6,062,098)	\$ (6,725,250)	\$ (9,666,615)	\$ (6,877,878)	\$ (3,575,014)	\$ (4,916,626)	\$ (6,530,700)
Manage Budget For Savings	\$ 6,062,098	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
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Projected Ending Fund Balance	\$ 46,325,047	\$ 39,599,797	\$ 29,933,182	\$ 23,055,304	\$ 19,480,290	\$ 14,563,664	\$ 8,032,963

2024-25 Budget Timeline

- May: Finalize Budgets
 - General Fund
 - Present Federal Funding & Expenditures
 - Capital Fund
 - Debt Service Fund
 - ASB Fund
 - Transportation Fund
 - Self- Insured Programs
- June 26: Public Hearing & Adoption of District Budget



Board Meeting Presentation Overview

Date: April 24, 2024

Topic	High School PE Competency Credit														
Strategic Goal Focus	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%;"></td><td>1. All students are safe, known and valued</td></tr> <tr><td style="text-align: center;">X</td><td>2. All students are engaged learners</td></tr> <tr><td style="text-align: center;">X</td><td>3. All students are ready for their future</td></tr> <tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr> <tr><td></td><td>5. All community members are important collaborators</td></tr> <tr><td></td><td>6. All families are key partners</td></tr> <tr><td></td><td>7. The district is innovative, proactive and accountable</td></tr> </table>		1. All students are safe, known and valued	X	2. All students are engaged learners	X	3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
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Rationale for Topic/Purpose of Agenda Item	Board members have asked to have this topic added to a Board meeting agenda. The purpose of the presentation is to provide information and clarification regarding the PE credit requirement and opportunity to earn competency credit. Applicable laws and policies will be reviewed, along with district procedures for enacting law/policy. Strategies for ensuring students and parents are well-informed and have equitable access to the competency option will be shared, along with current relevant data.														
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Key Considerations for Board Discussion	<ul style="list-style-type: none"> • Are there additional interests and/or strategies or efforts the Board would like to be considered? 														
Next Steps	<ul style="list-style-type: none"> • NA 														

High School PE Competency Credit

April 24, 2024



Topic Overview

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Next Steps	<ul style="list-style-type: none"> NA 														

Presentation Outline

- High School Credit Requirements
- PE-Related RCWs and WACs
- PE Standards
- Procedures for Enacting RCW and WAC
- Overall Interests
- Strategies/Efforts Aligned with Interests
 - Updates for 2023-2024 School Year
 - Data

24-Credit Requirement

Subject	Required Credits	Additional Information
English	4	
Math	3	Algebra 1 or Integrated Math 1 Geometry or Integrated Math 2 A 3 rd credit of math*
Science	3	At least two lab A 3 rd credit of science*
Social Studies	3	1.0 U.S. History and Government .5 Contemporary World History, Geography, and Problems .5 credits of Civics 1.0 credits of Social Studies Elective (may include .5 credits of a second semester of Contemporary World History or the equivalent)
Arts	2	Performing or visual arts 1 credit may be a Personalized Pathway Requirements**
World Language	2	Both credits may be a Personalized Pathway Requirements**
Health and Fitness	2	.5 credits of Health 1.5 credits of Fitness Students must earn credit for physical education unless excused per RCW 28A.230.050
Career and Technical Education	1	May be an Occupational Education course that meets the definition of an exploratory course as described in the CTE program standards
Electives	4	

Source: <https://www.sbe.wa.gov/our-work/graduation-requirements/graduation-requirements-class-2024#credits>

*The 3rd credit of science and the 3rd credit of math are chosen by the student based on the student's interest and High School and Beyond Plan, and approved by the parent or guardian, or if the parent or guardian is unavailable or does not indicate a preference, the school counselor or principal ([WAC 180-51-068](#)).

**Personalized Pathway Requirement 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, that may include Career and Technical Education, and are intended to provide a focus for the student's learning.

RCW 28A.230.050

Physical education in high schools.

