

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

Meeting Date: Wednesday, September 25, 2024
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/4dczWuk>
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 Study Session September 11, 2024
B. Minutes of School Board Meeting September 11, 2024

Human Resources Reports and Items
A. Personnel Actions – Certificated, Classified, and Extracurricular
B. Kennewick Association of Education Support Professionals Collective Bargaining Agreement

Interagency Contracts for Special Education Services 2024-25
A. The ARC of Tri-Cities
B. Columbia Industries
C. Pasco School District Deaf Program
D. Candy Mountain Academy
E. Waterfall Canyon Academy

5. **Communications Follow-up**

6. **Superintendent/Board Member Report**

7. **Unfinished Business**
A. Family Navigator Program and Communities in Schools

8. **Reports and Discussions**
 - A. Family/Parent Involvement and Engagement Efforts **ROBYN CHASTAIN**
and 2024-25 Plan for “Get to Know KSD”
9. **New Business**
 - A. Lobbyist Discussion
10. **Next Meeting Agenda**
 - A. Capital Projects Update
 - B. Capital Budget
 - C. Student Safety Efforts
11. **Executive Session** (Approximately 40 minutes)
 - A. Per RCW 42.30.110 (1) (i) Legal Issue and (g) Personnel
12. **Other Business as Authorized by Law**
13. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING STUDY SESSION
Administration Building
September 11, 2024

M I N U T E S

MEMBERS PRESENT

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

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching and Learning; Vic Roberts, Executive Director of Business Operations; Dr. Thomas Brillhart, Assistant Superintendent of Operations; and Ron Cone, Executive Director of Information Technology.

Excused: Brittany Gledhill, Legislative Representative to the Board
Robyn Chastain, Executive Director of Communications and Public Relations

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 4:00 p.m. and led the Pledge of Allegiance with approximately 26 online and in-person staff and guests.

STUDY SESSION:

- Preparation for Washington State School Directors' Association (WSSDA) General Assembly
- Communities in Schools

No final decisions were made in discussions.

OTHER BUSINESS AS AUTHORIZED BY LAW

There being no further business, Gabe Galbraith adjourned the meeting at 5:05 p.m.

SECRETARY OF THE BOARD

PRESIDENT OF THE BOARD

Approved: September 25, 2024

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
Administration Building
September 11, 2024

M I N U T E S

MEMBERS PRESENT

Board Members: Gabe Galbraith, President of the Board; Micah Valentine, Vice President of the Board; Dr. Josh Miller, Board Member; Mike Connors, Board Member; Annie Maltos, Student Representative to the Board; and Dr. Traci Pierce, Superintendent and Secretary of the Board.

Student Representative-Elect: Diego Anguiano

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; Dr. Thomas Brillhart, Assistant Superintendent of Operations; and Ron Cone, Executive Director of Information Technology.

Excused: Robyn Chastain, Executive Director of Communications and Public Relations.

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 5:32 p.m. and led the Pledge of Allegiance with approximately 108 online and in-person staff and guests.

Motion by Mike Connors to excuse Board member Brittany Gledhill, Legislative Representative of the Board.

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

Motion carried 4-0.

RECOGNITION

2024-25 Student School Board Representative and Representative-Elect

Superintendent Dr. Traci Pierce introduced the new Student Representative to the Board, Annie Maltos, who attends Southridge High School, and Diego Anguiano, the Student Representative-Elect, who attends Kamiakin High School. Annie and Diego shared information about themselves, including the school activities with which they are involved.

New Kennewick School District Administrators

Superintendent Dr. Pierce introduced new administrators to the Kennewick School District and recognized the entire administrative team's leadership and commitment to KSD staff, families, and students.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Jeff Pieros spoke in favor of keeping the current equity statement.

JoJo Davis spoke in support of maintaining Kennewick School District's partnership with Communities in Schools.

Christine Brown spoke in support of maintaining Kennewick School District's partnership with Communities in Schools.

Kathy Clayton spoke in support of the Communities in Schools organization.

Anthony Contreras, Board Chair for Community in Schools, spoke in support of the organization.

Koren Burling, teacher at Eastgate Elementary School, spoke in support of Community in Schools.

Uby Creek expressed concerned about the Board representing all students and provided the information on a Governance with Equity training opportunity.

Eric Bolz spoke in favor of Communities in Schools.

Jan Lank shared information on Academic Success Learning Lab outreach.

CONSENT ITEMS

Motion by Mike Connors to approve the consent items as presented.

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

Motion carried 4-0.

The consent items were as follows:

- Minutes of Regular Board Meeting August 14, 2024
- Personnel Actions – Certificated, Classified, and Extracurricular
- Out of Endorsement Teacher Plans 2024-25
- Budget Status Report Ending July 31, 2024
- Payroll and Vouchers Ending July 31, 2024

COMMUNICATIONS FOLLOW UP

Superintendent Dr. Pierce followed up on the status of the superintendent search, noting that the Board will resume the search process later this fall, and that once a more concrete timeline is developed, it will be widely communicated to staff, families, and the community.

SUPERINTENDENT/BOARD MEMBER REPORT

Student Representative to the Board Annie Maltos reported that she attended the Superintendent Student Advisory Council meeting earlier in the day. She shared topics that were discussed at the meeting.

Superintendent Dr. Traci Pierce reported that the overall start to the school year was positive. She shared that the theme for the annual staff Welcome Back event was "Mission Possible." The focus was on the district's mission for students, and during the event, efforts that the district and schools were taking to realize the mission and achieve positive outcomes for students were highlighted, recognized, and celebrated.

Dr. Pierce recognized last year's Southridge High School Esports team, which was inadvertently left off the spring recognition. She shared the accomplishments of Coach Jason Giancola and last year's teams. Nine of the ten teams made it to the playoffs and two made it to state.

Board Member Mike Connors welcomed the new Student Board Representative and Representative-Elect.

Board Member Dr. Josh Miller thanked those who spoke during the public comments and shared that he is focused on improving academics and preparing students for when they leave high school.

Board Member Micah Valentine shared that he visited several schools and welcomed the Student Board Representative and Representative-Elect.

Board Member Gabe Galbraith reported attending seven open houses, meeting community members, and letting staff know the Board supports them. He shared that he was invited to do a podcast with Semi Byrd and highlighted that he was clear during the podcast that he was speaking on his personal behalf, not on behalf of the Board. Mr. Galbraith also shared that he has been invited to be a guest panelist at the Pacific Research Institute.

Motion by Gabe Galbraith to move Unfinished Business before Reports and Discussions.

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

Motion carried 4-0.

UNFINISHED BUSINESS

Family Navigator Program and Communities in Schools

Superintendent Dr. Pierce presented information on the feasibility of shifting from Community in Schools contracted services to an in-house model. Following the Board discussion, it was decided to table the discussion until the next Board meeting on September 25.

President Galbraith announced a five-minute break at 7:13 p.m. The Board reconvened at 7:23 p.m.

REPORTS AND DISCUSSIONS

2024-25 Strategic Plan

Dr. Traci Pierce reviewed the process for updating annual objectives, reviewed the Board priorities identified during the June 7, 2023, Board Retreat, and shared the 2024-25 objectives and key indicators and targets. She recommended approval of the 2024-25 strategic objectives, and key indicators and targets.

Motion by Dr. Miller to approve the 2024-25 strategic objectives and key indicators and targets as presented.

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

Motion carried 4-0.

Dr. Pierce shared that a Board member proposed updating the current Commitment to Equity statement in the strategic plan to a Commitment to Equality of Opportunity statement. She presented the current statement, the proposed update, and another option for the Board to consider.

Motion by Micah Valentine to update the current Commitment to Equity statement to the proposed Equality of Opportunity statement as presented.

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

Motion carried 3-1.

Annual K-12 Student Goal Report

Alyssa St. Hilaire, Assistant Superintendent of Teaching and Learning, presented data

from spring district and state assessments, highlighted building “bright spots,” and detailed the actions being taken to contribute to positive results.

Annual Information Technology Report

Ron Cone, Executive Director of Information Technology, presented efforts related to network and data security; student access, learning, and safety; user support; and data systems.

NEW BUSINESS

None

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Family Navigator Program and Communities in Schools
- B. Family/Parent Involvement and Engagement Efforts
- C. 2024-25 Plan for “Get to Know KSD”
- D. Lobbyist Discussion

OTHER BUSINESS AS AUTHORIZED BY LAW.

There being no further business, the Board adjourned at 8:56 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: September 25, 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, September 25, 2024

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE						
REPLACEMENT						
LEAVE OF ABSENCE	Renee Barr	DHMS	Teacher - MS	Requesting temp. LOA	1.0	Eff. 12/20/24- 2/2/25
	Alexis Riensche	K-12 Student Svcs.	Nurse	Requesting temp. LOA	1.0	Eff. 11/26/24- 12/13/24
	Carina Kelley	Hawthorne	Teacher - Elem	Requesting temp. LOA	1.0	Eff. 2/2/24- 8/8/25
LEAVE OF ABSENCE REPLACEMENT	Veronica Teague	Hawthorne	Teacher - Elem	Johnson LOA	1.0 NON	2024-25
RETIREMENTS						
RESIGNATIONS						
IN DISTRICT TRANSFERS	Victoria Tobery	S Crest to R View	Elem Librarian to Teacher	Program Need	1.0	2025-26

**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: September 25, 2024

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITONS	Joy Kaiser	Tri-Tech	Pre-Nursing Instructional Assistant	Date Correction	8.0	9/23/2024
	Ellie Chavez	Kennewick	Para/SS/Tier III Autism 1-1	Student Need	6.5	9/23/2024
	Heidi Martinez	Lincoln	Para/SS/Tier III Autism	Program Need	6.5	9/23/2024
REPLACEMENT	Jaclyn Gagnon	Transportation	Bus Driver		5.08	9/3/2024
	Michael Reidt	Transportation	Bus Driver		4.75	9/3/2024
	Mike Ramsey	Transportation	Bus Driver		4.17	9/3/2024
	Kyle Smith	Transportation	Bus Driver		4.5	9/3/2024
	Amador Valencia	Transportation	Bus Driver		4.67	9/3/2024
	Kelly Harris	Transportation	Bus Attendant		3.33	9/3/2024
	Morgan Hamlin	Transportation	Bus Driver		4.58	9/3/2024
	Vickie Modine	Transportation	Bus Attendant		3.83	8/30/2024
	Dana Bugher	Transportation	Bus Attendant		3.33	8/30/2024
	Sadie Smith	Southgate	Para/FP/LAP		6.25	8/28/2024
	Jennifer Goodman	Desert Hills	Para/SS/Resource Room	Replaces Shahed Abdul Majeed	6.0	9/10/2024
	Alexa Silva	Washington	Para/FP/LAP	Replaces Kira Yount	6.0	9/16/2024
	Maria Quintero	Highlands	Cook	Replaces Kelly Higgins	6.0	9/9/2024
	Rachelle Sandven	Horse Heaven Hills	Custodian/Swing	Replaces Justine Light	8.0	9/13/2024
	Taysia Martin	Ridge View	Para/BE	Replaces Jill Shelby	2.75	9/16/2024
	Anita Camacho	Kennewick	Para/SS/Tier III Autism	Replaces Ahlesha Fitzgerald	6.5	9/16/2024
	Carter Evans	Chinook	Para/FP/LAP	Replaces Moon Kulp	6.0	9/16/2024
	Timmie Denn	Cottonwood	Para/SS/1-1/Physically Disabled	Replaces Andrea Stovern	6.5	9/16/2024
Connie Russell	Transportation	Bus Attendant		4.17	9/16/2024	
Damian Beagan	Transportation	Bus Attendant		3.33	9/17/2024	
Kayla Andrews	Highlands	Para/SS/Resource Room	Replaces Elizabeth Sarabia	6.0	9/19/2024	

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

REPLACEMENT CONT.	Andrea Carolina Salgado Sanchez	Amistad	Cook	Replaces Elizabeth Barajas	6.0	9/16/2024
	Spencer Noakes	Southridge	Para/SS/Tier III Autism	Replaces Jaron Sprong	6.5	9/16/2024
	Devynn Heath	KDC	Para/SS/Preschool	Replaces Pam Campbell	5.0	9/19/2024
	Maria Edeza Contreras	Kamiakin	Attendance Secretary	Replaces Rudy Castillo	5.5	9/23/2024
	Lidia Mino	Hawthorne	Cook	Replaces Lila Chavez	6.0	9/30/2024
	Rachelle Doty	Highlands	Para/FP/BE	Iris Barreto Ramirez	6.25	9/24/2024
	Cynthia Taylor	Sage Crest	Cook	Replaces Renee Jahr	3.0	9/30/2024
	Elizabeth Todd	Kamiakin	Para/SS/LifeSkills	Replaces Yahima Valdivia	6.5	9/25/2024
	Melissa Sexton	Amistad	Para/Be/Transitional Kinder/Temporary	Replaces Isabel Morales; Temporary 2024-25 school year	6.5	9/27/2024
	Seth Keller	Chinook	Para/BE	Replaces Denise Garner	6.0	9/30/2024
	Amadeline Zabilka	Washington	Para/Be/Transitional Kinder/Temporary	Replaces Susan Maxwell; Temporary 2024-25 school year	6.5	9/25/2024
	Nathalie Garza	Canyon View	Para/SS/Tier II Behavior	Replaces Avery Rivera	6.0	9/13/2024
REHIRE	Andrew Muniz Deanda	Highlands	Para/SS/LifeSkills	Returning to previous position	6.5	9/18/2024
	Maria Nemecio	Eastgate	Para/BE/Bilingual	Replaces Jesus Romero Garcia	7.0	9/23/2024
	James Soule	Desert Hills	Para/BE	Replaces Sherice Eissens	6.0	9/17/2024
RESIGNATION	Sterling Leija	Edison	Para/SS/Tier II Behavior		6.0	9/3/2024
	Stephanie Munoz	Fuerza	Para/FP/BE/Bilingual	To sub para	6.5	9/4/2024
	Alyssa Fouts	Edison	Para/SS/Tier II Behavior		6.0	9/13/2024
	Dayra Carreon	Canyon View	Para/SS/LifeSkills	To sub para	6.5	10/3/2024
	Yuri Morales	Sage Crest	Lead Cook		7.0	10/4/2024
	Katie Pierce	Chinook	Cook	To sub NS	6.0	10/4/2024
	Rosemary Harris	Horse Heaven Hills	Para/SS/LifeSkills 1-1	Maintains position at Amon Creek	3.25	10/1/2024
	Romeo Castillo	Ridge View	Cook		3.0	9/19/2024

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

LEAVE OF ABSENCE						
RESIGNED FROM LOA	Aftyn McDonald	N/A	Para	To sub teach	N/A	9/9/2024
	Brianna Niles	N/A	Para	To sub teach	N/A	9/13/2024
RETIREMENT	James Moore	Facilities Services	Structural Lead		8.0	12/31/2024
RETURN FROM LOA						
TERMINATION						



SCHOOL BOARD MEMORANDUM

Date: September 25, 2024
To: Board of Directors
Cc: Dr. Traci Pierce
From: Toni Neidhold, Director of Human Resources
RE: Kennewick School District (KSD) – Kennewick Association of Education Support Professionals (KAESP) Collective Bargaining Agreement 2024-2027

In June 2024, a tentative agreement was reached with KAESP (paraeducators). The bargaining unit ratified the 2024-2027 collective bargaining agreement on September 17, 2024. An overview of the terms of the agreement is as follows:

- Contract duration: 3 years
- Compensation: *The state salary flow through of the Implicit Price Deflator (IPD) only for each of the 3 years. On an annual basis, the state applies an inflation rate to salary allocations to districts equivalent to the Implicit Price Deflator (IPD). For 2024-25, the IPD is 3.7%. The IPD, as determined by the state, will be applied to the base salary schedule (Schedule A) each year for the next three years. Additional funds from the state identified for classified staff, to include paraeducators and secretaries were utilized to offer enhancement pay. An additional step was added to clock hour enhancement pay.*
- Other mutually beneficial contract language updates and adjustments with no costs. For example:
 - *Electronic recordings, monitoring, and surveillance language*
 - *Updates to the language related to the Fundamental Course of Study*

A full ratification document with all changes in blue font is attached.

Recommendation:

The Board approves the KSD-KAESP Collective Bargaining Agreement as presented.

DRAFT

Proposal	Date TA
<p><u>Section 3.10.</u> In the event an employee or supervisor requests a restorative/mediation meeting between co-workers, such meeting shall be voluntary.</p>	<p>5.24.24</p>
<p><u>Section 3.12.</u> Employees requested to proctor exams shall be allowed time during the workday to study for the test to become a certified proctor if a test is required. If such time is not available during the workday the time spent outside the workday will be compensated at the employee’s regular rate of pay, Comp Time, or Flextime. Such time shall be mutually agreed upon between the employee and supervisor in writing, either by email or by utilizing the Flextime Tracker.</p>	<p>6.7.24</p>
<p><u>6/4/24</u> <u>NEW Section 3.15. Electronic Recordings, Monitoring, and Surveillance.</u> The District and the Association recognize the necessity of the use of video or other electronic recordings in common areas for safety and security purposes and recognize the need to balance safety and security concerns with employees’ reasonable expectation of a fair level of privacy in the workplace. The District will not use audio, video, or other electronic surveillance in individual classrooms or work areas – excluding common areas used as classrooms, like libraries and gymnasiums – without the prior knowledge and written approval of the employee. Electronic surveillance information may not be used as evidence of Unsatisfactory or Basic performance in the evaluation process. No administrator or District employee will use electronic surveillance recordings with the intent to identify potential misconduct of employees. Information obtained from surveillance cameras will not be used as a basis for disciplinary action, except to verify or contradict a specific, credible allegation. If, when viewing video for legitimate purposes, a District administrator finds policy violations or criminal behavior, the District may use the video to address the situation. The District will take proper steps to ensure students do not make audio or video recordings or take photographs of employees without the employee’s knowledge and consent. The District will take appropriate disciplinary action with students, in accordance with harassment, cyber bullying, or other applicable District policies.</p>	<p>6.6.24</p>

DRAFT

Proposal	Date TA
<p><u>NEW Section 4.1.1 Privileged Communication</u> It is the fiduciary duty of PSE to act on behalf of the members it represents pertaining to privileged communication regarding employment relations with the employer, this includes all personnel matters, grievances, labor disputes, wages, rates of pay, hours of employment, all working conditions and collective bargaining. The employer will follow all applicable laws relating to privileged communication.</p>	<p>5.24.24</p>
<p><u>Section 4.8.</u> A special education task force and/or special education focused labor management meeting will be compiled organized annually. The Association shall elect five (5) special education paraeducators for this task force, with representation from all levels (elementary, middle, and high), as well as various special education positions. The task force shall have the ability to allow more special education paraeducators and or special education teachers, or others that would have a positive impact on the task force.</p> <p>The District will be represented by a Special Education Administrators as well as three (3) building administrators: one (1) from each level (elementary, middle and high). The Director of Elementary Education and/or the Director of Secondary Education. The PSE Field Representative and the District HR Director may attend if needed.</p> <p>The purpose of this task force and/or special education focused labor management meeting is to address immediate issues as well as long term issues within the special education realm. This task force will focus on on-going training for current employees as well as developing a process for on-boarding new employees. All special education paraeducators will be paid their hourly rate of pay for all time spent on the task force. The task force will develop and establish a meeting time, although such meeting time shall be no less than every other month.</p>	<p>6.10.24</p>
<p><u>NEW Section 4.9. Chapter Association Business.</u> Time during work hours, whenever possible, will be allowed for Association representatives to attend meetings with the District. If such meetings with the District occur outside the Association representatives' scheduled work hours, the Association representatives will be paid up to a maximum of one (1) hour of their regular pay rate per meeting. Such meetings shall be limited to:</p> <ol style="list-style-type: none"> 1. Labor Management Meetings 2. Formal Investigation meetings where the District directs the employee to attend and up to one (1) representative to attend if requested by the employee. <p>Additional exceptions may be made as agreed upon by both parties.</p>	<p>6.7.24</p>

DRAFT

Proposal	Date TA
<p><u>NEW Section 4.10. Association Business Leave</u> The Kennewick School District will grant absences, not to exceed five (5) workdays, with pay to the Union President and four (4) other designated representatives of the Union to participate in Union regional and state meetings. The Union shall reimburse the District for the costs incurred in the above paragraph for Substitutes' pay and benefits, if hired, as a result of Association members attending such meetings. Notification will be given to the supervisor at least five (5) workdays prior to the date of the meeting of member(s) of the Union who shall be in attendance. The supervisor may accommodate a shorter period of notice under unusual circumstances. Additional release time beyond the maximum in this section may be jointly agreed to by the Parties on a case-by-case basis through the labor management process.</p>	<p>6.6.24</p>
<p><u>NEW Section 4.11. Right to Information.</u> In order to effectively assist and participate in the resolution of issues, Contract enforcement, and good faith negotiations, PSE staff and the Association President, shall be entitled to receive copies of requested information. Requests for information shall be in writing and submitted to the Director of Human Resources, the reason for the request shall be communicated at the time of the request.</p> <p><u>NEW Section 4.11.1. Applicability of Public Disclosure Laws:</u> Nothing in this Agreement precludes the District from providing documents in accordance with public disclosure laws. The District will notify the employee prior to the release of any requested record. Employees shall have four (4) business days to notify the District if they plan to file an injunction blocking the request.</p>	<p>5.24.24</p>