All high schools of the state shall emphasize the work of physical education, and carry into effect all physical education requirements established by rule of the superintendent of public instruction: PROVIDED, That 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.

WAC 180-51-210

State subject and credit requirements for high school graduation.

(5) One-half credit in **health**.

(6) One and one-half in **physical education**. Students may be excused from the physical education requirement under RCW [28A.230.050](#). Such excused students shall be required to demonstrate mastery of the knowledge portion of the fitness requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW [28A.210.365](#).

Quality PE Programs

Include:

- Curriculum that aligns with state learning standards and outcomes for health and physical education.
- Curriculum taught by a certified health and physical education teacher.
- Appropriate time and space for students to learn and practice skills, with appropriate supplies.
- Instruction and assessment in the cognitive, affective, and psychomotor domains.

Current KSD High School PE Offerings

***Not all classes are offered at every school, please make sure to check the location when selecting courses.**

<u>Course</u>	<u>Grade Level</u>	<u>Schools Offered</u>
Adaptive P.E. 1 & 2	9-12	Kennewick, Southridge
Adaptive P.E. Coach	9-12	Kennewick
Aerobics Fitness	9-12	Kennewick
Aerobics & Personal Fitness	9-12	Southridge
Cross Training 1 & 2	9-12	Kamiakin, Kennewick, Southridge
Food and Fitness	10-12	Kamiakin, Kennewick, Southridge
Health	9-12	Kamiakin, Kennewick, Southridge, Endeavor
Health (Zero Hour)	9-12	Kamiakin, Southridge
Lifetime Sports 1 & 2	10-12	Kamiakin
Lifetime Wellness (Bowling)	9-12	Kennewick
P.E. 1 & 2 (Zero Hour)	9-12	Southridge
Personal Fitness	9-12	Kennewick, MCP
Performance Weight Training 3 & 4 (Zero Hour)	9-12	Kamiakin, Southridge
Power Walking 1 & 2	9-12	Kamiakin, Kennewick, Southridge
Racquet and Team Sports 1 & 2	9-12	Kennewick, Southridge
Sports Medicine 1 & 2	9-12	Kamiakin, Kennewick, Southridge
Sports Medicine 3 & 4	10-12	Kamiakin, Kennewick, Southridge
Sports Medicine Clinical 1 & 2	9-12	Kamiakin
Sports and Personal Fitness 1 & 2	9-12	Kamiakin, Southridge, Legacy, Endeavor
USAF JROTC 1-2 Aviation History	9-12	Kamiakin, Kennewick, Southridge
USAF JROTC 3-4 Exploring Space	9-12	Kamiakin, Kennewick, Southridge
USAF JROTC 5-6 The Science of Flight	9-12	Kamiakin, Kennewick, Southridge
USAF JROTC 7-8 Global Awareness	9-12	Kamiakin, Kennewick, Southridge
Weights and Personal Fitness 1 & 2	9-12	Kamiakin, Southridge
Weight Training 1 & 2	9-12	Kennewick, Southridge
Weight Training 1 & 2 (Zero Hour)	9-12	Kennewick, Southridge
Weight Training 3 & 4	10-12	Kamiakin, Southridge

Physical Education Learning Standards

Standard 1: Students will **demonstrate competency** in a variety of motor skills and movement patterns.

Standard 2: Students will **apply knowledge** of concepts, principles, strategies, and tactics related to movement and performance.

Standard 3: Students will **demonstrate the knowledge and skills** to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: Students will **exhibit** responsible personal and social behavior that respects self and others.

Standard 5: Students will **recognize** the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Education Learning Standards

**Physical
Portion**

**Cognitive Knowledge
Portion**

Procedures to Enact RCW and WAC

When an individual student seeks to be excused from PE, they must demonstrate competency in both portions of the PE standards to earn PE credit required for graduation through competency:

**Physical
Portion**

**Cognitive Knowledge
Portion**

Ways to Demonstrate Competency and Earn .5 credit

Physical Portion

- Documentation of successful completion of directed athletics or military science (i.e. school sports; officially organized/regulated community sports under the supervision of a coach; JROTC) in the year in which the excusal is sought
- Completion and documentation/logging of 75 hours of physical activity in the year in which excusal is sought

Cognitive Knowledge Portion

- Successful passage of the district PE knowledge assessment

Credit earned will be shown on the student's transcript with a code to identify that credit was earned through competency.