Proposal	Date TA
<p><u>Section 7.1.</u> Each employee shall be assigned in advance to their defined shift with designated times of beginning, ending, breaks, and lunch. Such shift shall not be permanently changed without two (2) weeks’ notice to the employee. The employee may waive the required notice period.</p> <p><u>Section 7.2.</u> Each employee shall be provided breaks and lunch periods as follows:</p> <ul style="list-style-type: none"> • 4 hours – one uninterrupted 15-minute rest period • 5 hours – one uninterrupted 15-minute rest period, and one 30-minute uninterrupted lunch • 6 hours – one uninterrupted 15-minute rest period, and one 30-minute uninterrupted lunch • 7 hours – one uninterrupted 15-minute rest period, and one 30-minute uninterrupted lunch • 7.5 – 8 hours – two uninterrupted 15-minute rest periods,– one in the am and one in the pm, and one 30-minute uninterrupted lunch. <p>The program supervisor/administrator will not schedule lunch or breaks at the beginning or ending of a work shift. Meal periods shall not commence before the second hour of the shift, <i>unless agreed upon between both parties in writing.</i></p> <p>Shifts of five (5) hours or more will have a scheduled thirty (30) minute unpaid, uninterrupted lunch period as near the middle of the shift as is possible. The immediate supervisor will determine the time for the lunch period.</p> <p><u>Section 7.3.</u> Employees required to work through their regular lunch periods will be given time to eat at a time agreed upon between the employee and supervisor. In the event the District requires an employee to forego their lunch period and the employee works their entire shift, including the lunch period, they shall be compensated for the foregone lunch period.</p> <p style="padding-left: 40px;"><u>Section 7.3.1.</u> If the classroom LPN is the only licensed health care provider available in the building at the time they are scheduled for lunch, they will be considered “on call” and will be paid during the thirty (30) minute lunch. This time will be entered in Timecard Online by the LPN.</p>	<p>5.31.24</p>
<p><u>Section 7.6. Compensatory Time.</u> Compensatory time is to be earned at no less than one and a half hours (1.5) for each hour of employment for which overtime compensation is required. Employee’s may choose compensatory time in lieu of paid compensation for all hours worked over forty (40) in a week. All overtime hours shall first be approved by a supervisor unless an emergency arises. Teachers cannot approve overtime. [Change Employee’s to Employees]</p>	<p>5.24.24</p>

DRAFT

Proposal	Date TA
<p><u>Section 7.9. Early Release.</u> Early release days are defined as those days, which are scheduled to be equal to or less than one-half (1/2) a regular school day, such as report card preparation, conferences, the day before a holiday, and the last day of school. The employee may use one of the following options on these early release days; after the students have been dismissed for the day:</p> <ol style="list-style-type: none"> 1. Work regularly scheduled hours. 2. Request vacation or personal leave for unworked hours. 3. Use sick leave for medical appointments. (Must provide documentation within three (3) workdays of the appointment or use other listed options.) 4. Request compensatory time or flex time as accrued under Section 7.6 and 7.7. 5. Accept a deduction of pay for the unworked hours. <p>If the employee does not select one (1) of the options within three (3) business days, they will accept a deduction of pay (#5). The employee will indicate the chosen option on Timecard Online by payroll cutoff for that work period. Failure to do so will result in the payroll secretary or payroll entering a deduction of pay.</p>	<p>5.24.24</p>
<p><u>Section 7.11.</u> All employees will be notified prior to October 1st for fall conferences and February 1st for spring conferences of the dates and times of when they will be required to work student conferences.</p>	<p>5.24.24</p>
<p><u>Section 7.13.</u> All Special Education paraeducators and LPNs may choose to work up to one two (2) days prior to school starting if meaningful work exists. Request for work will be pre-approved by the building administrator. The employee will accrue flextime to be used during conferences. in accordance with Section 7.7.</p>	<p>6.10.24</p>
<p><u>NEW Section 7.16. Paraeducator Instructional Duties.</u> Employees who are assigned to instructional duties in the classroom or small group settings shall not be required to supervise more than five (5) students without assistance from another employee.</p> <p>Every effort shall be made to limit the number of students in small groups, taking into consideration the physical space utilized for the small group. Small groups shall not be combined should the space not adequately support the number of students present.</p>	<p>6.10.24</p>

DRAFT

Proposal	Date TA
<p><u>Section 9.3. Bereavement Leave.</u> Each employee shall be entitled to one (1) to a maximum of five (5) days leave with pay for each occasion when the absence is caused by the death of a relative or other (as approved by the District). The number of days granted, shall be determined between the employee and their supervisor. Bereavement leave is allowed to be taken in hourly increments, or half day or whole day increments. Such leave shall not be deducted from sick leave and is noncumulative. Additional days in excess of the five (5) bereavement days may be requested shall there be extenuating circumstances, as related to an immediate family member. Additional leave shall be from personal leave or taken as deduct if approved by Human Resources. Employees will be allowed time off up to one (1) day with pay to attend the funeral of a friend. An official death notice, funeral notice or program may be requested by the supervisor upon the employee’s return.</p>	<p>5.31.24</p>
<p><u>Section 9.10. Personal Leave.</u> Each employee is granted three (3) days of personal leave, which may be utilized for any purpose, discrete from sick leave. Employees may cash out unused days of personal leave at 100% of employees current hourly rate of pay or accumulate up to five (5) unused days or roll unused leave 100% into sick leave (not to accumulate more than twelve (12) sick leave days per year) or any combination thereof. Employees must complete the District form indicating their choice of cash out, accumulation or roll over to sick leave by July 31st of each year for unused personal leave. If no form is completed, unused leave will automatically be cashed out on August 31st. An employee who is hired during the second semester or who leaves employment during the first semester is eligible to receive one and one-half (1.5) personal leave day(s). Employees shall be entitled to use personal leave in half (1/2) day hourly increments. No employee may be denied the use of personal leave if they have it available.</p>	<p>6.10.24</p>
<p><u>Section 10.12.2. LPN Displacement.</u> During the school year, should the LPN(s) position no longer be needed based on student/program need, the affected LPN(s) will be guaranteed the number of hours of their current assignment up to a maximum of six (6) hours per day until the end of the school year.</p> <p>Should the District determine that an overstaffing situation exists prior to the start of the school year, the least senior LPN(s) will be notified and will have one (1) of the following options:</p> <ol style="list-style-type: none"> 1. Accept a lay-off. 2. Substitute as an LPN until an opening becomes available and/or Substitute as a paraeducator. 3. Refer to Section 10.12. “Displaced Employees” and apply for available paraeducator jobs. If the employee accepts a paraeducator position, the employee will be paid at the Tier Step applicable to the position and at his/her current step. <p>If LPN hours become available, the LPN(s) will have first right of refusal and may be released from the Paraeducator position to return to LPN pay and assignment.</p>	<p>6.12.24</p>

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Proposal	Date TA
<p><u>Section 11.1. Discipline and Investigatory Meetings.</u></p> <p>The District may discharge and discipline any employee subject to this Agreement for justifiable cause as stated below:</p> <ol style="list-style-type: none"> 1) <u>Notice</u>: Forewarning of consequences of conduct. 2) <u>Reasonable Rule</u>: Related to the orderly, efficient and safe operation of the District. 3) <u>Investigation/Fair Investigation</u>: A thorough, fair, and objective investigation is conducted prior to administering discipline. 4) <u>Proof</u>: Ample evidence is obtained that the employee committed the offense. 5) <u>Equal Treatment</u>: Rules and penalties are applied consistently and without discrimination. <p>All complaints concerning the employee, including the specific content of the complaint, will be brought to the attention of the employee within ten (10) workdays, except when doing so would materially affect an ongoing investigation. The level of specificity is defined as the alleged action of the employee and the corresponding policy/regulation that is alleged to have been violated. The employee, and the Association President/Co-Presidents shall be provided twenty-four (24) hours notification of any investigatory meeting, unless there is a reasonable suspicion of legal or safety concern, then such notice may be waived.</p> <p>All discipline will be conducted in private. away from the immediate supervisor’s office if possible. In an attempt to resolve problems at the lowest level, principals/supervisors will encourage parties making a complaint to discuss the issues surrounding their complaint with the employees involved. If the supervisor or one (1) of the parties would like to conduct a restorative meeting or mediation, participation shall be voluntary.</p> <p>The parties recognize there may be instances when a principal/supervisor wants to inform an employee of a concern that may not rise to a level requiring formal discipline. In such cases, the District may issue to employees “Letters of Direction”, which give specific directives or reiterate the District’s rules or policies. Since the intent is only to inform the employee of specific concerns, such letters will not contain threats of future discipline. “Letters of Direction” shall not be considered disciplinary action and will only serve as evidence of notice for any future discipline.</p> <p>The District agrees to follow a policy of progressive discipline which normally should include verbal warning, written reprimand, suspension without pay, and discharge. Discipline should be consistent with the seriousness of the offense. Individual steps of progressive discipline may be bypassed when the seriousness of the misconduct warrants.</p>	<p>5.31.24</p>
<p><u>Section 13.1</u> [From LOA dated 9/14/23]</p> <p>It is mutually agreed that the associations and the District will cooperate in developing in-service programs needed by the District and the Association members. A committee shall consist of up to six (6) members with up to four (4) from the Association and two (2) from the District if needed. The District shall allot eight (8) hours a month to PSE represented committee members(s). A lead person shall be appointed by PSE to delegate hours for the workshops. The District shall budget five thousand dollars (\$5,000) six thousand dollars (\$6,000) per year to provide for in-service training which is inclusive of the eight (8) hours allotted to PSE represented committee members for planning. Alternatively, the committee member may choose comp time or flex time (outlined in Section 7.6 and 7.7) in lieu of payment. The District and the Association Staff Development Committee will jointly determine the expenditure of these funds A financial report shall be</p>	<p>6.7.24</p>

KAESP Chapter Ratification Document

9/20/2024

Key: Black = Current CBA Language Blue = New Language **Highlighted-Strikethrough** = Deleted Language

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Proposal	Date TA
<p>provided to the Chapter President/Co-Presidents within two (2) weeks of a written request. If remaining funds exist, they shall roll over to the next school year.</p> <p>The District will provide two thousand dollars (\$2,000) which is separate from the above allotted amount to be allocated exclusively by the District as needed for State or Federally mandated testing/classes.</p> <p>[Dollars in this section are being allocated to create a new Step 6]</p>	

Section 13.3. Clock Hours.

6.10.24

- ~~1. An employee wishing to earn clock hours toward salary enhancement must obtain an application form from the Human Resources office.~~
- 1. To receive clock hour credit, all classes must be taken via an OSPI approved clock hour provider.**
- 2. All paraeducator certificate courses **provided by the Kennewick School District** will be approved.
- 3. Employees wishing to earn clock hours from a non-Kennewick School District provider must obtain prior approval from their supervisor. A signed course approval form and clock hour form must be submitted to the Human Resources Department to receive credit.**
- 4. Credit shall be granted to an employee of the District only after ~~prior approval has been received and~~ **all** completion requirements have been fulfilled.
- ~~5. Application should be submitted to the Human Resources Office ten (10) days prior to taking a class/workshop for review, processing, and final approval.~~
- ~~6. If an application is in question, an appointed committee from the Para-Ed Staff Development Committee and Human Resources Director will meet to review it. Applications not meeting requirements will be returned to the employee with an explanation given.~~
- ~~5. The applicant has the right of appeal to the Human Resources Director within five (5) workdays after receipt of disapproval.~~
- 5. Once earned, enhancement pay is continuing each year and is cumulative as earned thereafter.
- 6. One District point shall be granted for each ten (10) hours of attendance in approved classes.
- 7. Payment Schedule:

Step 1:	5 approved points (50 clock hours)	=	\$150 per year
Step 2:	5 approved points (100 clock hours)	=	\$300 per year
Step 3:	5 approved points (150 clock hours)	=	\$400 per year
Step 4:	5 approved points (200 clock hours)	=	\$500 per year
Step 5:	5 approved points (250 clock hours)	=	\$600 per year
Step 6:	5 approved points (300 clock hours)	=	\$700 per year

The maximum allowable will be ~~six~~ **seven** hundred dollars (~~\$600~~ **\$700**).

When attending one or more-day workshops/conventions, only time spent in sessions is allowable for credit. Travel time, lunch, dinner, etc., is not acceptable.

Enhancement pay will be applied to salaries in a given year, once a year on August 31, if all work is completed, verified, and submitted to the Human Resources Office no later than June 30. There will be no exceptions to the deadline submittal date. Any clock hours taken after June 30 will be applicable to the next school year. Courses taken for college credit may not be used for clock hour salary enhancement pay.

If an employee resigns or retires before August 31 in a given year, that employee shall receive salary enhancement as pro-rated according to the following: One-twelfth (1/12) of the salary enhancement earned up to the date of resignation/retirement for each complete month worked from September through August. During the final month worked, the employee must work more than eleven (11) days to qualify for the prorating of that month. The employee will be paid the

KAESP Chapter Ratification Document

9/20/2024

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Proposal	Date TA
prorated salary enhancement on the last paycheck paid for their employment. Only salary enhancement pay earned before June 30 of that year will qualify as above.	

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Proposal	Date TA								
<p>Section 13.4. Procedures for Credit for Salary Enhancement Program.</p> <ol style="list-style-type: none"> 1. An employee wishing to earn credit toward salary enhancement must obtain an application form from the Human Resources Office. submit an official college transcript to the Human Resources Office. 1. Credit(s) shall be granted to an employee of the district for college-level courses after prior approval has been received from the principal and completion requirements have been fulfilled. official college transcripts have been received. Human resources shall be the determining factor. 2. Employees who have already obtained credits prior to hire, must provide official transcripts to the District. Compensation for the credits described above will be calculated as follows: <table style="margin-left: 100px; border: none;"> <tr> <td style="padding-right: 20px;">15 - 29 credits</td> <td>\$0.15 per hour</td> </tr> <tr> <td>30 - 44 credits</td> <td>\$0.30 per hour</td> </tr> <tr> <td>45 – 59 credits</td> <td>\$0.45 per hour</td> </tr> <tr> <td>60 + credits</td> <td>\$0.60 per hour</td> </tr> </table> 3. Enhancement pay will be applied to salaries at the time of credit completion with proof of certified transcripts and submitted to Human Resources. in a given year, once a year on September 1, if all work is completed, verified, and submitted to the Human Resources Office. There will be no exceptions to the deadline submittal date. 4. For the 2021-2022 school year, employees must provide official college transcripts no later than January 31, 2022, to HR in order to receive the college credit stipend for college credits taken prior to employment with the district. Transcripts received after this date will be for the following school year. 	15 - 29 credits	\$0.15 per hour	30 - 44 credits	\$0.30 per hour	45 – 59 credits	\$0.45 per hour	60 + credits	\$0.60 per hour	<p>6.6.24</p>
15 - 29 credits	\$0.15 per hour								
30 - 44 credits	\$0.30 per hour								
45 – 59 credits	\$0.45 per hour								
60 + credits	\$0.60 per hour								

Section 13.11.

The Paraeducator Standards Board (PESB) and the State of Washington have ~~determined that all Paraeducators must begin a formal and State approved certification process.~~ **developed the following certification standards for Paraeducators in the State of Washington.**

A. Fundamental Course of Study (FCS) – twenty-eight (28) hours of Professional Development Required

B. General Paraeducator Certificate – seventy (70) clock hours of professional development Required after completing the Fundamental Course of Study

C. Subject Matter Certificates – not required but can be completed as part of the General Paraeducator Certificate requirement

D. Advanced Paraeducator Certificate additional – not required

The certification requirements are as follows:

- ~~1. The PESB has outlined the requirements for twenty eight (28) hours of training that the District is required to provide for all current paraeducators by the end of the 2021-22 school year. Paraeducators hired after Sept 1, 2019, will have two (2) years from the date of hire to complete these requirements.~~
- ~~2. In addition, each Paraeducator must complete a Paraeducator Certificate within three (3) years of employment for newly hired employees. Current employees must complete the Certificate by the end of the 2022-23 school year. This certificate requires an additional seventy (70) hours of training that can be obtained through the District, or other training as certified by OSPI. Clock hours must be certified prior to taking the course.~~
- ~~3. Optional certificates in SPED (20 hours) and ELL (20 hours) may also be earned. The hours earned for optional certificates may also count toward the required certificate.~~

- 1. Paraeducators are only required to meet certifications when trainings are funded by the Washington State Legislature.**
- 2. The District is required to provide training for paraeducators for the FCS and the General Paraeducator Certificate if funded by the Legislature.**
- 3. Paraeducators are responsible for the cost of clock hours for alternative training not provided by the District and if training hours exceed those funded by the legislature.**
- 4. Each employee shall be paid their current hourly rate of pay for all required training.**
- 5. The District will make every effort to schedule the required training during the paraeducator’s workday, flexible times, or in proximity to the start or end of the school year.**
- 6. The District is responsible for providing required training. Paraeducators will receive pay for any time in training that is outside of the normal workday.**

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Proposal	Date TA
<p>7. If there are any legislature impacts to the Paraeducator training or the completion of the Paraeducator Certificates, the District and PSE agree to bargain the legislative impact. Should the State discontinue funding for Paraeducator certification, this section of the CBA is null and void.</p> <p><u>Paraeducator Responsibilities:</u> Each Paraeducator is responsible to do the following:</p> <ol style="list-style-type: none"> 1. Register for courses provided by the District or its designee, in District approved registration process. 2. Maintain course completion documentation as directed by the District. 3. Complete the courses as defined by law. 4. Note that failure to meet the requirement of attending fourteen (14) hours of training may lead to termination of employment. 5. Submit evidence of completion of required training (sign ins, online certificates, etc.). <p><u>District Responsibilities:</u> The District will be responsible to do the following:</p> <ol style="list-style-type: none"> 1. Schedule trainings that meet the requirements of PESB and twenty eight (28) hours in the Fundamental Course of Study or fourteen (14) General Certificate hours as funded by the state. Provide training that meets the requirements of PESB in the Fundamental Course of Study (FCS)/General Paraeducator Certificate (GPC) as required by the State. 2. Provide a process for registration and maintenance of clock hour records, and to provide instructions/documentation to Paraeducators on all processes and requirements. 3. Provide multiple opportunities for all Paraeducators to obtain clock hour training in the Fundamental Course of Study, to include but not limited to upon hire, early release days, professional days, and during conferences. 4. Develop a training calendar with opportunities for make-up sessions. <p>Each employee shall be paid his or her current hourly rate of pay for all required trainings. These trainings will occur on professional development days, early release days and conference days. Trainings will need to be completed no later than the last day of school unless otherwise agreed upon between the Association and District.</p>	

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Proposal	Date TA
<p><u>Section 14.2. Authorizations and Revocations</u></p> <p>The District agrees to accept dues authorizations and voluntary political contributions via written, voice authorization or by E signature in accordance with “E-SIGN”. Public School Employees of Washington/SEIU Local 1948 (PSE) will provide a list of those members who have agreed to union membership via voice authorization. In addition, upon request, access to the District to the .wav files associated with the voice authorization. PSE will be the custodian of the records related to dues authorizations. The District shall transmit all such funds deducted to the Treasurer of the Public School Employees of Washington on a monthly basis.</p> <p>An employee's written, electronic, or recorded voice authorization to have the employer deduct membership dues from the employee's salary must be made by the employee to Public School Employees of Washington / SEIU Local 1948 (PSE). If the employer receives a request for authorization of deductions, the employer shall as soon as practicable forward the request to PSE.</p> <p>Upon receiving notice of the employee's authorization from Public School Employees of Washington / SEIU Local 1948 (PSE) the employer shall deduct from the employee's gross monthly wages membership dues and remit the amounts to PSE, by the first Monday following payroll.</p> <p>The employee's authorization remains in effect until expressly revoked by the employee in accordance with the terms and conditions of the authorization. An employee's request to revoke authorization for payroll deductions must be in writing and submitted by the employee to Public School Employees of Washington / SEIU Local 1948 (PSE) in accordance with the terms and conditions of the authorization. Revocations will not be accepted by the employer if the authorization is not obtained by the employee to PSE. After the employer receives confirmation from the exclusive bargaining representative that the employee has revoked authorization for deductions, the employer shall end the deduction effective on the first payroll after receipt of the confirmation. The employer shall rely on information provided by the exclusive bargaining representative regarding the authorization and revocation of deductions.</p>	<p>6.10.24</p>

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Proposal	Date TA
<p>Section 14.3. New Hire Notification.</p> <p>The District will provide the Membership Officer electronic notification monthly of the name, address, personal phone number, classification, job title, work location, and work and personal email address of all newly hired bargaining unit employees.</p> <p>(Reference RCW 41.56.035) Within 21 business days of the hire date, the District will provide an .XLSX digital file format to membership@pseofwa.org and the PSE Field Representative for the newly hired employee and the information retained in the employers’ records to the Union. The information will include:</p> <ol style="list-style-type: none"> 1. The employee's name and date of hire and, if a change in position, the new position start date. 2. The employee's contact information, including: <ul style="list-style-type: none"> • Cellular, home, and work telephone numbers. • Work and personal email addresses. • Home address or personal mailing address. • The employee's job title, Employee ID, or unique identifier. 3. Annual salary for Contracted work performed under the Collective Bargaining Agreement. <ul style="list-style-type: none"> • Rate of pay for Contracted work. • Enhancements or stipends received by the employee. • Contracted days for work. • Continuing position “yes or no”. • Primary work site location or duty station 	<p>5.24.24</p>
<p>Section 14.4. Reasonable Access</p> <p>Per RCW 41.56.037, the District will provide the Association reasonable access to new employees of the bargaining unit for the purposes of presenting information about PSE to the new employee. “Reasonable access” for the purposes of this section means the access to the new employee occurs within two (2) weeks of the employee’s start date within the bargaining unit; the access is for no less than thirty (30) minutes; and the access occurs during the new employee’s regular work hours at the employee’s regular worksite, or at a location mutually agreed to by the Employer and PSE.</p>	<p>5.24.24</p>

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Proposal	Date TA
<p><u>Section 14.5. Check Off.</u></p> <p>The District shall deduct PSE dues from the pay of all eligible employees. The District shall transmit all such funds deducted to the Treasurer of the Public School Employees of Washington on a monthly basis.</p> <p>The District shall deduct PSE state dues from the gross pay of any employee who authorized such deductions in writing pursuant to RCW 41.56.110. The Employer shall transmit all such funds deducted to the treasurer of the Public School Employees of Washington/SEIU Local 1948. Transmissions will include payments and an electronic list of all represented employees with deduction amounts. Transactions will be received by the first Monday following payroll. Submissions are to include all employees covered by the Collective Bargaining Agreement. A dues remittance form shall accompany the payment every month and include membership status changes (such as resignations, LOA, name changes, etc.) on the remit form or provide a list with the dues file.</p>	6.10.24

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Proposal	Date TA
<p>Section 14.8. Employee Information</p> <p>The District agrees to provide the following employee information in electronic format to membership@pseofwa.org and the Chapter membership Officer on a monthly basis:</p> <ul style="list-style-type: none"> • Employee Names who are (hired, rehired, transferred, reclassified) • Addresses • Phone numbers • ID number • Job Classification • Location • Hire date • Union Dues paid • Any employee on layoff or leave of absence <p>(Reference RCW 41.56.035) Every 120 business days, the District will provide an .XLSX digital file format to membership@pseofwa.org and the PSE Field Representative for all employee information retained in the employers’ records to the Union. The information will include:</p> <ol style="list-style-type: none"> 1. The employee's name and date of hire and, if a change in position, the new position start date. 2. The employee's contact information, including: <ul style="list-style-type: none"> • Cellular, home, and work telephone numbers. • Work and personal email addresses. • Home address or personal mailing address. • The employee's job title, Employee ID, or unique identifier. 3. Annual salary for Contracted work performed under the Collective Bargaining Agreement. <ul style="list-style-type: none"> • Rate of pay for Contracted work. • Enhancements or stipends received by the employee. • Contracted days for work. • Continuing position “yes or no”. • Primary work site location or duty station. 	<p>5.24.24</p>

Section 17.1.

6.12.24

Salaries for employees subject to this Agreement, during the term of the Agreement, are contained in Schedule A attached hereto and by this reference incorporated herein.

- ~~• 2021-2022 Schedule A shall be amended as attached. In addition to their gross wages each employee will receive an additional two percent (2%) increase to be paid on the July paycheck. Such increase shall be for 2021-2022 school year only.~~
- ~~• 2022-2023 Schedule A shall have a one point six percent (1.6%) increase or IPD whichever is greater. In addition to their gross wages each employee will receive an additional one-point five percent (1.5%) increase to be paid on the July paycheck, such increase shall be for the 2022-2023 school year only.~~
- ~~• 2023-2024 Schedule A will be opened for bargaining and the District may present two (2) wildcards.~~

2024-25 Schedule A

- All employees on Levels 1, 2, 3, 4, 5, and 6 and Steps 1-6 on Schedule A, will a receive 3.7.% wage increase.**
- All Level 2 Tier II, Tier III, and Intervention Paraeducators working in Specials Services classrooms will receive an additional \$1.75 per hour added to their base wage and reflected as such on Schedule A.**
- LPNs working in Special Services positions will receive an additional \$.50 per hour.**
- All Employees on Steps 3, 4, 5, and 6, (excluding Level 2 Tier II, Tier III, and Intervention Paraeducators) shall receive an additional \$.25 per hour.**

2025-26 Schedule A

- All employees on Levels 1, 2, 3, 4, 5, and 6 and Steps 1-6 on Schedule A, will a receive 1.9% wage increase or IPD, whichever is greater.**
- All Level 2 Tier II, Tier III, and Intervention Paraeducators working in Specials Services classrooms will receive an additional \$1.75 per hour added to their base wage and reflected as such on Schedule A.**
- LPNs working in Special Services positions will receive an additional \$.50 per hour.**
- All Employees on Steps 3, 4, 5, and 6, (excluding Level 2 Tier II, Tier III, and Intervention Paraeducators) shall receive an additional \$.25 per hour.**

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Proposal	Date TA
<p><u>2026-27 Schedule A</u></p> <ul style="list-style-type: none"> • All employees on Levels 1, 2, 3, 4, 5, and 6 and Steps 1-6 on Schedule A, will receive 2.1% wage increase or IPD, whichever is greater. • All Level 2 Tier II, Tier III, and Intervention Paraeducators working in Special Services classrooms will receive an additional \$1.75 per hour added to their base wage and reflected as such on Schedule A. • LPNs working in Special Services positions will receive an additional \$.50 per hour. • All Employees on Steps 3, 4, 5, and 6, (excluding Level 2 Tier II, Tier III, and Intervention Paraeducators) shall receive an additional \$.25 per hour. 	
<p><u>Section 17.5.</u> Employees who work a daily average of five (5) or more contracted hours will be paid in twelve (12) monthly payments (paycheck) through August 31.</p> <p>Employees working a daily average of less than five (5) contracted hours per day will be paid in ten (10) monthly payments, through June 30.</p>	5.24.24
<p><u>Section 18.1.</u> The term of this Agreement shall be September 1, 2021 2024 to August 31, 2024 2027. This agreement shall be negotiated due to any legislative impact that may arguably affect the terms or conditions herein or create authority to alter personnel practices within public employment.</p>	

The following documents will be attached to the new contract after ratification:

- Performance Appraisal
- New sample flextime tracker
- LPN LOA updated with names
- Grandfathered Cashiers LOA updated with names
- VEBA MOU for September 1, 2024-August 31, 2025
- LOA signed 9/14/23 regarding Section 8.5.4 (Vacation) will be imbedded into the contract



SCHOOL BOARD MEMORANDUM

Date: September 25, 2024
To: Board of Directors
Cc: Dr. Traci Pierce
From: Lexie Buschbach, Director of Special Services
RE: Contracts for Special Education Services: 2024 – 2025 School Year

Each year, the district contracts with the following entities to provide special education-related services:

1. The ARC of Tri- Cities
2. Columbia Industries
3. Pasco School District Deaf Program
4. Candy Mountain Academy
5. Waterfall Canyon Academy

A document summarizing each contract is attached.

Recommendation:

The Board approves the contracts for Special Education Services for the 2024- 25 school year.

SUMMARIES OF 2024-2025 SPECIAL EDUCATION CONTRACTS FOR EDUCATIONAL SERVICES

1. The ARC of Tri-Cities

KSD contracts with the ARC to provide four different services. One is for middle school and high school Buddy clubs to provide inclusion experiences for disabled students. The cost of this service is \$10,500. The second contract is for community access services for severely disabled students as a part of their educational program that cannot be provided within the district. This may include individualized educational, transition, or vocational services. The cost of this program is up to \$275 per day, up to a contract total of \$12,500. The third contract is to provide parent education and outreach services through the Parent to Parent program as required by WAC. The cost for this service is \$5,000 and is paid for out of state funding. The final contract is for recreational opportunities through the Partners and Pals program. These will include services provided throughout the school year and over the summer. The cost for this program is \$17,450. Total cost for ARC programs is \$45,450 and will be paid for through special education state and federal grant funding.

2. Columbia Industries

Columbia Industries provides instruction in vocational skills, work experience placements and job coaching for students with disabilities. The contract is for \$50,000 and is paid for with a combination of state and federal special education grant funding.

3. Pasco School District Deaf Program

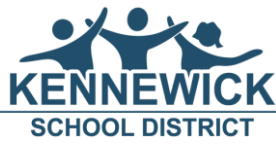
Pasco school district houses the regional program for deaf and hard of hearing students. KSD currently has 8 students placed in the program. The *estimated annual* contract cost is \$391,325 (based on 2023-2024 enrollment) and is paid for with a combination of federal special education grant funding as well as reimbursement funds from safety net.

4. Candy Mountain Academy

Candy Mountain Academy (CMA) is operated by ESD 123 and opened in the Fall of 2022. The program serves students from across our region in 1st thru 8th grade. The purpose of the program is to serve students who qualify for special education services and have exhausted the continuum of services at their neighborhood school. While at Candy Mountain Academy, students will receive instruction focused on improving behavior regulation, achieving academic success, and building healthy staff and peer relationships. Once those goals are achieved, students will transition back to their neighborhood. KSD currently has six students enrolled at Candy Mountain Academy. The contract cost is \$610,470 and will be paid for through special education state and federal grant funding, as well as reimbursement funds from safety net.

5. Waterfall Canyon Academy

In January 2022, the Kennewick School District agreed to an out-of-district, non-public agency placement for a secondary, special education student. The placement determined by the IEP team was Waterfall Canyon Academy located in Ogden, Utah. Waterfall Canyon Academy provides a continuum of services starting with an intensive, highly structured residential treatment program. Student then progress to a less restrictive transitional living program. Once the student has met the clinical treatment goals, the student will transition back to the neighborhood school. The cost of the contract is \$174,025 and is paid for with a combination of state and federal special education grant funding, as well as reimbursement funds from safety net.



Board Meeting Presentation Overview

Date: September 25, 2024

Topic	Family Involvement and Engagement														
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 checked="" type="checkbox"/></td><td>6. All families are key partners</td></tr> <tr><td><input 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 checked="" type="checkbox"/>	6. All families are key partners	<input type="checkbox"/>	7. The district is innovative, proactive and accountable
<input type="checkbox"/>	1. All students are safe, known and valued														
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<input type="checkbox"/>	5. All community members are important collaborators														
<input checked="" type="checkbox"/>	6. All families are key partners														
<input type="checkbox"/>	7. The district is innovative, proactive and accountable														
Rationale for Topic/Purpose of Agenda Item	The Communications and Public Relations Department updates the board each year on the results of the Family Engagement Survey, Family Engagement Efforts, Community Education, and other efforts.														
Board Meeting Focus	<table border="1" style="width: 100%;"> <tr><td><input checked="" type="checkbox"/></td><td>Review Information</td></tr> <tr><td><input type="checkbox"/></td><td>Hold discussion</td></tr> <tr><td><input 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 type="checkbox"/>	Hold discussion	<input type="checkbox"/>	Provide direction	<input type="checkbox"/>	Make decision						
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<input type="checkbox"/>	Make decision														
Relevance to Board's Role	<table border="1" style="width: 100%;"> <tr><td><input type="checkbox"/></td><td>Policy</td></tr> <tr><td><input type="checkbox"/></td><td>System accountability</td></tr> <tr><td><input type="checkbox"/></td><td>Fiscal oversight</td></tr> <tr><td><input checked="" type="checkbox"/></td><td>Communication</td></tr> <tr><td><input type="checkbox"/></td><td>Advocacy</td></tr> </table>	<input type="checkbox"/>	Policy	<input type="checkbox"/>	System accountability	<input type="checkbox"/>	Fiscal oversight	<input checked="" type="checkbox"/>	Communication	<input type="checkbox"/>	Advocacy				
<input type="checkbox"/>	Policy														
<input type="checkbox"/>	System accountability														
<input type="checkbox"/>	Fiscal oversight														
<input checked="" type="checkbox"/>	Communication														
<input type="checkbox"/>	Advocacy														
Key Considerations for Board Discussion	<ul style="list-style-type: none"> Does the Board have particular interests related to the 2024-25 strategic objectives? 														
Next Steps	<ul style="list-style-type: none"> N/A 														

Family Involvement and Engagement: Communications

Goal: All families are key partners

September 25, 2024



Topic Overview

Topic	Family Involvement and Engagement															
Strategic Goal Focus		<table border="1"> <tr><td></td><td>1. All students are safe, known and valued</td></tr> <tr><td></td><td>2. All students are engaged learners</td></tr> <tr><td></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>X</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		2. All students are engaged learners		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	X	6. All families are key partners		7. The district is innovative, proactive and accountable
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Key Considerations for Board Discussion	<ul style="list-style-type: none"> Does the Board have particular interests related to the 2024-25 strategic objectives? 															
Next Steps	<ul style="list-style-type: none"> N/A 															

Presentation Outline



**Performance
Indicators &
Targets**



2023 – 24 Results



**Actions Taken to
Get Results
Bright Spots**



**New 2024-25
Communications
Efforts**

Performance Indicators and Targets



Strategic Goal: All Families are Key Partners		
Focus	Indicator	Target
<i>Feeling respected and welcomed</i>	% of families reporting feeling respected and welcomed in their children's schools	% is ≥90% each year
<i>Engagement</i>	% of families reporting having opportunities to engage with schools to help their children succeed	% is ≥90% each year
<i>Family learning and input</i>	% of families reporting having opportunities to learn about and provide input on district and school programs	% is ≥90% each year

2023 Annual Family Engagement Survey



- Designed to help us assess areas of strength and areas for improvement.
- Survey support provided in English, Spanish, Burmese, Russian, Somali, Ukrainian, and Arabic.
- Provided a “Not sure” answer option
- **2,154 responses**
- **1,830 answers**
 - 141 Answers in Spanish
 - 4 Answers in Arabic

2024 Annual Family Engagement Survey



The screenshot shows the top of a survey page. At the top left is the Kennewick School District logo, which features three stylized figures holding hands above the text 'KENNEWICK SCHOOL DISTRICT'. To the right of the logo is a language selection menu with a green icon of a person and a toggle switch, currently set to 'ENGLISH'. Below the logo is the title 'Family Engagement Survey 2024' in green. The main text explains the district's goal of involving families in their child's education and provides instructions for completing the survey. At the bottom left, there is a green 'OK' button.

KENNEWICK SCHOOL DISTRICT

Family Engagement Survey 2024

Kennewick School District's goal is for all families to be key partners in their child's education. We are seeking input on how to best engage families in their child's learning. We invite you to complete this year's survey to provide your input. Questions focus on the content students are learning and how your child's school is doing in providing resources to help your child, connecting your family to community resources and other important areas of engagement. This survey also contains additional questions for families with graduating seniors. If you have more than one child, please take a survey for each of your children's schools. If there is a question you are unsure about or does not apply to your experience, you may skip it. Your participation is appreciated and your feedback is valued. The deadline for responses is May 31.

OK

- Designed to help us assess areas of strength and areas for improvement.
- Survey support provided in English, Spanish and Arabic.
- Eliminated “Not sure” answer option
- **2,655 responses**
 - **337** Answers in Spanish
 - **43** Answers in Arabic

Family Engagement Survey Questions







UPDATED

Response Scale:






- Strongly agree
- Agree
- Disagree
- Strongly disagree

1. My child attends
2. School staff (e.g., administrators, teachers, counselors) build positive relationships with families.
3. When I visit my child's school, I feel welcome.
4. I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school events, or literacy/math events).
5. School staff members listen if I have questions and concerns.
6. I receive or I am able to access (e.g. PowerSchool) information on a regular basis about my child's progress.
7. I've been provided with information or instructions with how to access my child's information on PowerSchool.
8. School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).
9. I'm provided clear information as well as opportunities to learn and provide input about school policies, programs and improvement efforts.
10. School staff consult me before making important decisions about my child's education.
11. If my child receives additional classroom supports, I am provided with information about these supports.
12. School staff keep me well informed about how my child is doing in school.
13. I have a good working relationship with school staff in which we solve problems together.
14. I'm provided useful information about how to support my child's learning.
15. I have a good understanding of the academic content and skills my child is learning at school.
16. The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).
17. The school helps my family connect with community resources that we need.
18. Information from my child's school is provided in the language that my family speaks at home.
19. I have opportunities to learn about and provide input on district and school programs.
20. My child has opportunities to learn digital citizenship, social, life and employment skills as found in the KSD Learner Profile
21. My child has access to diverse course offerings, activities and athletics.
22. Please indicate your ethnicity (optional).
23. Do you have any additional input or ideas you would like to share on how your child's school can best support you?







Survey Highlights

Question	2024 Results <i>% strongly agree/agree</i>	2023 Results <i>% strongly agree/agree</i>
School staff (e.g., administrators, teachers, counselors) build positive relationships with families.	84% 	80%
When I visit my child's school, I feel welcome.	87% 	86%
I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school events, or literacy/math events).	90% 	87%
School staff members listen if I have questions and concerns.	82% 	83%
I receive or I am able to access (e.g. PowerSchool) information on a regular basis about my child's progress.	88% 	86%
I've been provided with information or instructions with how to access my child's information on PowerSchool.	82% 	78%




Survey Highlights

Question	2024 Results <i>% strongly agree/agree</i>	2023 Results <i>% strongly agree/agree</i>
School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).	78% 	72%
I'm provided clear information as well as opportunities to learn and provide input about school policies, programs and improvement efforts.	72% 	65%
School staff consult me before making important decisions about my child's education.	73% 	61%
If my child receives additional classroom supports, I am provided with information about these supports.	75% 	58%
School staff keep me well informed about how my child is doing in school.	75% 	64%

Survey Highlights

Question	2024 Results <i>% strongly agree/agree</i>	2023 Results <i>% strongly agree/agree</i>
I have a good working relationship with school staff in which we solve problems together.	78% 	69%
I'm provided useful information about how to support my child's learning.	75% 	68%
I have a good understanding of the academic content and skills my child is learning at school.	74% 	68%
The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).	75% 	58%
The school helps my family connect with community resources that we need.	74% 	53%
Information from my child's school is provided in the language that my family speaks at home.	96% 	96%

Survey Highlights

Question	2024 Results <i>% strongly agree/agree</i>	2023 Results <i>% strongly agree/agree</i>
I have opportunities to learn about and provide input on district and school programs.	73% 	64%
My child has opportunities to learn digital citizenship, social, life and employment skills as found in the KSD Learner Profile	76% 	48%
My child has access to diverse course offerings, activities and athletics.	79% 	69%

Family Engagement Survey Questions: Seniors






UPDATED

Response Scale:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

1. Thinking back over my child's entire experience in school at Kennewick School District, I am satisfied that they received a well-rounded, challenging, and valuable education?
2. My senior is prepared for the next endeavor in their life after high school. This could be college, post-secondary education, vocational or certification training, employment skills, military, or family life etc.
3. My student was able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school.
4. During my student's time in high school, my senior was properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, employment readiness, financial literacy, for their future endeavors.
5. The courses that my senior took throughout high school were challenging and relevant to their lives and future goals.

Survey Highlights: Seniors

Question	2024 Results <i>% strongly agree/agree</i>	2023 Results <i>% strongly agree/agree</i>
Thinking back over my child's entire experience in school at Kennewick School District, I am satisfied that they received a well-rounded, challenging, and valuable education?	78% 	75%
My senior is prepared for the next endeavor in their life after high school. This could be college, post-secondary education, vocational or certification training, employment skills, military, or family life etc. have a good working relationship with school staff in which we solve problems together.	86% 	73%
My student was able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school.	78% 	74%
During my student's time in high school, my senior was properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, employment readiness, financial literacy, for their future endeavors.	77% 	71%
The courses that my senior took throughout high school were challenging and relevant to their lives and future goals.	74% 	67%

Strengths and Opportunities

Strengths (80% or more agreement)

School staff (e.g., administrators, teachers, counselors) build positive relationships with families.

When I visit my child's school, I feel welcome.

I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school events, or literacy/math events).

I receive or I am able to access (e.g. PowerSchool) information on a regular basis about my child's progress.

I've been provided with information or instructions with how to access my child's information on PowerSchool.

Information from my child's school is provided in the language that my family speaks at home.

Opportunities (Less than 80% agreement)

School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).

I'm provided clear information as well as opportunities to learn and provide input about school policies, programs and improvement efforts.

School staff consult me before making important decisions about my child's education.

If my child receives additional classroom supports, I am provided with information about these supports.




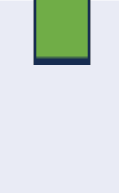


School staff keep me well informed about how my child is doing in school.

I have a good working relationship with school staff in which we solve problems together.