Overall Interests

- Maintain the integrity of the high school diploma and the PE program
- Follow state laws
- Ensure staff, students and parents are well-informed regarding PE competency options
- Ensure equitable access to options
- Provide support and guidance to students/families seeking competency credit

Strategies/Efforts Aligned with Interests



Strategies/Efforts Aligned with Interests

All new this school year

Access and Options	Information and Communication	Support and Guidance
<ul style="list-style-type: none">• Opportunity for assessment offered monthly during Early Release Wednesdays at the district administration building• Implementation of OSPI-created knowledge assessment• Implementation of fitness log option• Discontinuation of the physical assessment	<ul style="list-style-type: none">• Development of Graduation Hub• Expansion of information on district website/direct links to forms	<ul style="list-style-type: none">• Provision of study guide• Clarity of definition of “directed athletics or military science”<ul style="list-style-type: none">• school sports• officially organized/regulated community sports under the supervision of a coach• JROTC

Strategies/Efforts Aligned with Interests

Home ■ Students & Families ■ Graduation HUB

GRADUATION HUB

GRADUATING READY FOR SUCCESS

Kennewick School District is providing students with the skills and knowledge needed to pursue their dreams and demonstrate that no matter what path they pursue after high school, they are ready for work, continued education, and other opportunities.



[Graduation Requirements](#)



[Career & College Counseling](#)



[ACT & SAT Exams](#)



[Advanced Programs](#)

Strategies/Efforts Aligned with Interests

Home ■ Students & Families ■ Graduation HUB ■ Graduation Requirements

GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

CLASS OF 2024 CLASS OF 2025 CLASS OF 2026 CLASS OF 2027

CLASS OF 2028 CLASS OF 2029

GRADUATION REQUIREMENTS FOR THE CLASS OF 2024

- ✓ High School & Beyond Plan
- ✓ Earn 24 Credits
- ✓ Washington State History
- ✓ Computer Competence
- ✓ Graduation Pathway Option

LEARN ABOUT:

- [High School Plan & Beyond](#)
- [24-Credit Requirement](#)
- [Middle School Credit Opportunities](#)
- [High School Course Catalog and Other Credit Opportunities](#)
- [Credit Competency \(Computer Competence, Physical Education, World Language\)](#)
- [Graduation Pathway Options](#)

CREDIT COMPETENCY

+ COMPUTER

– PHYSICAL EDUCATION

In order to earn Physical Education Competency Credit, students must participate in directed athletics or military science (i.e. school sports; officially organized/regulated community sports under the supervision of a coach; JROTC) **AND** pass the Physical Education Competency Assessment.

Next Steps:

1. Compete and return the [Direct Sports Participation Form](#)
2. Complete and return the [Physical Education Competency Credit Fitness Log](#)
3. Register to take the [Physical Education Competency Assessment](#). To prepare for the assessment, study the [Physical Education Knowledge Assessment Study Guide](#)

+ WORLD LANGUAGE

Data

	19-20	20-21	21-22	22-23	23-24*
Number of assessments attempted	229	257	217	170	167
Number of students passing both the physical and knowledge assessments	85	102	43	54	
Pass Percentage	37%	39%	19%	31%	

*2023-24 is an incomplete data set:

- *Waiting for logs to be turned in*
- *58/167 students have passed the knowledge portion*
- *Still have one more testing opportunity this school year*

INSTRUCTION

Race and the Curriculum

The Board recognizes the importance of ensuring that curriculum resources reflect the diversity that exists in the country, community, and classrooms. The 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 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.~~

Critical Race Theory (CRT) Definition

Option 1 CRT an intellectual and social movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to exploit people of color. Critical race theorists hold that racism is inherent in the law and legal institutions of the United States insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans. Critical race theorists are generally dedicated to applying their understanding of the institutional or structural nature of racism to the concrete (if distant) goal of eliminating all race-based and other unjust hierarchies. (source: Britannica.com).