Strengths and Opportunities

Strengths (80% or more agreement)	Opportunities (Less than 80% agreement)
<p>My senior is prepared for the next endeavor in their life after high school. This could be college, post-secondary education, vocational or certification training, employment skills, military, or family life etc. have a good working relationship with school staff in which we solve problems together.</p>	<p>I'm provided useful information about how to support my child's learning.</p>
<p>School staff members listen if I have questions and concerns.</p>	<p>I have a good understanding of the academic content and skills my child is learning at school.</p>
	<p>The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).</p>
	<p>The school helps my family connect with community resources that we need.</p>

Bright Spots: ParentSquare

School Year	Direct Messages	Total Posts	Volunteer Posts
2023-24	299,355 	16,783 	631 
2022-23	175,600 	12,942 	451 

New Communications and Engagement Efforts for 2024-25

- Form a Communications Advisory to seek feedback and input on Family Hub content.
- Expand Family Hub content based on Communications Advisory feedback and input.
- Promote Community Resource information on website
- Implement strategies to promote volunteerism
- Work to ensure that all schools have at least one key partner organization

Communications Advisory



- Open committee opportunity for Parents/Guardians
- Gather feedback from parents on content opportunities
- Meet four times during the year
- Initial feedback received from Superintendent's Student Advisory Council

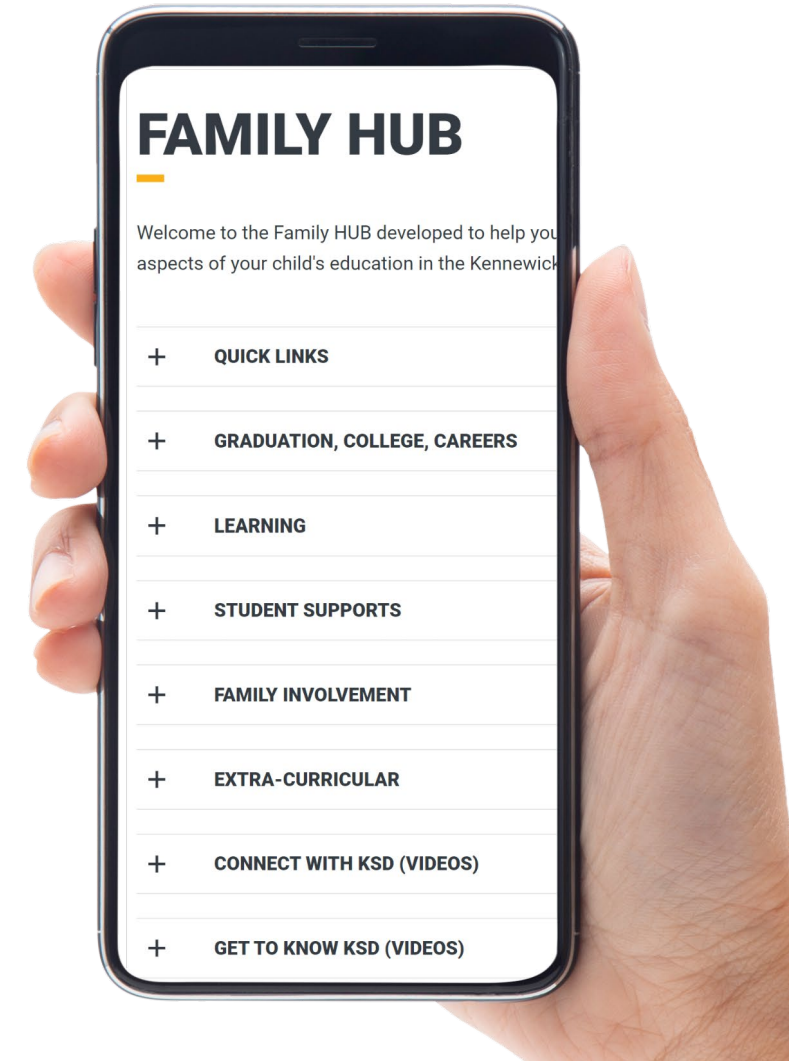
Expand Family Hub Content

Home » Students & Families » Family HUB

FAMILY HUB

Welcome to the Family HUB developed to help you navigate key aspects of your child's education in the Kennewick School District.

QUICK LINKS <ul style="list-style-type: none">BoundariesBusingEnrollMealsOutlook Student EmailParentSquare and StudentSquarePay FeesPolicies and ProceduresPowerSchoolRanDIdentivReporting Safety ConcernsTransfersTranscripts	GRADUATION, COLLEGE, CAREERS <ul style="list-style-type: none">ACT and SAT College Entrance ExamsAdvanced High School ProgramsCareer & College CounselingCollege Planning & ScholarshipsCourse CatalogsGraduation Requirements and Post-Secondary PathwaysHigh School & Beyond Plan	LEARNING <ul style="list-style-type: none">Assessments and TestingCareer & Technical EducationChoice School OptionsCurriculumDual LanguageHighly-CapableLearner ProfileSummer School	STUDENT SUPPORTS <ul style="list-style-type: none">Special ServicesCounselingMigrant and MultilingualStudents in Transition (Homeless)Medical and Health PlansCommunity Resources
FAMILY INVOLVEMENT <ul style="list-style-type: none">Annual NotificationsPreparing for KindergartenLanguage Access in SpanishParentSquare CommunicationReport Safety ConcernsVolunteering	EXTRA-CURRICULAR <ul style="list-style-type: none">Sports Registration & Physicals	CONNECT WITH KSD (VIDEOS) <ul style="list-style-type: none">Accessing the Website in SpanishAssistance in SpanishOnline SafetyParentSquare IntroductionPowerSchoolUnderstanding AIVolunteer With KSD	GET TO KNOW KSD (VIDEOS) <ul style="list-style-type: none">Air Force JROTCCareer & Technical EducationDual Language ProgramInternational Baccalaureate ProgramMath TipsMid-Columbia Online for Grades K-8Professional Learning CommunitiesReading TipsSelection of Instructional MaterialsTeaching Bridge Program



Get to Know KSD

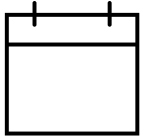
Expand “Shorts” for 2024-25

- Create short (1-3 min.) videos that are informative, useful and timely for parents/guardians
- Board identified areas for content:
 - High School & Beyond Plan
 - Graduation Requirements
 - Graduation Pathways
 - PowerSchool Login and Uses
 - How Curriculum Adoption Happens in KSD
 - New K-5 Math Curriculum



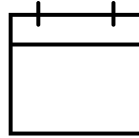
Timeline

Fall



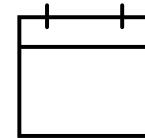
- Call for Communications Advisory members
- Meet with Communications Advisory

Winter



- Create video content
- Meet with Communications Advisory (x2)

Spring



- Create video content for identified areas
- Meet with Communications Advisory

Promote Community Resource Information

COMMUNITY RESOURCES

COMMUNITY RESOURCE HUB

Welcome to the Kennewick School District's Community Resources page—an all-in-one hub for important services in our community. This directory includes things like Animal Services, Support for Kids and Teens, Help with Clothes, Food, or Diapers, Crisis Assistance, Education Resources, Job Training, Financial Help, Health Services, Homeless Shelters, Housing Assistance, Legal Support, Library Access, Telephone Assistance, Transportation Services, and Veteran Support. The goal is to make life a bit easier by putting all these essential services in one place. Take a look at the various services offered—it's designed to support our community members in navigating life more easily.

If you are a student or a family that needs supports with essential services like food, housing, clothing, mental health, medical, childcare, and transportation, there are many community resources available to you.

We encourage you to **call 2-1-1** or **text 211WAOD to 898211** to find community resources and get immediate assistance.

COMMUNITY RESOURCE GUIDE

- + **CRISIS AND EMERGENCY SERVICES**
- + **ANIMAL SERVICES**
- + **CHILD & TEEN SERVICES**
- + **DOMESTIC VIOLENCE, HUMAN TRAFFICKING**
- + **EDUCATION SERVICES**
- + **EMPLOYMENT SERVICES**
- + **FINANCIAL ASSISTANCE**

Implement Strategies to Promote Volunteerism

VOLUNTEER

EMPOWERING STUDENT SUCCESS THROUGH FAMILY AND COMMUNITY ENGAGEMENT

Thank you for your interest in volunteering with the Kennewick School District. Parent and community involvement are key to student success and we appreciate your contributions of time and support of our schools.

All volunteers must complete a Kennewick School District volunteer application each year and be approved before they volunteer. The district conducts a Washington State Patrol electronic background check as part of the application process. Volunteer applications typically take 2-3 business days to process and you will be notified when it is complete.

[APPLY TO VOLUNTEER >](#)

VOLUNTEER OPPORTUNITIES

- + ACTION TEAM FOR PARTNERSHIPS (ATP)
- + ELEMENTARY READING TUTOR (TEAM READ)
- + COMMUNITY GROUP PROJECTS
- + PTO (PARENT-TEACHER ORGANIZATION)

WHAT YOU NEED TO KNOW

- + ROLES & EXPECTATIONS
- + CONFIDENTIALITY

Ensure that all schools have at least one key partner organization

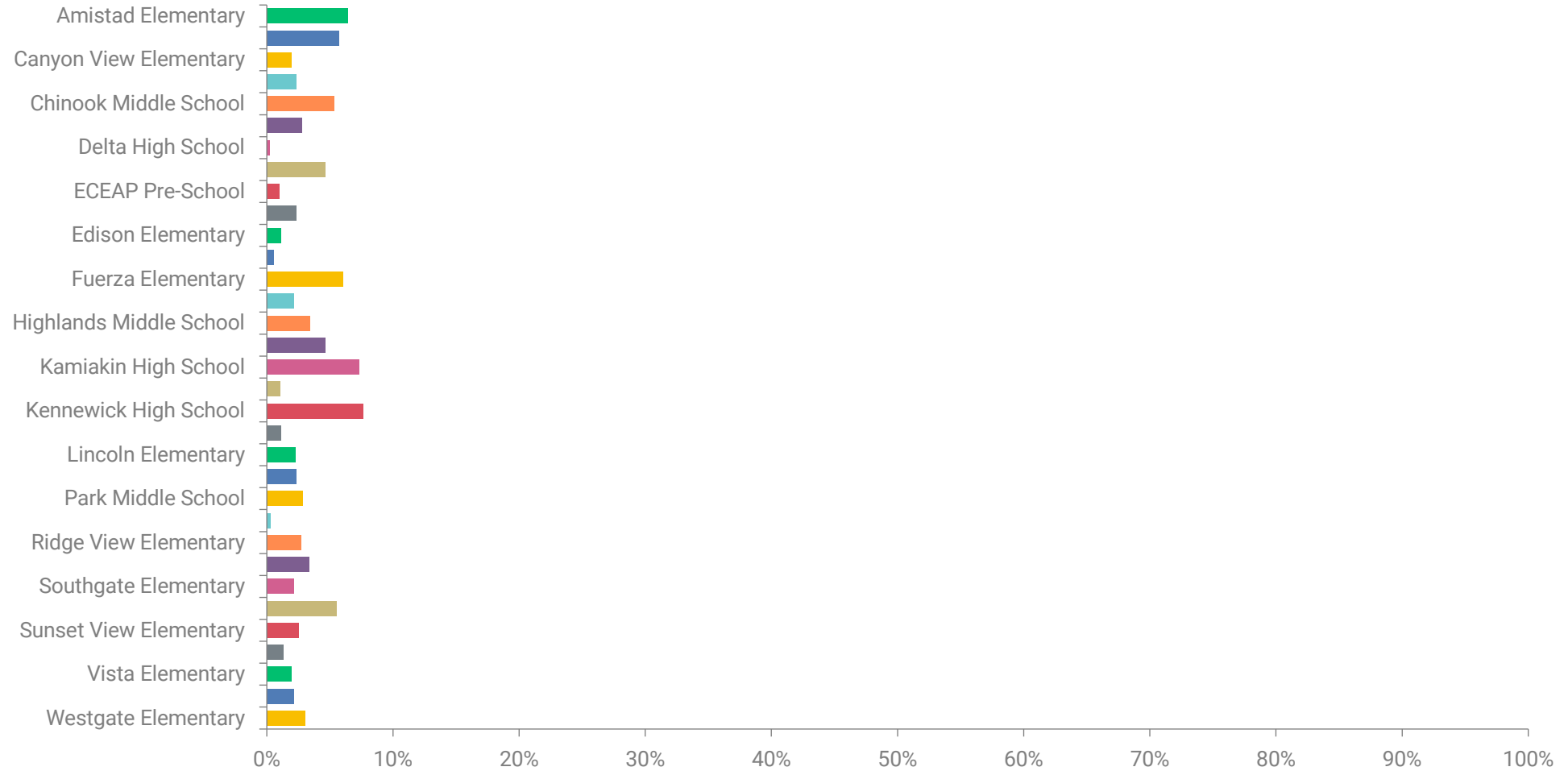


Board Questions and Comments

Appendix A: Spring 2024 Family Survey Data

Q1: My child attends

• Answered: 2655 ; 0



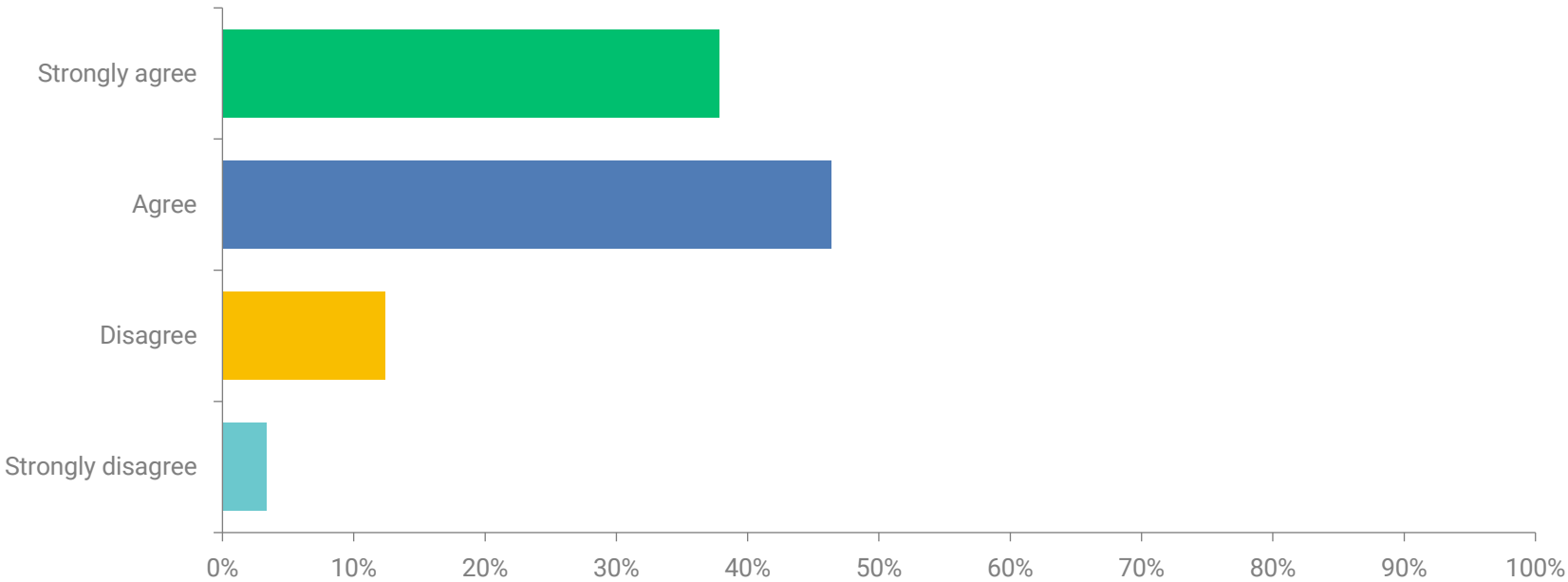
Q1: My child attends

• Answered: 2655 ,: 0

ANSWER CHOICES	RESPONSES	
Amistad Elementary	6.44%	171
Amon Creek Elementary	5.69%	151
Canyon View Elementary	1.96%	52
Cascade Elementary	2.34%	62
Chinook Middle School	5.35%	142
Cottonwood Elementary	2.75%	73
Delta High School	0.23%	6
Desert Hills Middle School	4.63%	123
ECEAP Pre-School	0.98%	26
Eastgate	2.30%	61

Q2: School staff (e.g., administrators, teachers, counselors) build positive relationships with families.

• Answered: 2036 ; 619



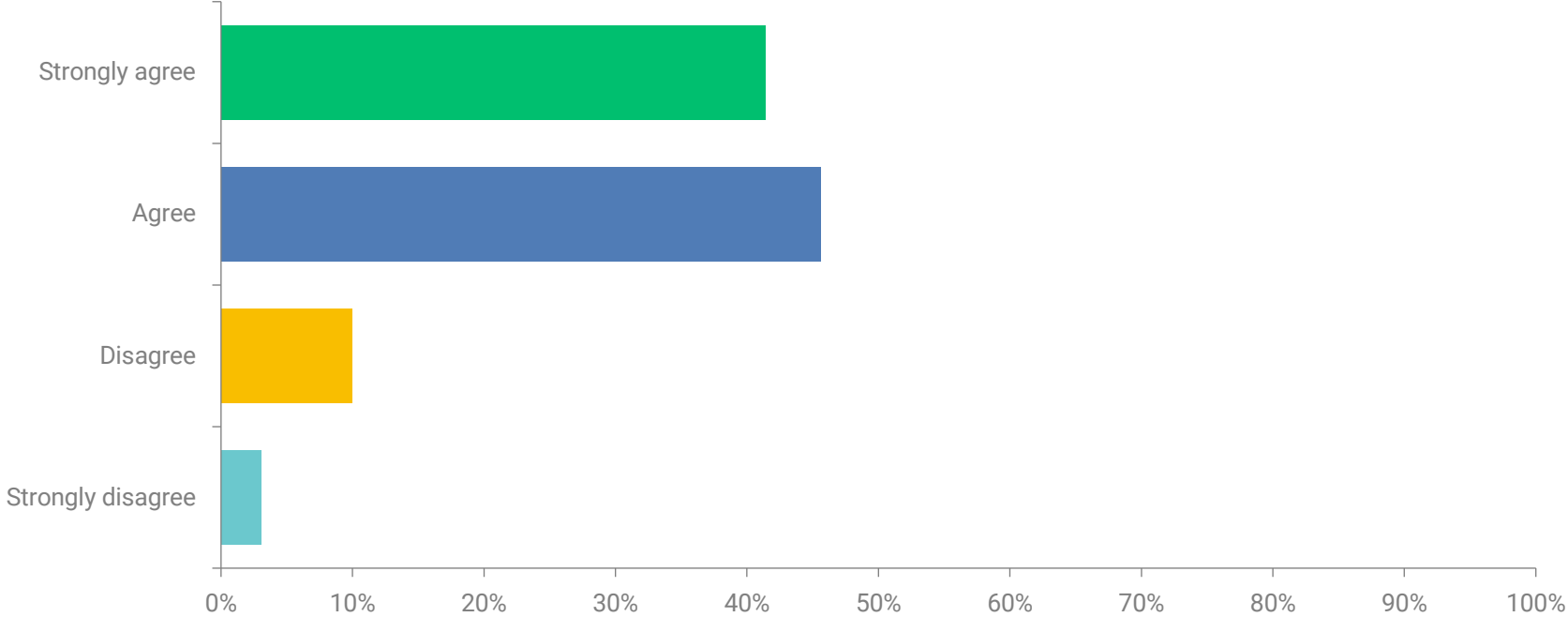
Q2: School staff (e.g., administrators, teachers, counselors) build positive relationships with families.

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	37.87%	771
Agree	46.37%	944
Disagree	12.38%	252
Strongly disagree	3.39%	69
TOTAL		2036

Q3: When I visit my child's school, I feel welcome.

• Answered: 2036 ,: 619



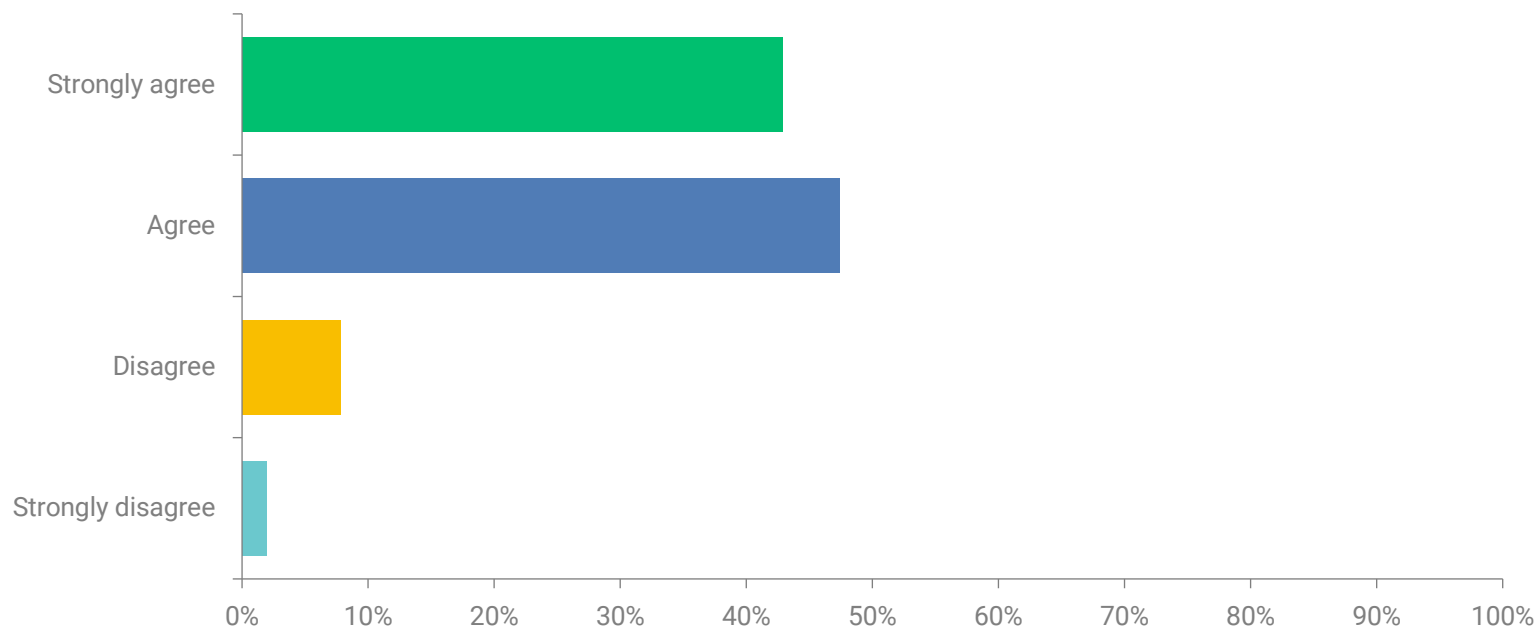
Q3: When I visit my child's school, I feel welcome.

- Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	41.40%	843
Agree	45.58%	928
Disagree	9.97%	203
Strongly disagree	3.05%	62
TOTAL		2036

Q4: I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school events, or literacy/math events).

• Answered: 2036 ,: 619



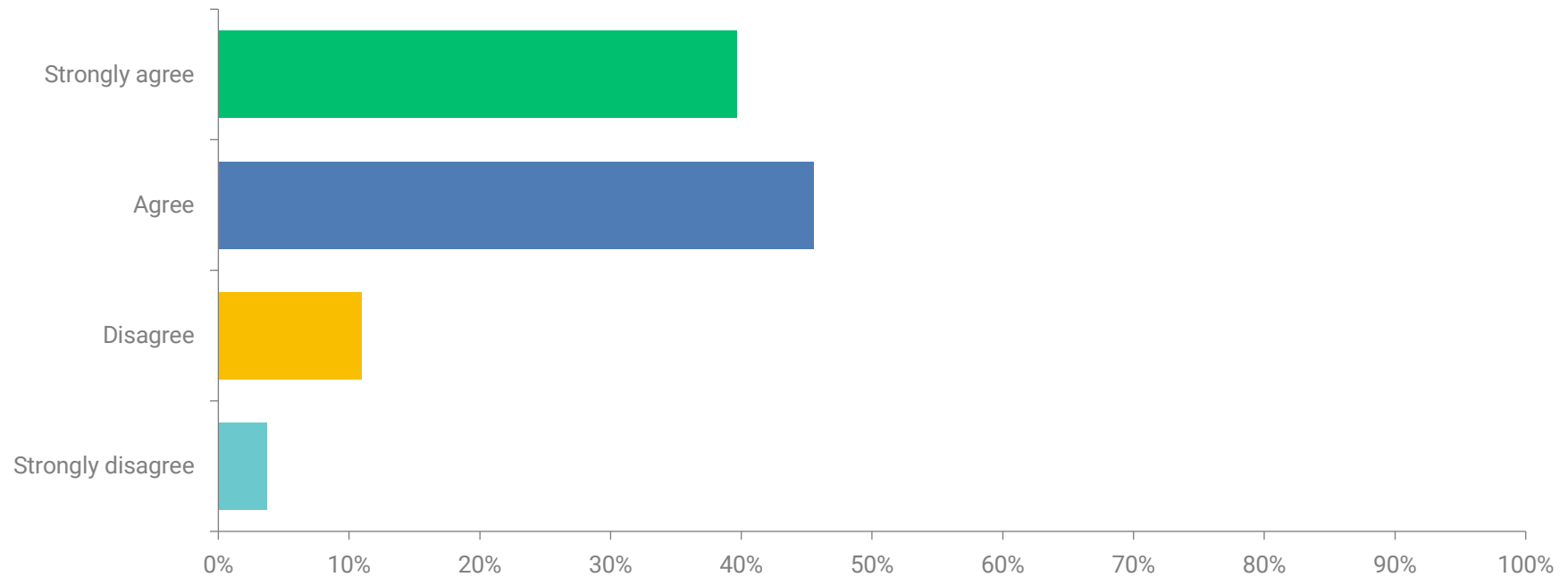
Q4: I am invited to participate in events (either virtual or in-person) about student learning (e.g., open house, new family orientation, back-to-school events, or literacy/math events).

- Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	42.88%	873
Agree	47.40%	965
Disagree	7.81%	159
Strongly disagree	1.92%	39
TOTAL		2036

Q5: School staff members listen if I have questions and concerns.

• Answered: 2036 ,: 619



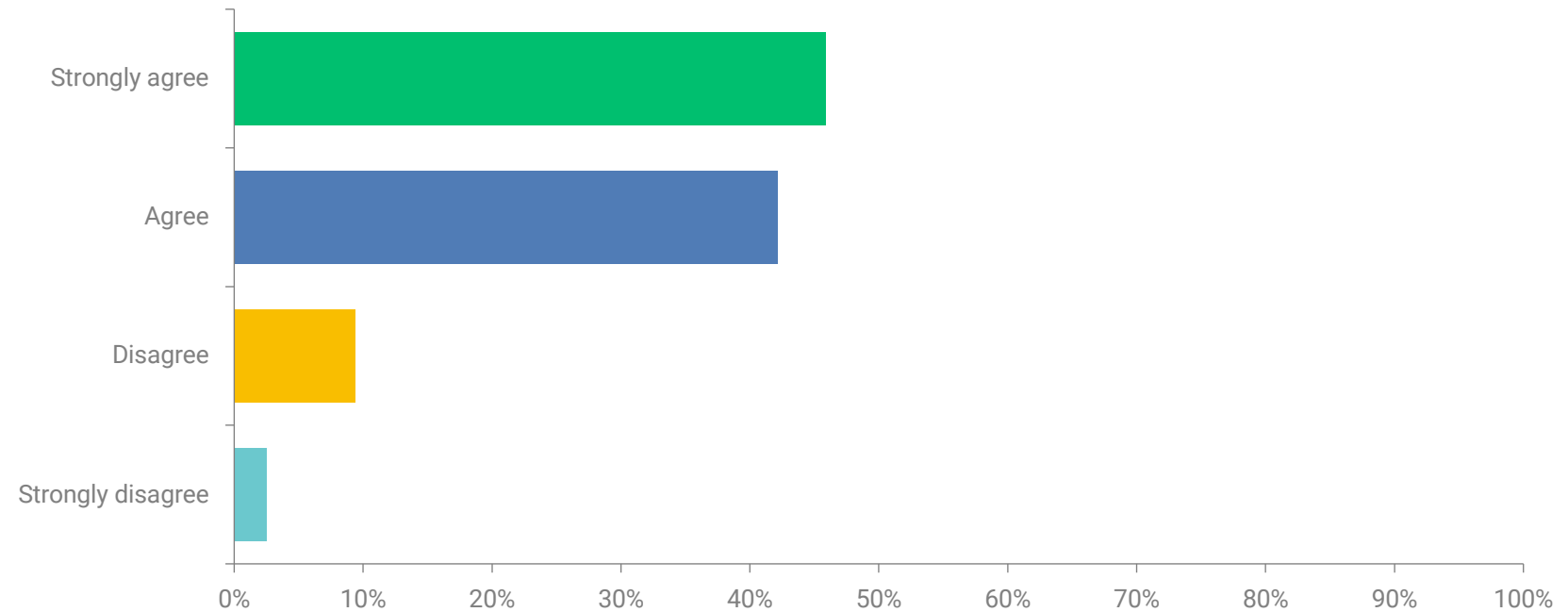
Q5: School staff members listen if I have questions and concerns.

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	39.69%	808
Agree	45.58%	928
Disagree	11.00%	224
Strongly disagree	3.73%	76
TOTAL		2036

Q6: I receive or I am able to access (e.g. PowerSchool) information on a regular basis about my child's progress

• Answered: 2036 ,: 619



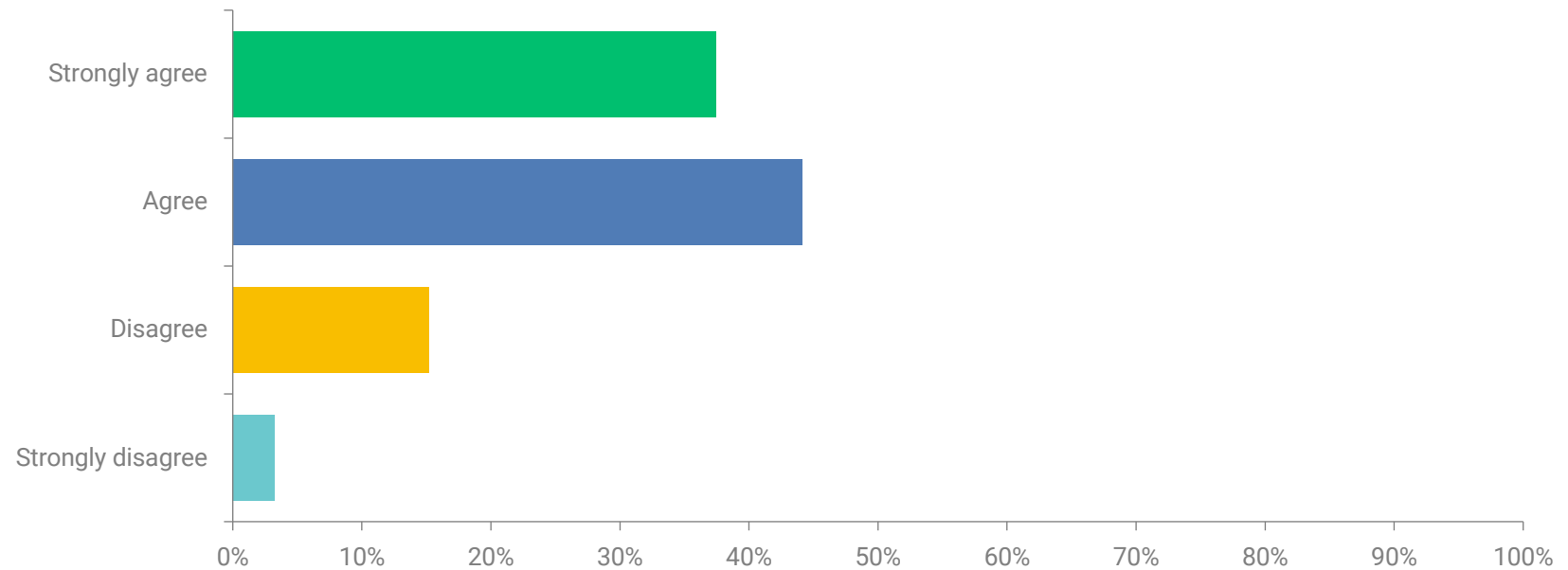
Q6: I receive or I am able to access (e.g. PowerSchool) information on a regular basis about my child's progress

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	45.87%	934
Agree	42.19%	859
Disagree	9.43%	192
Strongly disagree	2.50%	51
TOTAL		2036

Q7: I've been provided with information or instructions with how to access my child's information on PowerSchool.

• Answered: 2036 ,: 619



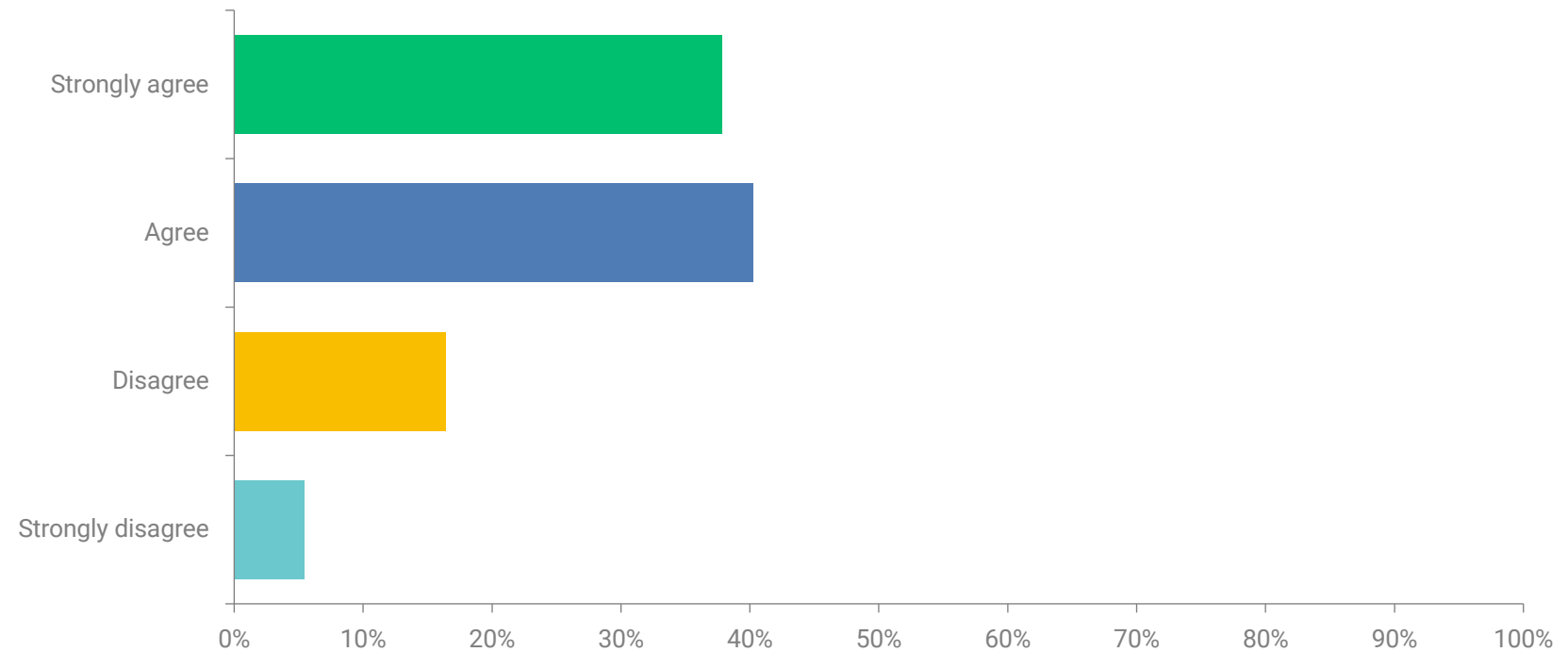
Q7: I've been provided with information or instructions with how to access my child's information on PowerSchool.

• Answered: 2036 ;: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	37.48%	763
Agree	44.11%	898
Disagree	15.18%	309
Strongly disagree	3.24%	66
TOTAL		2036

Q8: School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).

• Answered: 2036 ,: 619



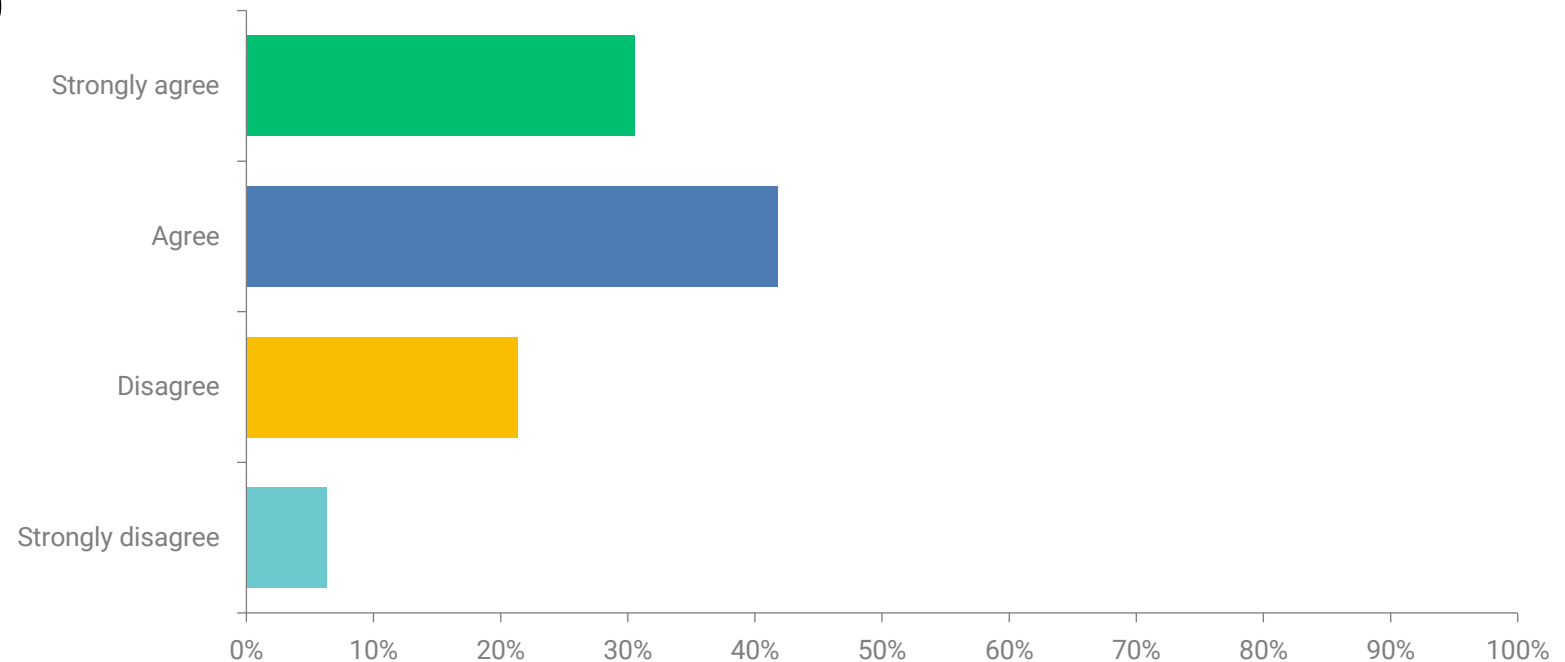
Q8: School staff members regularly communicate with me (e.g., communication notebook, letters, postcards, email, phone calls, texts, website, or newsletters).

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	37.87%	771
Agree	40.23%	819
Disagree	16.45%	335
Strongly disagree	5.45%	111
TOTAL		2036

Q9: I'm provided clear information as well as opportunities to learn and provide input about school policies, programs and improvement efforts.

• Answered: 2036 ;: 619



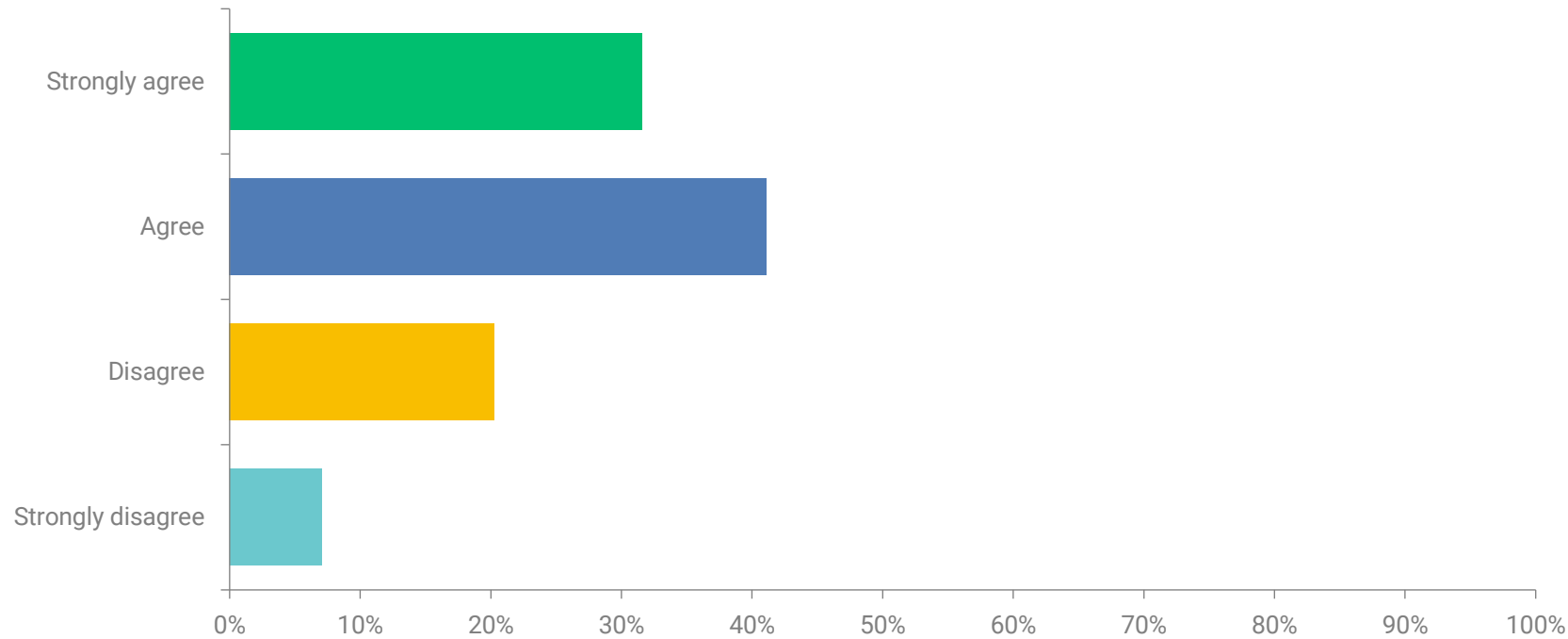
Q9: I'm provided clear information as well as opportunities to learn and provide input about school policies, programs and improvement efforts.

- Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	30.55%	622
Agree	41.80%	851
Disagree	21.32%	434
Strongly disagree	6.34%	129
TOTAL		2036

Q10: School staff consult me before making important decisions about my child's education.