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(Option 2), Critical Race Theory (CRT) is the belief that society is organized by racism and is an academic discipline that holds that the United States is a nation founded on white supremacy and oppression and that these forces are still at the root of our society.

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While learning about Critical Race Theory may be appropriate if aligned to the specific learning objectives of a course, learning materials should be used to educate **(or to inform)** rather than indoctrinate. The 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 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. **The district and its partners will not promote or emphasize Critical Race Theory and its ideologies or tenets.**

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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; all instructional materials must be vetted through district-approved processes and be Board approved.

Legal Reference: [Constitution of the United States](#)
[Constitution of the State of Washington](#)

First Amendment
Fifteenth Amendment
Article 9, Section 4

Adopted: August 24, 2022
Amended: June 21, 2023
Amended: April 24, 2024

INSTRUCTION

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Definition

CRT an intellectual and social movement and loosely organized framework of legal analysis based on the premise that race is not a natural, biologically grounded feature of physically distinct subgroups of human beings but a socially constructed (culturally invented) category that is used to exploit people of color. Critical race theorists hold that racism is inherent in the law and legal institutions of the United States insofar as they function to create and maintain social, economic, and political inequalities between whites and nonwhites, especially African Americans. Critical race theorists are generally dedicated to applying their understanding of the institutional or structural nature of racism to the concrete (if distant) goal of eliminating all race-based and other unjust hierarchies. (source: Britannica.com).

While learning about Critical Race Theory may be appropriate if aligned to the specific learning objectives of a course, learning materials should be used to educate rather than indoctrinate. The 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.

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; all instructional materials must be vetted through district-approved processes and be Board approved.

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

Adopted:	August 24, 2022
Amended:	June 21, 2023
Amended:	April 24, 2024

STUDENTS

Gender-Inclusive Schools

The district shall provide an educational environment that is safe and free of discrimination for all students, regardless of gender expression, gender identity, or sex. To that end, the District recognizes the importance of an inclusive approach toward transgender and gender-expansive students with regard to key terms, communication and the use of names and pronouns, student records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes, and other school activities, in order to provide these students with an equal opportunity for learning and achievement.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information of the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning harassment, intimidation, bullying, and discrimination.

Legal References: RCW 28A.642 Discrimination Prohibition
 34 C.F.R., Part 99 - Family Education Rights and Privacy Act

Adopted September 4, 2019

STUDENTS

GENDER-INCLUSIVE SCHOOLSGender-Inclusive Schools

Acknowledgement and Guiding Principles

The following is to recognize the role of Kennewick School District concerning matters involving student transgender identity, gender identity, gender transitioning, and possible gender confusion.

The Kennewick School District acknowledges that:

- A. District teachers, school counselors, administrators, school psychologists, and classified employees want safe, high performing schools in the district and what is best for children, particularly the children they work with daily.
- B. The district's cautious approach herein does not call into question the good faith and caring of district employees for the welfare of children.
- C. The district recognizes the role of schools and school districts to educate children and the role of parents/guardians to make important medical decisions for their children. The parents/guardians are the first teachers of their children and the district partners to provide high quality education.
- D. The district recognizes the value of the family in supporting their children through a confusing adolescent landscape which requires policy and procedure around gender inclusive schools.
- E. The district recognizes that involving parents/guardians in the decision-making process for mental health and social emotional issues of their student at the earliest possible time can assist in reduction potential issues of self-harm.

The district recognizes that parents/guardians have the primary role to play in anything affecting the health and welfare of their children.

- A. All children in all schools should be protected from harassment, intimidation, bullying, and unlawful discrimination, including children who question their gender identity. School personnel should protect all children from discrimination by following Board Policy and Procedure 3210/3210R, Non-Discrimination.
- B. The Kennewick School District will use Board Policy and Procedure 3211/3211R, Gender Inclusive Schools to guide their work with children who may, on their own volition or in the confines of their family, question their gender identity.
- C. The district will be transparent with parents/guardians and the community about curriculum, instruction, and activities which address gender identity and expression. The school should also be transparent with parents/guardians of children who question their

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gender identity so that the parents/guardians may provide appropriate support for their children.

D. It is not the proper role of the school to foster curriculum, instruction, or activities which would reasonably be expected to lead children to question their gender identity, when no such questions existed before.

“Gender affirming” curriculum, instruction, and/or activities in schools should not be provided where it is not part of the Board-approved subject matter of a particular class.

Requested Meeting

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The principal or building administrator—or an appropriate, designated school employee—is encouraged to request a meeting with a transgender or gender-expansive student upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences in consideration of whether safety concerns are present for the student.

The goals of the meeting are to:

1. Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
2. Develop a shared understanding of the student's day-to-day routine within the school to foster a relationship and help alleviate any apprehensions the student may have regarding their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protection to which they are entitled under Policy 3211, this procedure, and state and federal law regarding gender expression or identity.

Key Definitions/Terms

- Assigned sex at birth: The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc.).
- Cisgender: A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- Gender Expansive: A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.

Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

- Gender Expression: The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- Gender Identity: A person’s internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- Transgender: A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.
- Transitioning: The process in which a person goes from living and identifying as one gender to living and identifying as another.

Communication and Use of Names and Pronouns

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student’s parent/guardian. That information will be included in the electronic student record system along with the student’s legal name in order to inform teachers and staff of the name and pronoun by which to address the student.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender-expansive students regarding issues such as conduct, discipline, grades, attendance, or health, school employees will focus on the conduct or issues rather than making assumptions regarding the student’s actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender-expansive students, it’s important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student’s name and pronoun could be affirming for the student. For parents who are not supportive or who are not aware of the student’s transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student’s gender identity or gender expression, or inappropriate release of information regarding a student’s transgender or gender-expansive status.

Collaborative Family Communication Protocol

- A. The governing consideration in communicating with parents/guardians concerning a student who asks to be called by a different name or pronoun, indicating a change in gender identity, is the student’s safety. A student’s fear or concern about their family learning of their gender identity should not be automatically discounted. However, the students’ stated preferences are not the sole factor to consider. Decisions about communicating with a parent/guardian about such things should be made holistically

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Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

- based on as many factors as the school is aware (see, WSSDA Policy and Legal News, March 2022).
- B. Students are served best when the school collaborates with students and parents/guardians to create a safe, supportive, and inclusive school environment for all students.
 - C. When a student request being called by a different name or pronoun indicating a change in gender, that request is to be honored.
 - D. If a parent/guardian asks if their child has requested the use of a different name or pronoun indicating a change in gender identity, staff will answer the question accurately, providing the requested information and refer the parent/guardian to the principal unless the parent/guardian has already been informed and been in contact with the principal.
 - E. If a student asks a staff person for a name or pronoun change, the staff member will promptly share that information with the principal and the student's counselor.
 - F. The principal and/or counselor will encourage the student to communicate about such name or pronoun changes with their parent/guardian if the student is not already doing so. The principal and/or counselor will also discuss with the student about contacting the parent/guardian about such name and pronoun changes.
 - G. The principal, counselor, and staff will cooperate and work with parents/guardians and students in such situations.

Official Records

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. The ~~District~~ district will change a student's official records to reflect a change in legal name upon receipt of:

1. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally issued identification; or
2. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process, ~~found at <http://www.k12.wa.us/sites/default/files/public/cedars/pubdocs/2018-19cedarsreportingguidance.pdf>~~. The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

-Confidential Health or Educational Information

Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including the student's parents and/or other school personnel, unless the school is:

- ~~1~~A. _____ legally required to do so, or
- ~~2~~B. _____ the student has authorized such disclosure.