• Answered: 2036 ; 619



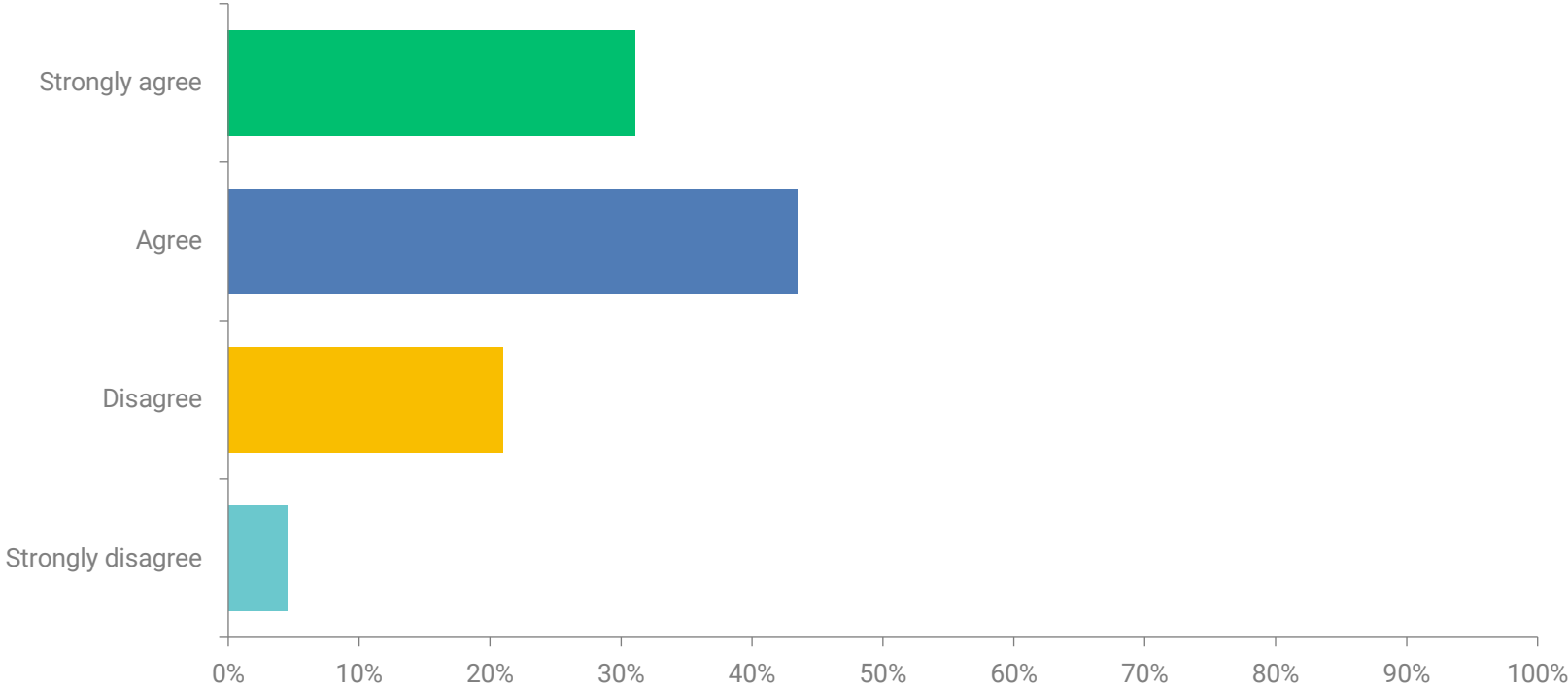
Q10: School staff consult me before making important decisions about my child's education.

- Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	31.58%	643
Agree	41.11%	837
Disagree	20.28%	413
Strongly disagree	7.02%	143
TOTAL		2036

Q11: If my child receives additional classroom supports, I am provided with information about these supports

• Answered: 2036 ; 619



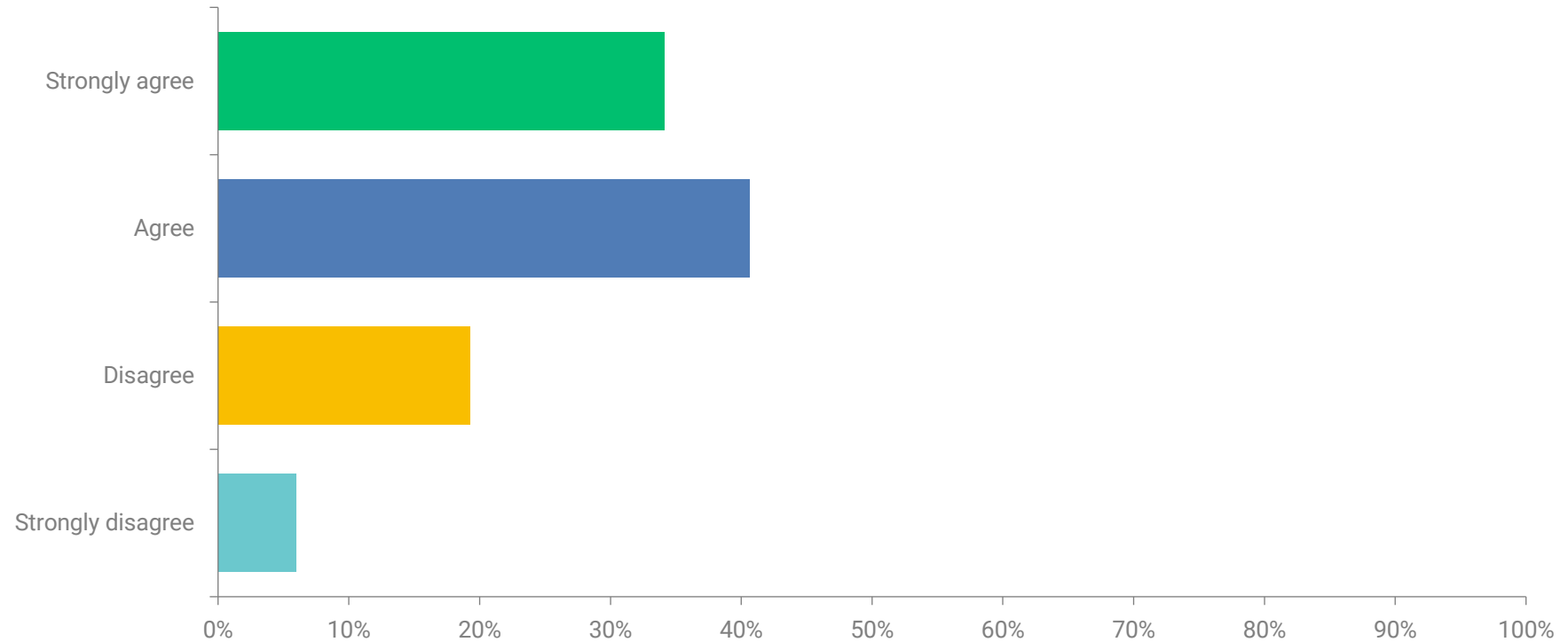
Q11: If my child receives additional classroom supports, I am provided with information about these supports

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	31.09%	633
Agree	43.42%	884
Disagree	20.97%	427
Strongly disagree	4.52%	92
TOTAL		2036

Q12: School staff keep me well informed about how my child is doing in school.

• Answered: 2036 ,: 619



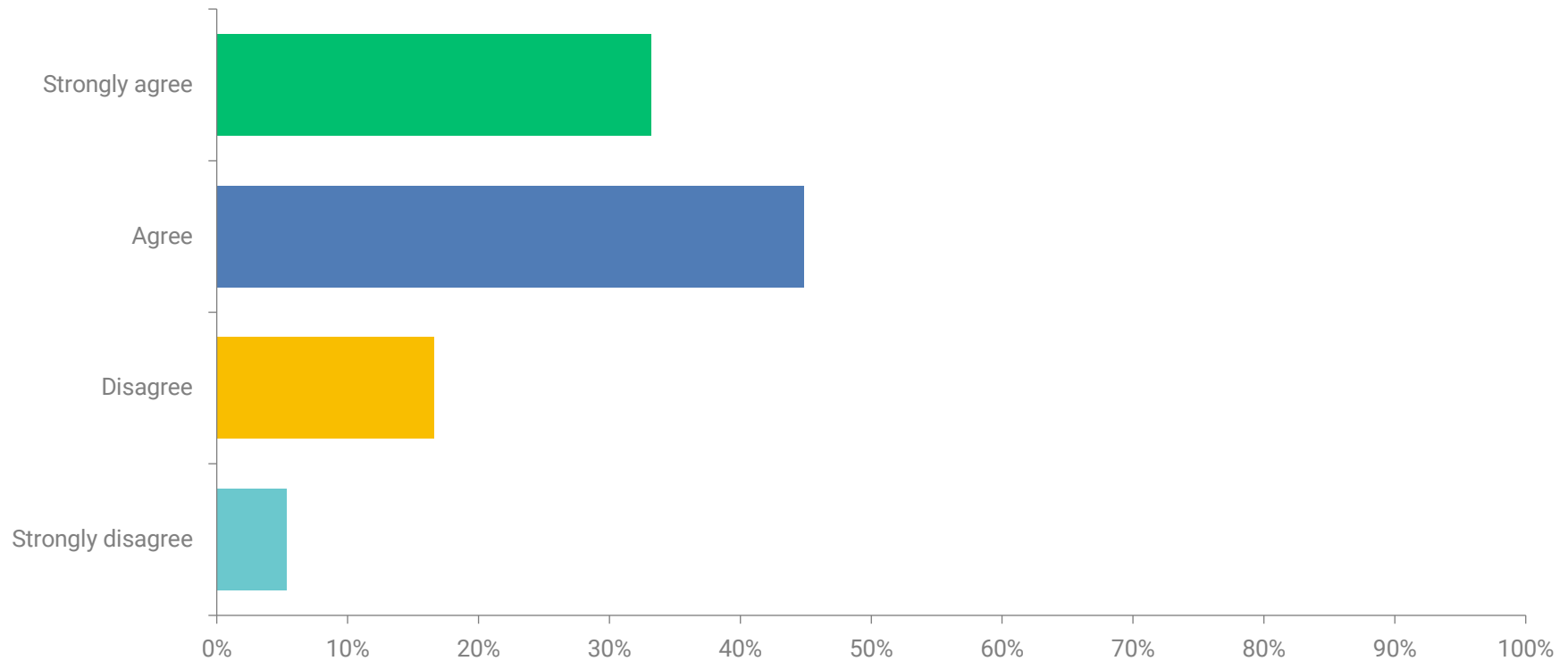
Q12: School staff keep me well informed about how my child is doing in school.

- Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	34.14%	695
Agree	40.62%	827
Disagree	19.30%	393
Strongly disagree	5.94%	121
TOTAL		2036

Q13: I have a good working relationship with school staff in which we solve problems together.

• Answered: 2036 ,: 619



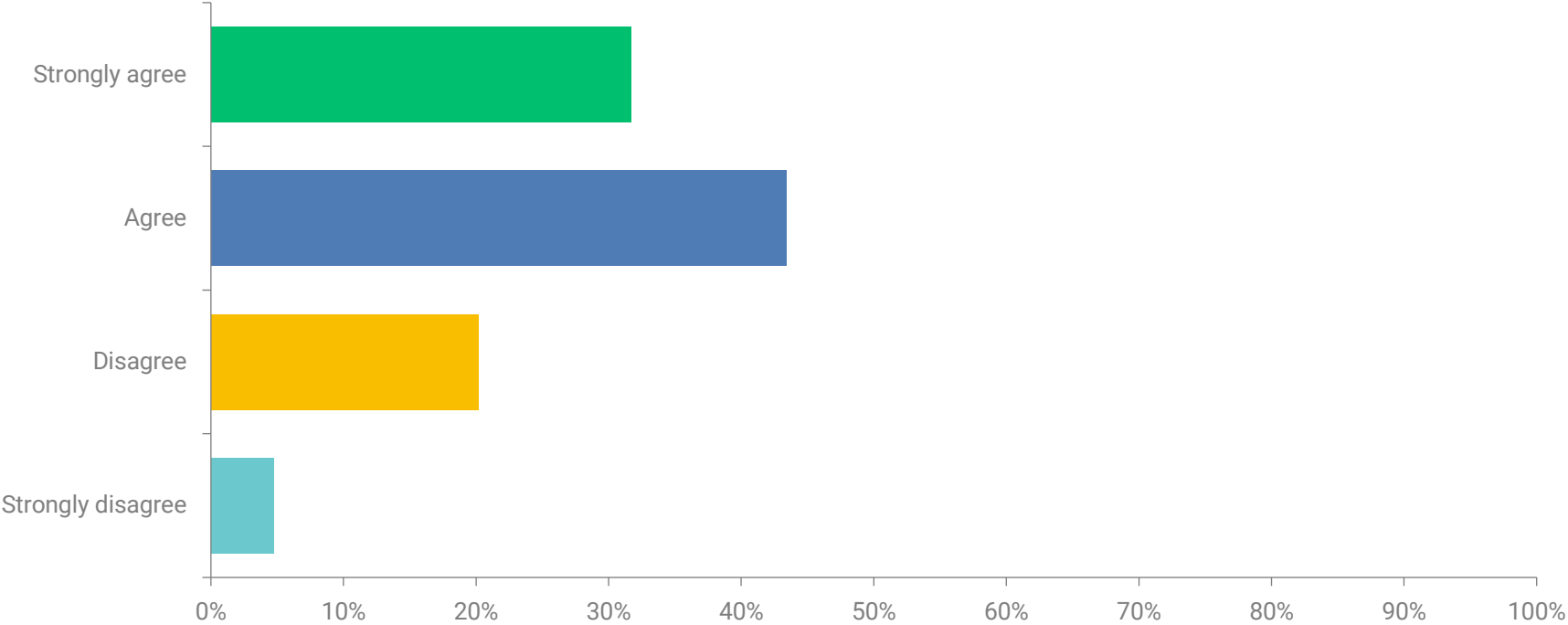
Q13: I have a good working relationship with school staff in which we solve problems together.

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	33.20%	676
Agree	44.84%	913
Disagree	16.60%	338
Strongly disagree	5.35%	109
TOTAL		2036

Q14: I'm provided useful information about how to support my child's learning.

• Answered: 2036 ; 619



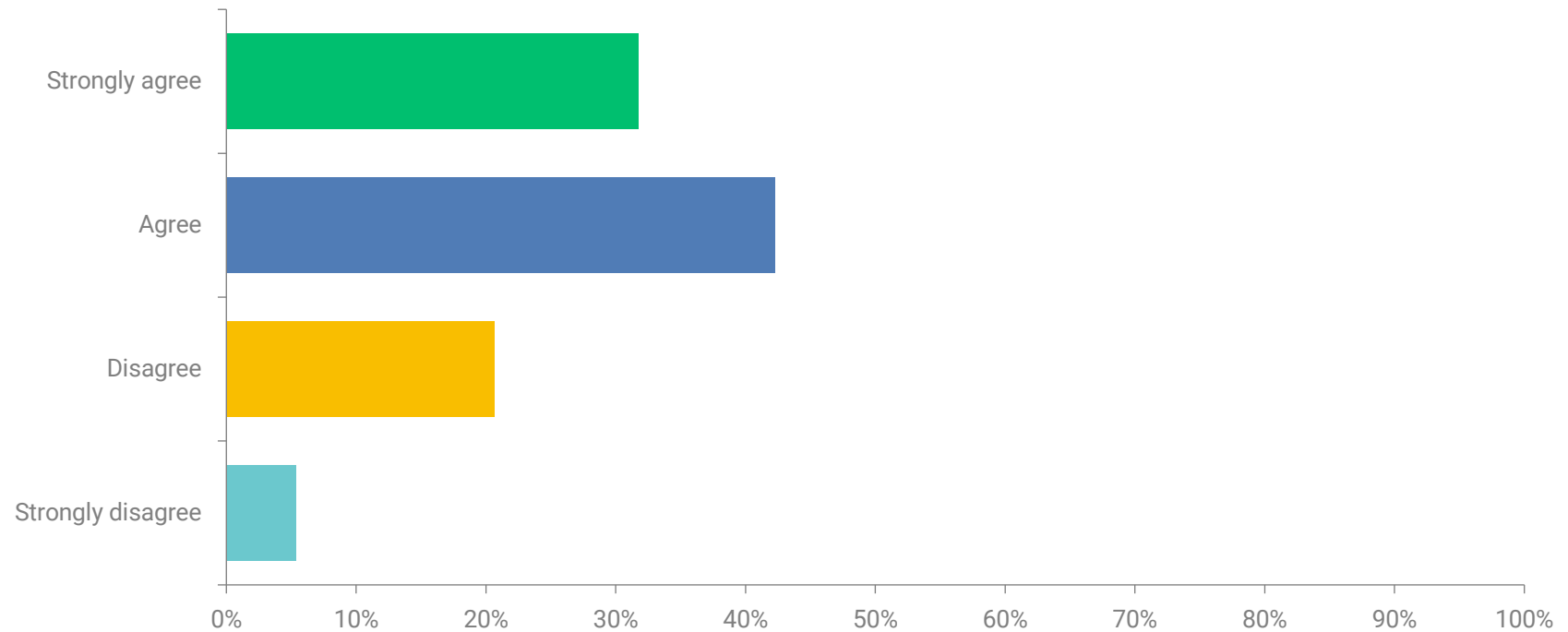
Q14: I'm provided useful information about how to support my child's learning.

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	31.68%	645
Agree	43.42%	884
Disagree	20.19%	411
Strongly disagree	4.72%	96
TOTAL		2036

Q15: I have a good understanding of the academic content and skills my child is learning at school.

• Answered: 2036 ;: 619



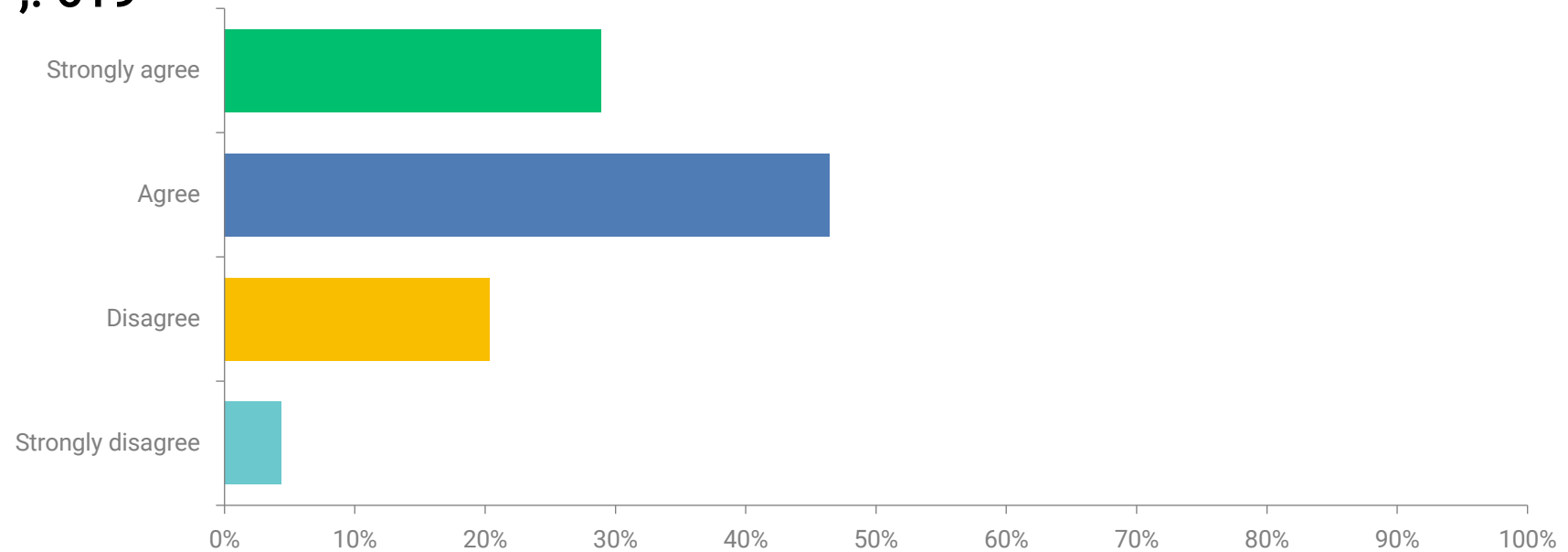
Q15: I have a good understanding of the academic content and skills my child is learning at school.

• Answered: 2036 ;: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	31.78%	647
Agree	42.24%	860
Disagree	20.63%	420
Strongly disagree	5.35%	109
TOTAL		2036

Q16: The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).