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Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- ~~A~~. Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- ~~B~~. A separate changing schedule (i.e., utilizing the locker room before or after the other students).

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The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The ~~District-district~~ will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The ~~District~~district will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the ~~District~~district guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral and will not restrict a student's clothing choices based on gender. The district will take an approach that conforms with OSPI 's guidelines.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Training and Professional Development

The District Office of Civil Rights officer will be the primary contact regarding this policy and procedure relating to transgender or gender-expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the ~~District~~district will conduct staff training and ongoing professional development to build the skills of all staff members to prevent, identify, and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- A. Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- B. Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- C. Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- D. District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

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Discrimination and Harassment Complaints

Discrimination and harassment based on sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the ~~District~~district, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender-expansive students.

Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210R.

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.

Legal References: [RCW 28A.642](#) Discrimination Prohibition
[RCW 28A.642.080](#) Transgender ~~Student-student Policy-policy~~
and ~~Procedure-procedure~~
[WAC 162-32-060](#) ~~Gender-segregated facilities~~
[34 C.F.R., Part 99](#) Family Education Rights and Privacy Act

Adopted ____ January 2020

~~Amended April 24, 2024~~

STUDENTS

Gender-Inclusive Schools

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- C. Gender Expansive: A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- D. Gender Expression: The external ways in which a person expresses their gender to the world, such as through their behavior, emotions, mannerisms, dress, grooming habits, interests, and activities.
- E. Gender Identity: A person's internal and deeply-felt sense of being female, male, both, non-binary, gender-expansive, or other—regardless of the gender assigned at birth.
- F. Transgender: A term often used to describe a person whose gender identity or expression, or both, are different from those traditionally associated with their sex assigned at birth.

- G. Transitioning: The process in which a person goes from living and identifying as one gender to living and identifying as another.

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- B. Students are served best when the school collaborates with students and parents/guardians to create a safe, supportive, and inclusive school environment for all students.
- C. When a student request being called by a different name or pronoun indicating a change in gender, that request is to be honored.
- D. If a parent/guardian asks if their child has requested the use of a different name or pronoun indicating a change in gender identity, staff will answer the question accurately,

- providing the requested information and refer the parent/guardian to the principal unless the parent/guardian has already been informed and been in contact with the principal.
- E. If a student asks a staff person for a name or pronoun change, the staff member will promptly share that information with the principal and the student's counselor.
 - F. The principal and/or counselor will encourage the student to communicate about such name or pronoun changes with their parent/guardian if the student is not already doing so. The principal and/or counselor will also discuss with the student about contacting the parent/guardian about such name and pronoun changes.
 - G. The principal, counselor, and staff will cooperate and work with parents/guardians and students in such situations.

Official Records

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- A. Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally issued identification; or
- B. A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process. The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

Confidential Health or Educational Information

Information about a student's gender identity, legal name, or assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive status to others, including the student's parents and/or other school personnel, unless the school is:

- A. legally required to do so, or

- B. the student has authorized such disclosure.

Restroom Accessibility

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with their gender identity. Any student—regardless of gender identity—who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

Locker Room Accessibility

Use of locker rooms by transgender or gender-expansive students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive student social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. The district will take an approach that conforms with OSPI's guidelines. In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions for any student who wants additional privacy include, but are not limited to:

- A. Use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- B. A separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. No student will be required to use a locker room that conflicts with his or her gender identity.

Sports and Physical Education Classes

The district will provide all students, including transgender and gender-expansive students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

Dress Codes

The district will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the district guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender-neutral

and will not restrict a student's clothing choices based on gender. The district will take an approach that conforms with OSPI 's guidelines.

Other School Activities

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, and overnight trips), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

Training and Professional Development

The District Office of Civil Rights officer will be the primary contact regarding this policy and procedure relating to transgender or gender-expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the district will conduct staff training and ongoing professional development to build the skills of all staff members to prevent, identify, and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- A. Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- B. Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- C. Strategies for preventing and intervening in incidents of harassment and discrimination, including bullying and cyber-bullying;
- D. District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, gender identity, gender expression issues.

Discrimination and Harassment Complaints

Discrimination and harassment based on sex, gender identity, or gender expression are prohibited within the district. It is the responsibility of each school, the district, and all staff to ensure that all students, including transgender and gender-expansive students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to the person designated as the primary contact relating to transgender or gender-expansive students. Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and harassment complaints. This includes investigating the incident and taking age and developmentally appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210R.

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.

Administrative Regulation No. 3211
Gender-Inclusive Schools - Continued

Legal References:	RCW	28A.642	Discrimination Prohibition
	RCW	28A.642.080	Transgender student policy and procedure
	WAC	162-32-060	Gender-segregated facilities
		34 C.F.R., Part 99	Family Education Rights and Privacy Act

Adopted	January 2020
Amended	April 24, 2024

INSTRUCTION

Performance-Based Pathway for High School Graduation

The Board is committed to providing graduation pathways that are student-focused, adaptable, rigorous, and meaningful ways for students to demonstrate appropriate readiness in support of their individualized career and college goals. As part of that commitment, the district offers multiple pathway options, including a performance-based pathway for high school graduation.

The performance-based pathway includes the following components:

- A. Proposal created by the student, or a learning contract for a performance-based pathway opportunity developed by a school or the district;
- B. Student Learning experience;
- C. Product created by the student based on the learning experience that must demonstrate that the student has met learning standards in English Language Arts or math; and,
- D. Evaluation of the student product, performed locally, involving at least one teacher endorsed in the relevant subject area(s) using state-developed proficiency targets and associated rubrics.

The superintendent or designee will develop a process in accordance with the accompanying procedures for:

- A. Approving student proposals and performance-based pathway opportunities developed by a school or the district;
- B. Assessing student products; and,
- C. Addressing the safety of the student learning experience.

At least annually, the district will examine data on student groups participating in and completing each graduation pathway option offered by the school district according to [RCW 28A.655.260](#).

Legal References:

WAC 180-51-050	High school credit – Definition.
WAC 180-51-230	Graduation pathway options.
RCW 28A.230.090	High 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.
RCW 28A.655.250	Graduation pathway options.

RCW [28A.655.260](#) Graduation pathway options – Review and monitoring – Participation data.

Adopted: April 24, 2024

STUDENTS

Early Withdrawal Prior to Graduation

Students age ~~15-16~~ or older identified as potential dropouts shall become a focus of attention in the following manner:-

A. The student and school counselor will meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.

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B. The counselor, the student's teachers, and principal will meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.

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C. The student, parent or guardian, counselor and principal will review all pertinent information and the options that are available to the student rents with parents, counselor, and principal.

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Reasonable efforts shall be made to persuade the student to remain in school and complete requirements for a diploma. If unsuccessful ~~at that, school personnel~~ staff shall attempt to find placement in an appropriate alternative educational setting. -Failing that, the principal shall determine if there is sufficient ground to excuse the student from continued compulsory attendance. -If there is, the principal shall recommend to the superintendent that the student be excused from further school attendance.

No student under the age of 18 will be permitted to withdraw unless the student is lawfully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with Chapter 13.64 RCW. No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

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The superintendent will provide the Board an annual early withdrawal report, which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

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If the child is not enrolled in an approved private school receiving home based instruction, or excused because the child is physically or mentally unable to attend school, the superintendent, before excusing the child from school, shall:

- 1. determine if the child has attained a reasonable proficiency in the branches required by law;

- ~~2. the child is regularly and lawfully engaged in a useful or remunerative occupation;
and/or~~
- ~~3. the child has received a certificate of educational competence.~~