• Answered: 2036 ; 619



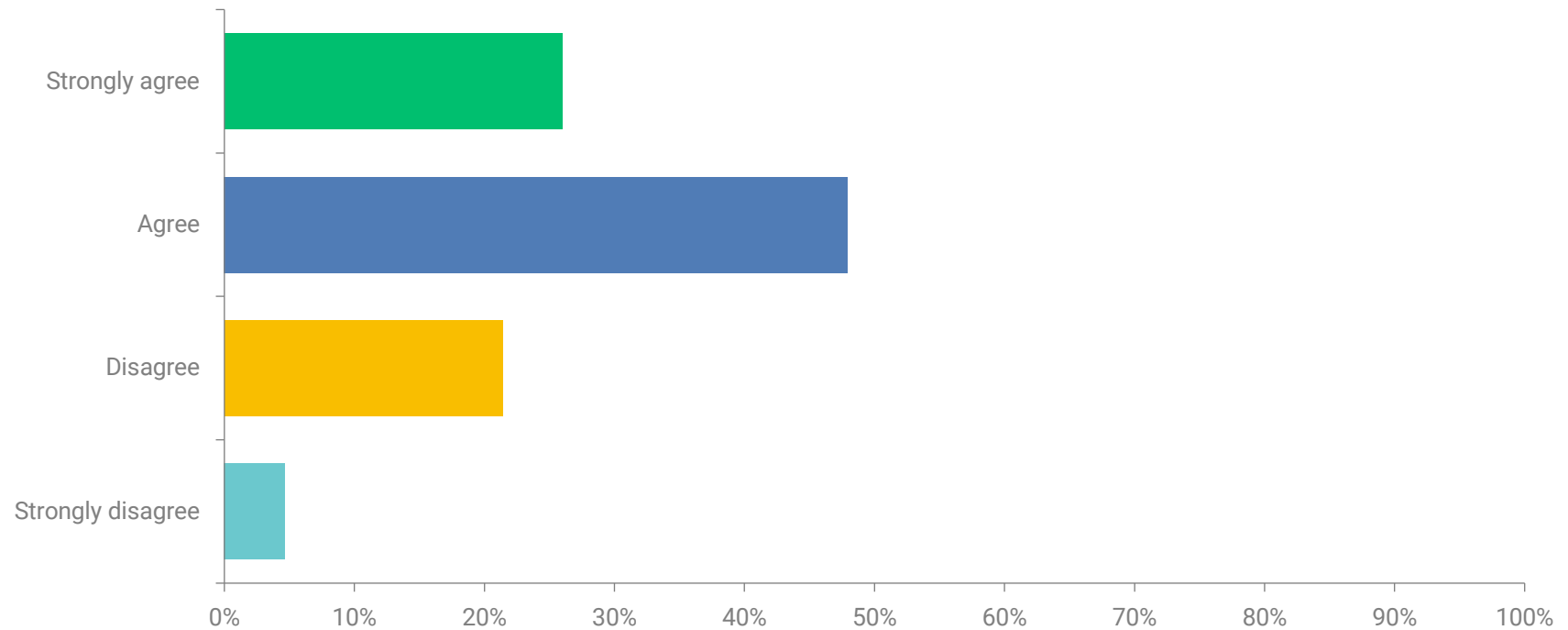
Q16: The school partners with businesses and community organizations in a variety of ways (e.g., volunteer opportunities, field trips, guest speakers, mentoring, tutoring, or leadership team participation).

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	28.88%	588
Agree	46.46%	946
Disagree	20.33%	414
Strongly disagree	4.32%	88
TOTAL		2036

Q17: The school helps my family connect with community resources that we need.

• Answered: 2036 ,: 619



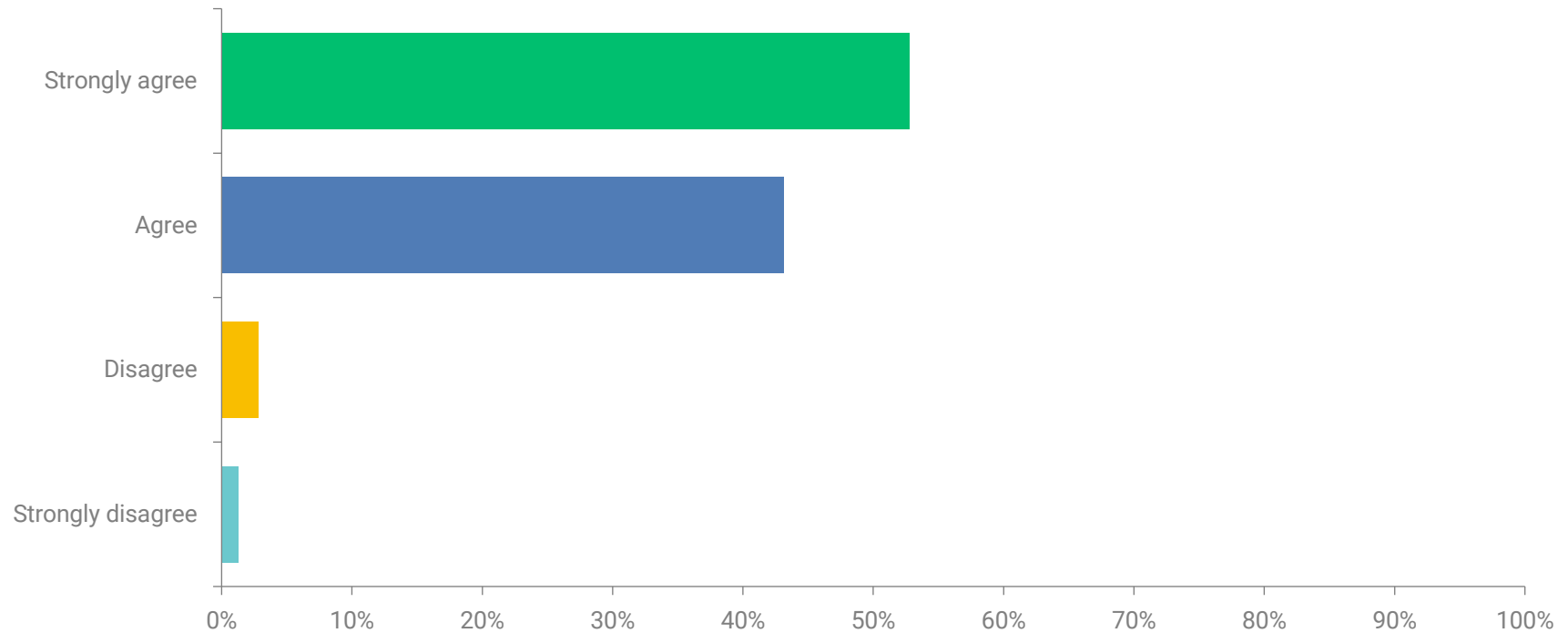
Q17: The school helps my family connect with community resources that we need.

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	25.98%	529
Agree	47.94%	976
Disagree	21.41%	436
Strongly disagree	4.67%	95
TOTAL		2036

Q18: Information from my child's school is provided in the language that my family speaks at home.

• Answered: 2036 ; 619



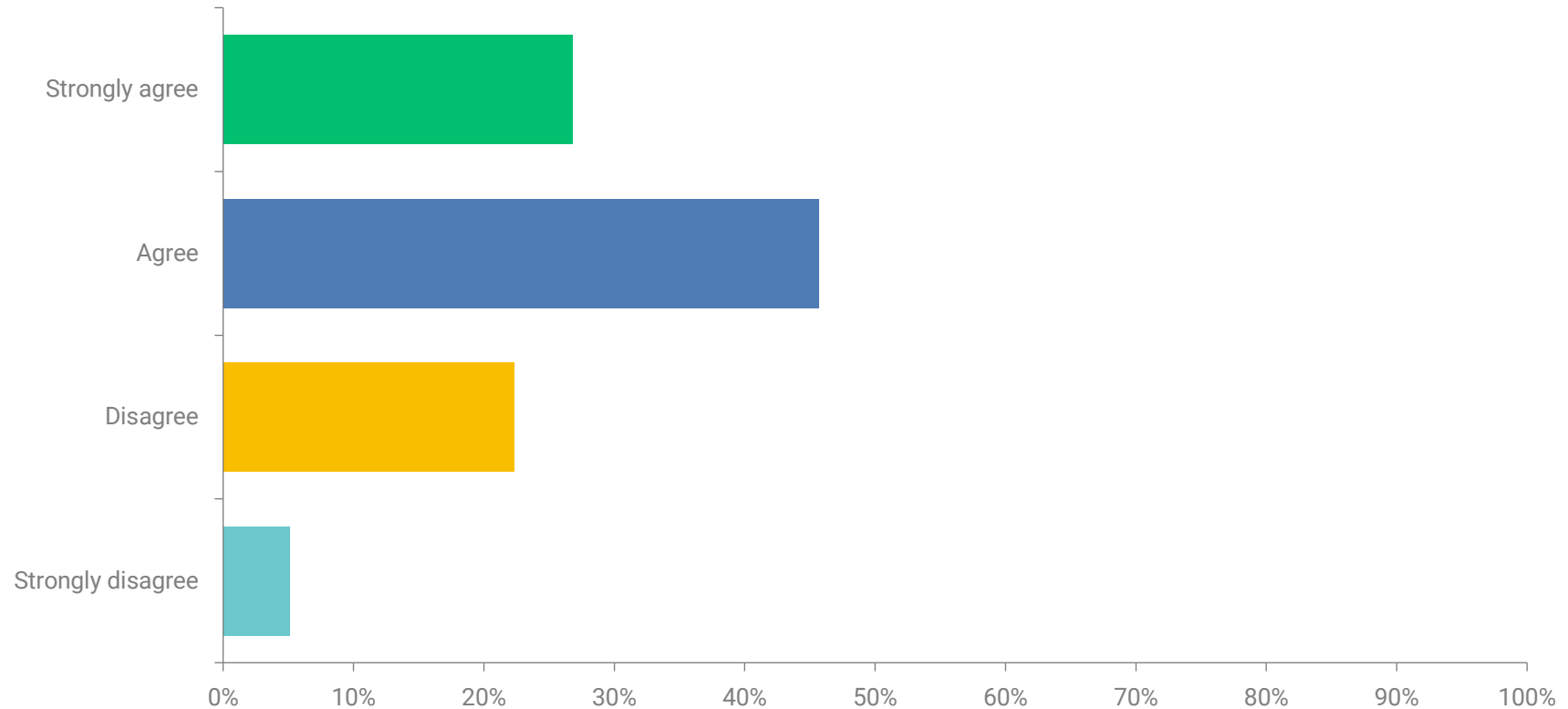
Q18: Information from my child's school is provided in the language that my family speaks at home.

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	52.80%	1075
Agree	43.12%	878
Disagree	2.80%	57
Strongly disagree	1.28%	26
TOTAL		2036

Q19: 21. I have opportunities to learn about and provide input on district and school programs.

• Answered: 2036 ; 619



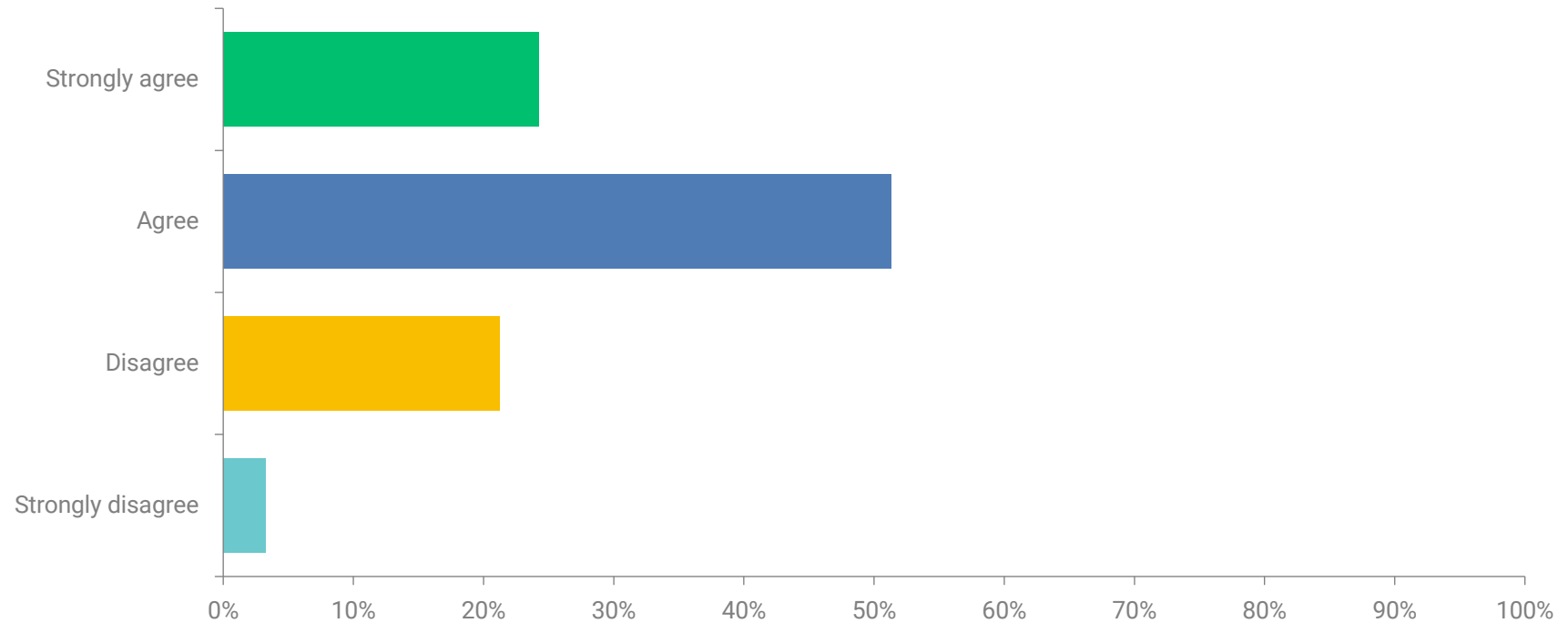
Q19: 21. I have opportunities to learn about and provide input on district and school programs.

- Answered: 2036 ;: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	26.82%	546
Agree	45.73%	931
Disagree	22.30%	454
Strongly disagree	5.16%	105
TOTAL		2036

Q20: My child has opportunities to learn digital citizenship, social, life and employment skills as found in the KSD Learner Profile

• Answered: 2036 ,: 619



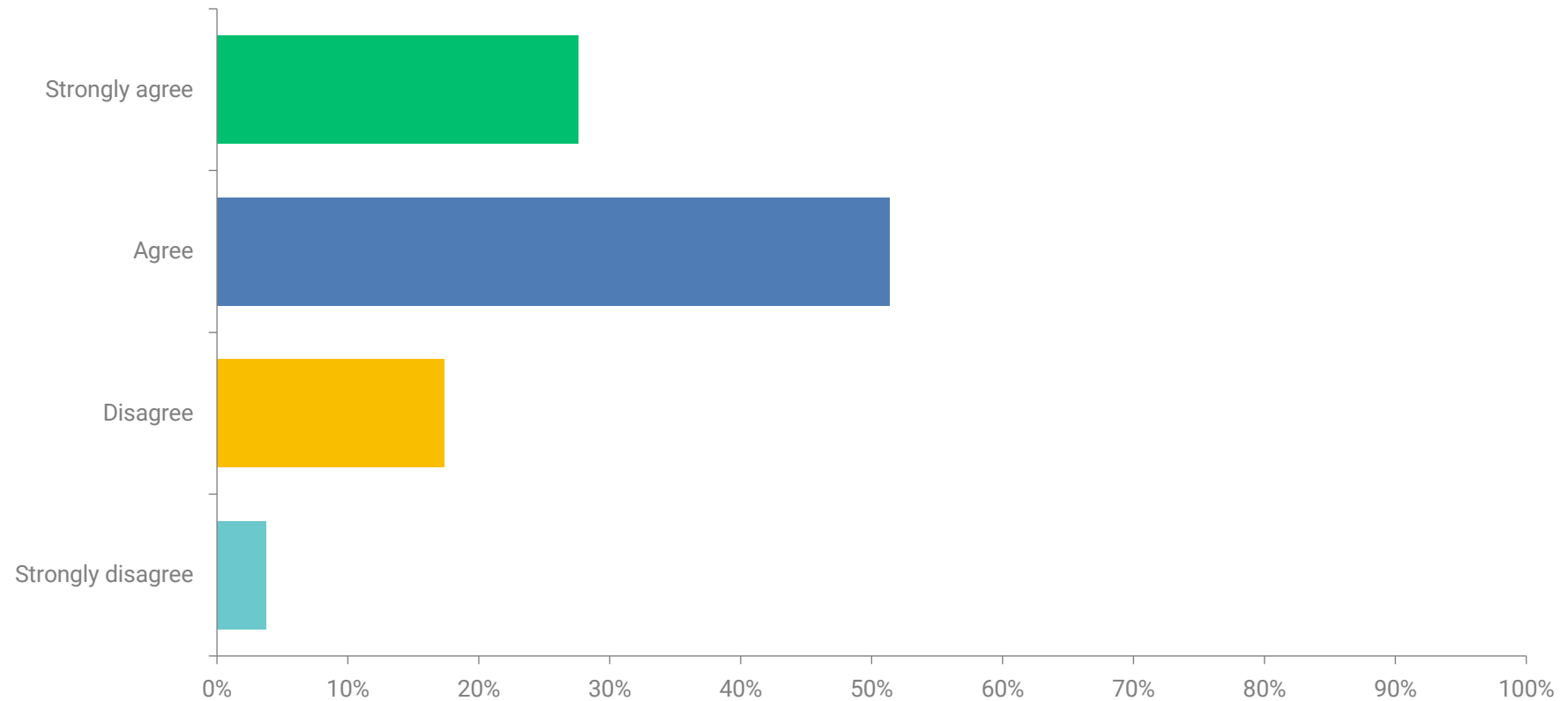
Q20: My child has opportunities to learn digital citizenship, social, life and employment skills as found in the KSD Learner Profile

• Answered: 2036 ; 619

ANSWER CHOICES	RESPONSES	
Strongly agree	24.26%	494
Agree	51.28%	1044
Disagree	21.22%	432
Strongly disagree	3.24%	66
TOTAL		2036

Q21: My child has access to diverse course offerings, activities and athletics.

• Answered: 2036 ,: 619



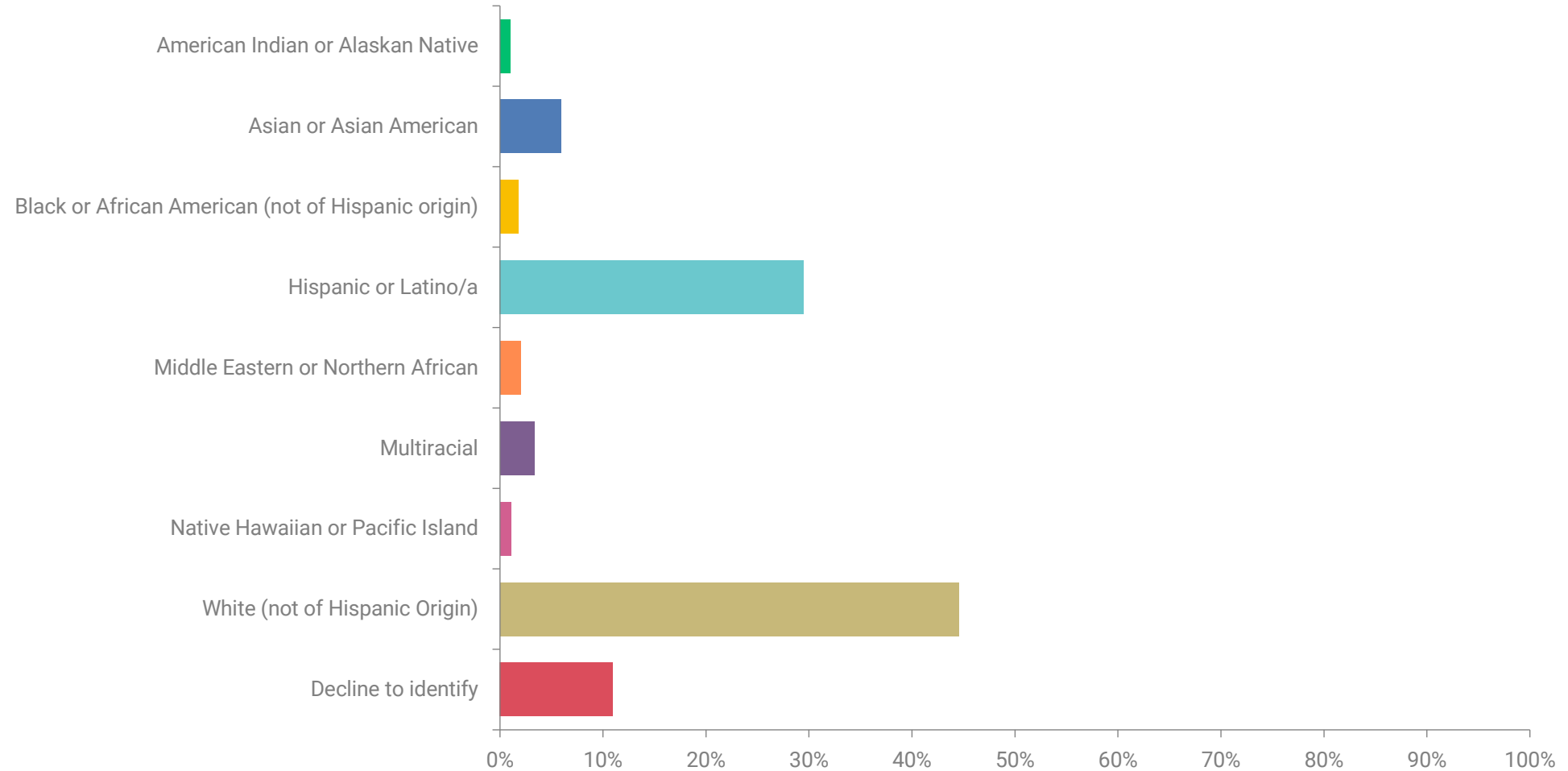
Q21: My child has access to diverse course offerings, activities and athletics.

• Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Strongly agree	27.60%	562
Agree	51.33%	1045
Disagree	17.34%	353
Strongly disagree	3.73%	76
TOTAL		2036

Q22: Please indicate your ethnicity (optional).