Legal Reference: [RCW 28A.225.010](#) ~~— Attendance Mandatory—_Age—
Exceptions. Persons Having Custody
Shall Cause Child to Attend Public
School—Child Responsible for
Attending School—Exceptions—
Excused Temporary Absences~~
~~RCW 28A.225.020 School's duties upon child's failure to attend
school.~~

Adopted: September 8, 1993
Amended: April 24, 2024

STUDENTS

Withdrawal Prior to Graduation

Students aged 16 or older identified as potential dropouts shall become a focus of attention in the following manner:

- A. The student and school counselor will meet for the purpose of discussing the reason for desiring to withdraw from school and the student's plans for the future, including the educational, counseling and related services which are available within the school and/or community.
- B. The counselor, the student's teachers, and principal will meet to discuss the student's present status and to identify program modifications and/or options that will meet the student's present and future needs.
- C. The student, parent or guardian, counselor and principal will review all pertinent information and the options that are available to the student rents with parents, counselor, and principal.

Reasonable efforts shall be made to persuade the student to remain in school and complete the requirements for a diploma. If unsuccessful, staff shall attempt to find placement in an appropriate alternative educational setting. Failing that, the principal shall determine if there are sufficient grounds to excuse the student from continued compulsory attendance. If there are, the principal shall recommend to the superintendent that the student be excused from further school attendance.

No student under the age of 18 will be permitted to withdraw unless the student is lawfully and regularly employed and either a parent agrees that the student should not be required to attend school, or the student has been emancipated in accordance with [Chapter 13.64 RCW](#). No student under the age of 16 will be permitted to withdraw from further school attendance unless another exception to compulsory attendance has been met.

The superintendent will provide to the Board an annual early withdrawal report, which outlines the age and grade level for each student, the reason(s) for leaving and any follow-up data that has been collected after the student has withdrawn.

Legal Reference: RCW [28A.225.010](#) Attendance Mandatory – Age – Exceptions.
 RCW [28A.225.020](#) School's duties upon child's failure to attend school.

Adopted: September 8, 1993
Amended: April 24, 2024

STUDENTS

Enrollment and Attendance Records

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

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A. Any history of placement in a special education program;

B. Any past, current or pending disciplinary actions;

C. Any history of violent behavior;

D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;

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E. Any unpaid fines or fees from other schools; and

F. Any health conditions affecting the student's educational needs.

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The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

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If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence.

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The district will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

The district will not inquire into a student's citizenship or immigration status or that of student's parents or guardians.

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The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state.

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The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, district personnel shall be diligent in maintaining such records.

Legal Reference: ~~RCW 28A.225.040 Report of Truants, Incurrigibles~~
~~28A.410.137 Attendance, False Reports Of~~

~~RCW 28A.225.215, Enrollment of children without legal Residences,~~

~~RCW 28A.225.216, Children of military families - Residency,~~

~~RCW 28A.225.330, Enrolling students from other districts -~~

~~Requests for information and permanent records - Immunity from liability - Rules,~~

~~WAC 392-121-108, Definition - Enrollment exclusions,~~

~~WAC 392-121-122, Definition - Full-time equivalent student,~~

~~WAC 392-121-182, Alternative learning experience requirements,~~

~~WAC 392-169-022, Running start student - Definition,~~

Adopted: ___ September 8, 1993

Amended: April 24, 2024

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STUDENTS

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- C. Any history of violent behavior;
- D. Adjudications or convictions described in [RCW 13.04.155](#), which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses;
- E. Any unpaid fines or fees from other schools; and
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Legal Reference: RCW [28A.225.215](#) Enrollment of children without legal residences.
 RCW [28A.225.216](#) Children of military families – Residency.
 RCW [28A.225.330](#) Enrolling students from other districts – Requests for information and permanent records – Immunity from liability – Rules.
 WAC [392-121-108](#) Definition – Enrollment exclusions.
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 WAC [392-121-182](#) Alternative learning experience requirements.
 WAC [392-169-022](#) Running start student - Definition.

Adopted: September 8, 1993

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