• Answered: 2018 ,: 637



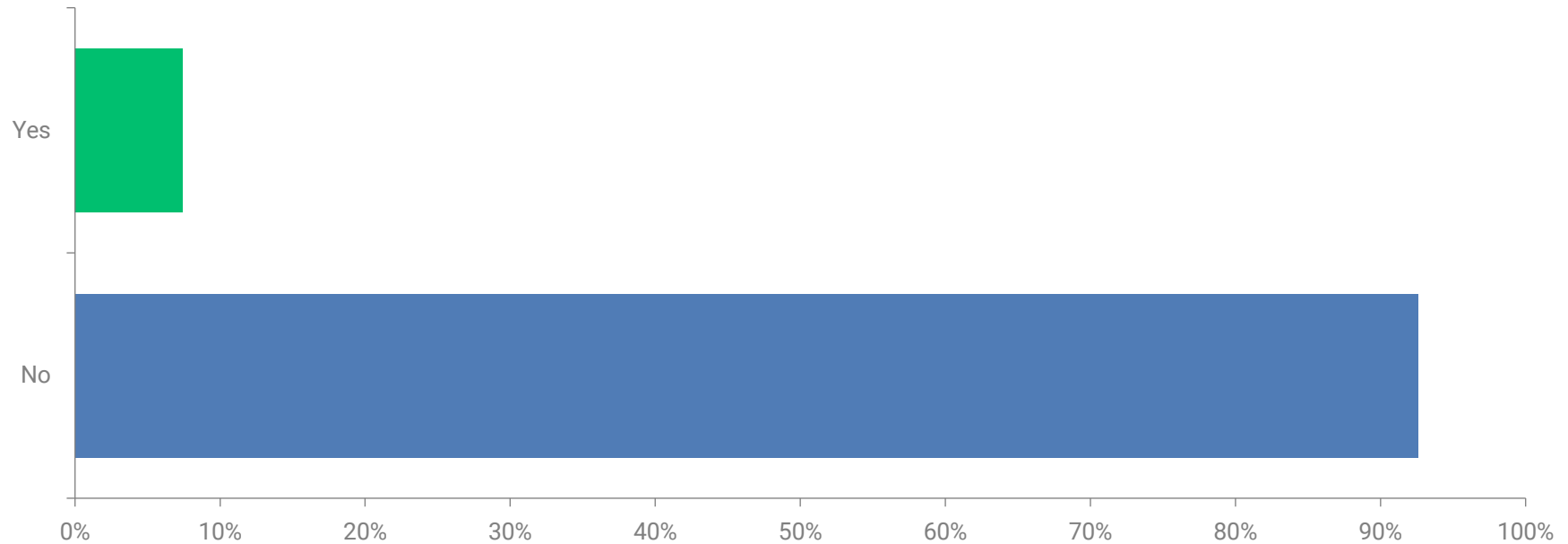
Q22: Please indicate your ethnicity (optional).

• Answered: 2018 ,: 637

ANSWER CHOICES	RESPONSES	
American Indian or Alaskan Native	0.99%	20
Asian or Asian American	5.90%	119
Black or African American (not of Hispanic origin)	1.78%	36
Hispanic or Latino/a	29.48%	595
Middle Eastern or Northern African	1.98%	40
Multiracial	3.32%	67
Native Hawaiian or Pacific Island	1.04%	21
White (not of Hispanic Origin)	44.55%	899
Decline to identify	10.05%	221

Q24: My child is a senior and graduating this year

• Answered: 2036 ,: 619



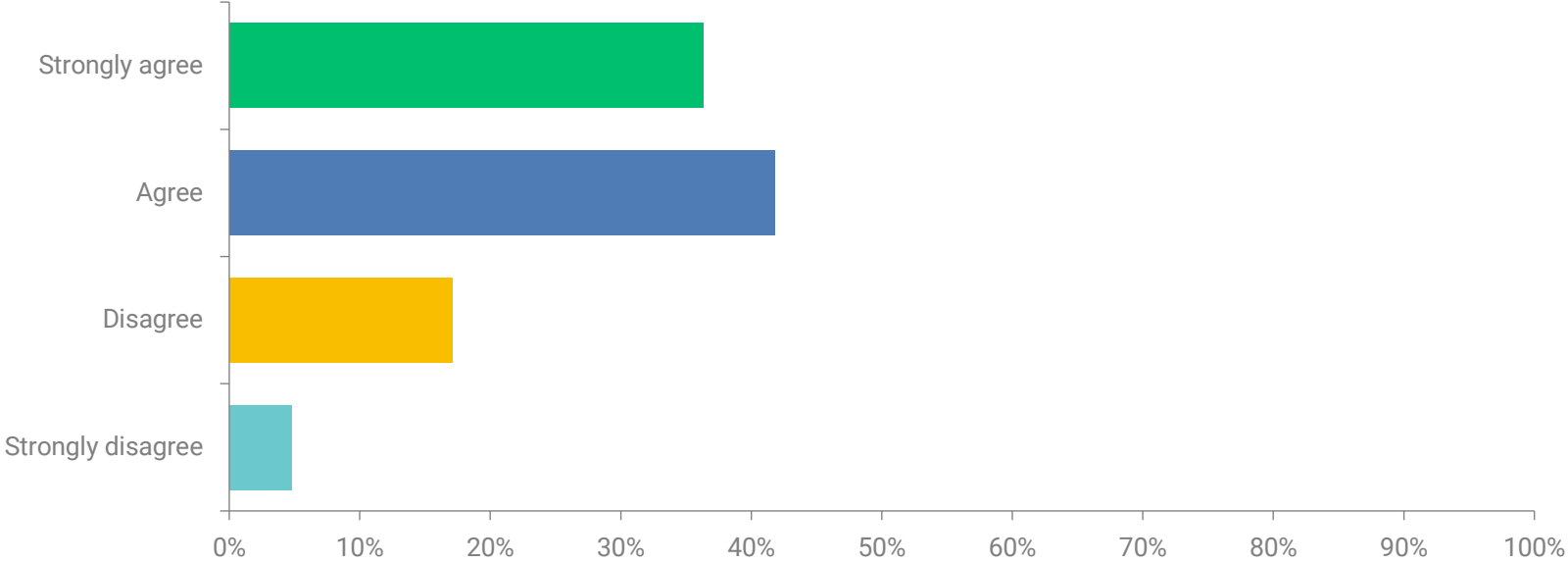
Q24: My child is a senior and graduating this year

- Answered: 2036 ,: 619

ANSWER CHOICES	RESPONSES	
Yes	7.42%	151
No	92.58%	1885
TOTAL		2036

Q25: Thinking back over my child's entire experience in school at Kennewick School District, I am satisfied that they received a well-rounded, challenging, and valuable education?

• Answered: 146 Skipped: 2509



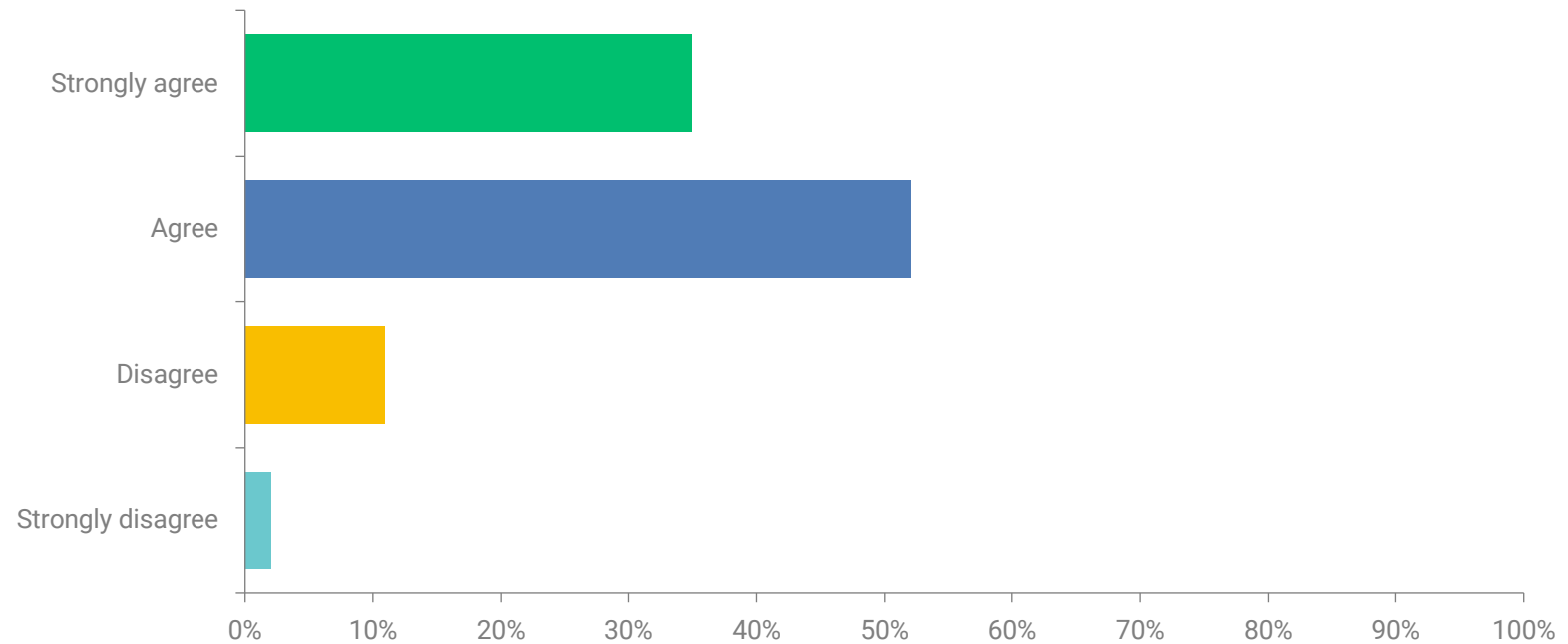
Q25: Thinking back over my child's entire experience in school at Kennewick School District, I am satisfied that they received a well-rounded, challenging, and valuable education?

- Answered: 146 Skipped: 2509

ANSWER CHOICES	RESPONSES	
Strongly agree	36.30%	53
Agree	41.78%	61
Disagree	17.12%	25
Strongly disagree	4.79%	7
TOTAL		146

Q26: My senior is prepared for the next endeavor in their life after high school. This could be college, post-secondary education, vocational or certification training, employment skills, military, or family life etc.

• Answered: 146 Skipped: 2509



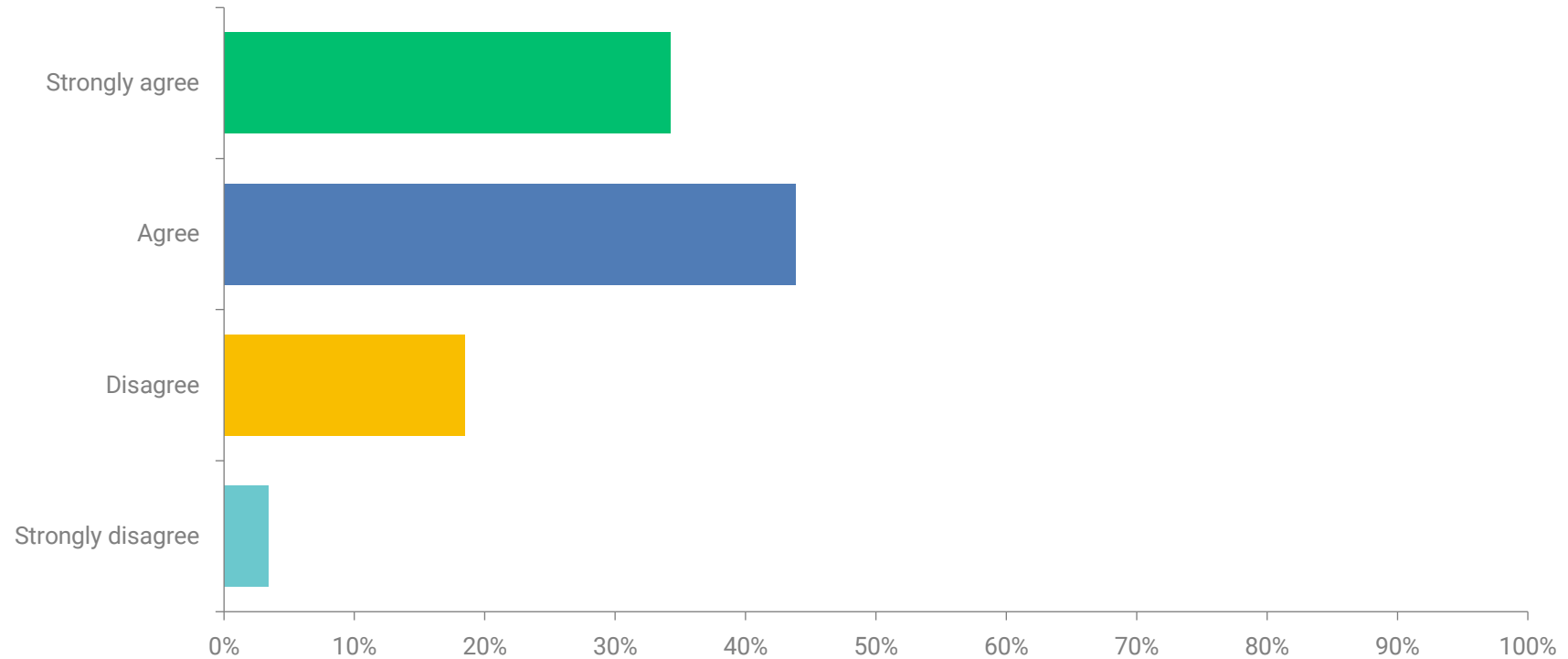
Q26: My senior is prepared for the next endeavor in their life after high school. This could be college, post-secondary education, vocational or certification training, employment skills, military, or family life etc.

• Answered: 146 Skipped: 2509

ANSWER CHOICES	RESPONSES	
Strongly agree	34.93%	51
Agree	52.05%	76
Disagree	10.96%	16
Strongly disagree	2.05%	3
TOTAL		146

Q27: My student was able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school.

• Answered: 146 Skipped: 2509



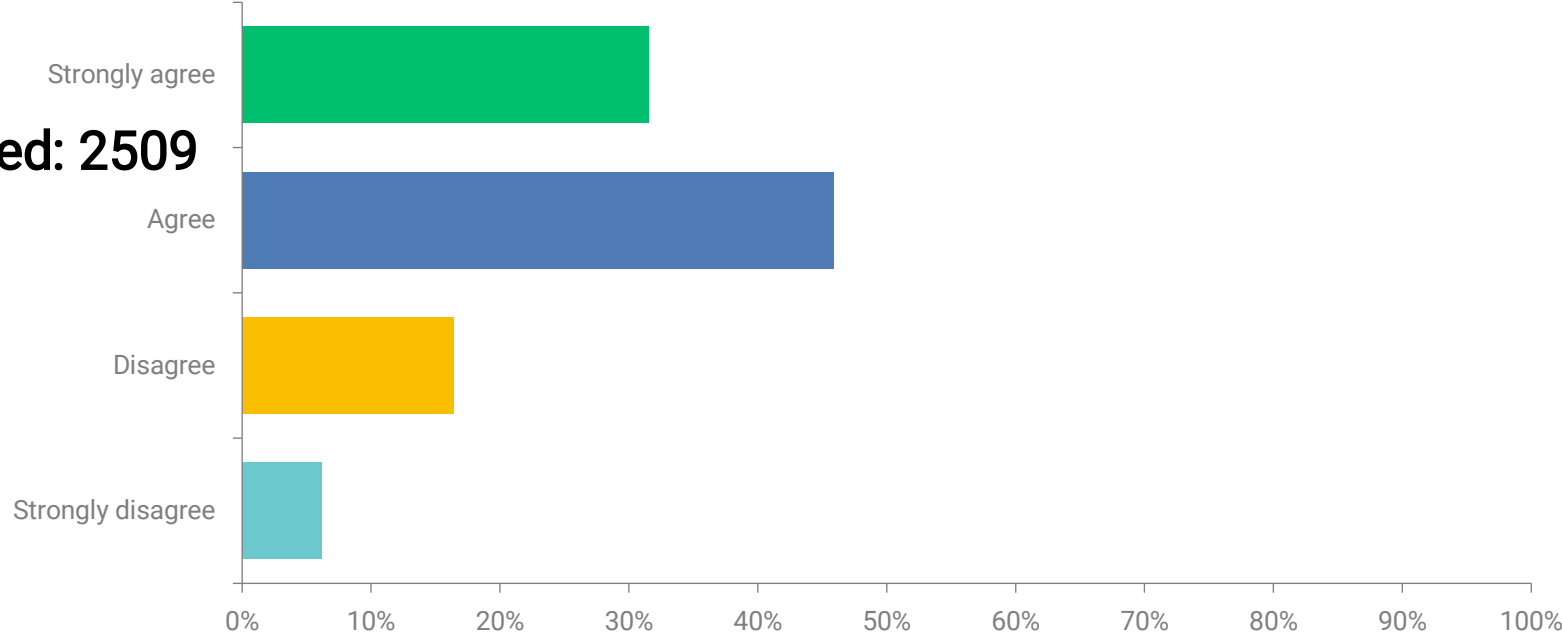
Q27: My student was able to access and take the courses in high school that they needed in order to be prepared to pursue life beyond high school.

- Answered: 146 Skipped: 2509

ANSWER CHOICES	RESPONSES	
Strongly agree	34.25%	50
Agree	43.84%	64
Disagree	18.49%	27
Strongly disagree	3.42%	5
TOTAL		146

Q28: During my student's time in high school, my senior was properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, employment readiness, financial literacy, for their future endeavors.

• Answered: 146 Skipped: 2509



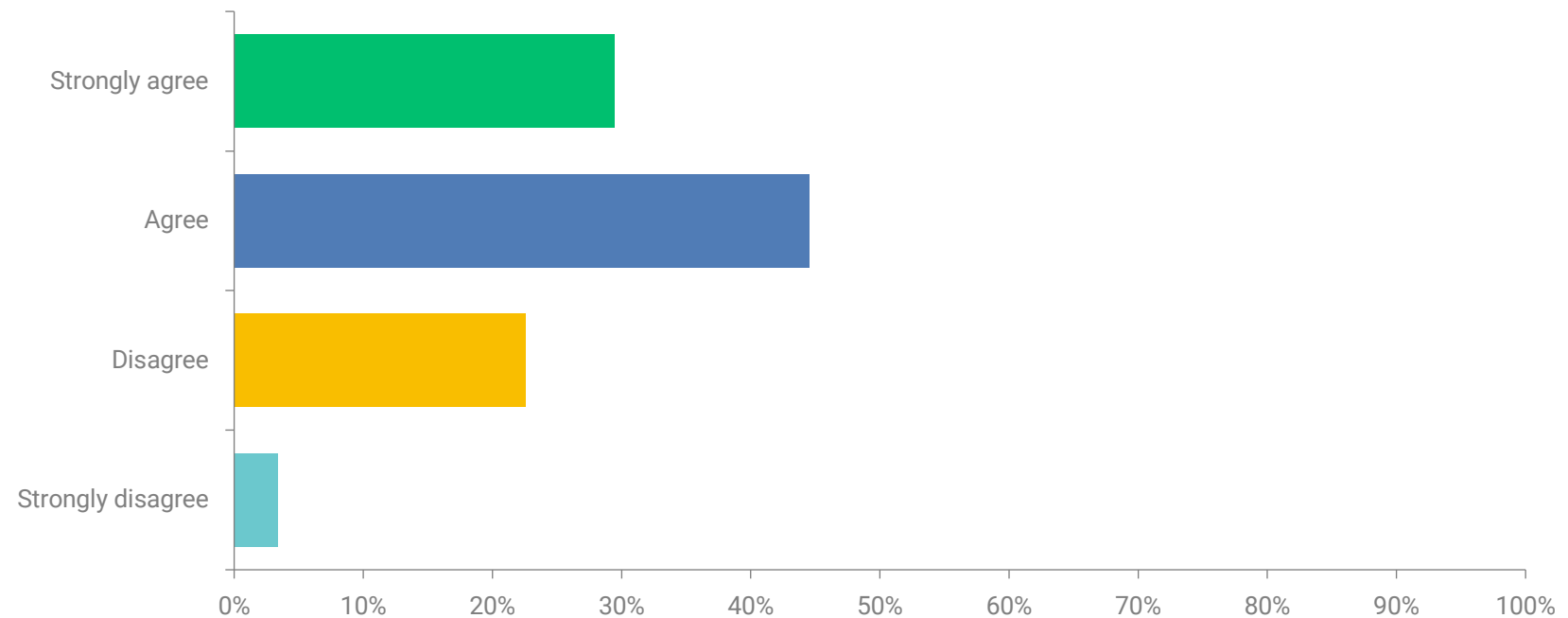
Q28: During my student's time in high school, my senior was properly informed by the school about graduation requirements, along with requirements for college, vocational school, financial aid, employment readiness, financial literacy, for their future endeavors.

ANSWER CHOICES	RESPONSES	
Strongly agree	31.51%	46
Agree	45.89%	67
Disagree	16.44%	24
Strongly disagree	6.16%	9
TOTAL		146

• Answered: 146 Skipped: 2509

Q29: The courses that my senior took throughout high school were challenging and relevant to their lives and future goals.

- Answered: 146 Skipped: 2509



Q29: The courses that my senior took throughout high school were challenging and relevant to their lives and future goals.

• Answered: 146 Skipped: 2509

ANSWER CHOICES	RESPONSES	
Strongly agree	29.45%	43
Agree	44.52%	65
Disagree	22.60%	33
Strongly disagree	3.42%	5
TOTAL		146