



PASCO SCHOOL DISTRICT NO. 1  
Board of Directors' Regular Meeting  
Tuesday, March 11, 2025 | 6:30 p.m.

C. L. Booth Education Service Center, 1215 W. Lewis Street, Pasco, WA 99301

**Remote Access:** Members of the public who wish to attend the public meeting remotely can register and join the meeting at this link: <https://bit.ly/4ksX6Bi>.

**Live Stream:** The live audio will be streamed through the [Pasco School District's YouTube](#).

**Public Comments:** Public comments can be made during the 'Audience Comments' portion of the meeting by attending the meeting in person or by registering and joining the remote meeting link: <https://bit.ly/4ksX6Bi>. Remote attendees will be asked to raise their digital hand if they would like to make a comment. When called on, the commenter will be unmuted for 2 minutes, then muted when their time is up.

A G E N D A

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|--|--|
| 4:30 – 5:30 PM STUDY SESSION: Bond and Levy Planning   | Mr. Trevor Carlson   |
| 1. CALL TO ORDER   | Ms. Amanda Brown   |
| 2. FLAG SALUTE   | Three Rivers Elementary  |
| 3. ROLL CALL   | Amanda Brown      John Kennedy      Steve Norberg      Amy Phillips<br>Steve Simmons      Owen Bergstrom      Mason Byrd      Danika Reyna |
| 4. APPROVAL OF MINUTES   | Regular Board Meeting February 25, 2025  |
| 5. AGENDA REVIEW   | Mrs. Michelle Whitney  |
| 6. SPECIAL RECOGNITION   |  |
| A. School Retirees   | Mrs. Anna Tensmeyer  |
| B. School Social Workers   | Mrs. Anna Tensmeyer  |
| 7. AUDIENCE COMMENTS   |  |
| 8. CONSENT AGENDA  |  |
| A. Personnel   | Dr. Alice Amaya  |
| B. Warrants  | Mr. Kevin Hebdon   |
| C. Asset Preservation Program Building Condition Assessment Scores                             | Mr. Raúl Sital   |
| D. Approval of Revision to Board Policy 1115 Student Representatives to the Board of Directors | Ms. Sarah Thornton   |
| E. Approval of Revision to Board Policy 1630— Evaluation of the Superintendent                 | Ms. Sarah Thornton   |

- F. Overnight Student Travel for Delta, Chiawana and Pasco School and Chiawana High School Speech and Debate Students to University of Puget Sound in Tacoma, WA. Ms. Jennifer Kindle
  - G. Overnight Student Travel for Chiawana High School Wind Ensemble and Chamber Orchestra Programs to Vancouver, WA. Ms. Jennifer Kindle
  - H. Overnight Student Travel for Pasco High School Music Program to State Solo and Ensemble Festival in Ellensburg, WA. Ms. Jennifer Kindle
  - I. Out of State Student Travel for Pasco High School DECA Students to Pro Sports Day in Portland, OR. Ms. Jennifer Kindle
  - J. Approval of 2025-2026 School Calendar Ms. Jen Johnson
  - K. Resolution No. 1053 Capital Projects Fund to the General Fund Mr. Kevin Hebdon
  - L. Approval of State Transitional Bilingual Program Annual Plan EGMS Application Form Package 219 Ms. Alma Duran
  - M. Approval of Conditional Certificates Dr. Alice Amaya
9. ACTION ITEMS
10. EXTENDED STUDY/DISCUSSION
- A. 2024-2025 Budget Update and Levy Planning Mr. Kevin Hebdon
11. REPORTS
- A. Superintendent Student Action Council Report: Student Advisory Student Board Representatives
  - B. Washington Clean Building Performance Standards Energy Management Update: Grant Award Mr. Raul Sital
  - C. Board Progress Monitoring Report: 9th Grade On-Track for Graduation Through Core Instruction and Intervention/Acceleration Mrs. Michelle Whitney
12. FUTURE AGENDA ITEMS
13. COMMUNICATIONS
14. EXECUTIVE SESSION: RCW 42.30.110 (1) (b) Land Lease or Purchase and (i) Litigation
15. ADJOURN

Pasco School District No. 1  
Board of Directors' Regular Meeting February 25, 2025, 6:30 p.m.  
C. L. Booth Education Service Center, 1215 West Lewis Street, Pasco, WA. 99301  
M I N U T E S

CALL TO ORDER

Board Vice President Steve Simmons called the meeting to order at 6:30 p.m.

FLAG SALUTE

The flag salute was led by Franklin STEM Elementary School.

PRESENT

Board of Directors

Amanda Brown, President (online)  
Steve Simmons, Vice President  
John Kennedy, Member  
Steve Norberg, Member  
Amy Phillips, Member  
Mason Byrd, Student Board Representative  
Danika Reyna, Student Board Representative  
(excused)  
Owen Bergstrom, Student Board Representative

District Administrators

Michelle Whitney, Superintendent  
Carla Lobos, Assistant Superintendent  
Mark Garrett, Executive Director Information Systems  
Jennie Richardson, Executive Assistant to the Superintendent  
Mira Gobel, Assistant Superintendent  
Anna Tensmeyer, Director of Public Affairs  
Jay Simon, Director

PUBLIC ATTENDEES:

The public attendee sign-in sheet is available in the Superintendent's office upon request.

APPROVAL OF MINUTES

Dr. Steve Norberg to approve the minutes of the regular board meeting of Regular Board Meeting February 11, 2025, as presented. Ms. Amy Phillips seconded the motion; the motion carried by voice of majority.

AGENDA REVIEW

There was an addition of a change order to the consent agenda this evening, it is noted in red. There is a request for an executive session under RCW 42.30.110 (1) (g) Performance of a public school employee.

SPECIAL RECOGNITION

School Counselors – Mrs. Anna Tensmeyer  
The purpose of this presentation is to honor

AUDIENCE COMMENTS

There were no audience comments in-person nor online this evening.

CONSENT AGENDA

- Consent agenda items include:
- Personnel
- Warrants
- Overnight Student Travel for Chiawana High School FCCLA Students to State Officer and Leadership Conference in Spokane, WA.
- Out of State Overnight Student Travel for Pasco High School DECA Students Compete in Business, Marketing Competition and Academies in Orlando, FL.
- Overnight Student Travel for Pasco High School Wind Ensemble to College Campus Visits in Seattle, WA.

- Overnight Student Travel for Pasco High School Robotics Club to Skills USA Leadership and Skills Competition in Seattle, WA.
- Overnight Student Travel for Chiawana High School Chess Club Students to Stanwood, WA.
- Overnight Student Travel for Pasco High School Key Club to Attend PNW Key Club District Convention in Seattle, WA.
- Orion HS Project Construction Change Order No. 06

Dr. John Kennedy moved to approve the consent agenda as presented. Ms. Amy Phillips seconded the motion; the motion carried. Roll call was as follows:

Ms. Brown – Yes  
Mr. Simmons – Yes

Dr. Kennedy – Yes  
Ms. Phillips – Yes

Dr. Norberg - Yes

ACTION ITEMS

No action items were presented this evening.

EXTENDED STUDY/DISCUSSION

No extended study/discussion was requested this evening.

REPORTS

School Safety and Security Report: Crisis Planning and Crisis Report – Mrs. Michelle Whitney

This is the second of a multi-part presentation series on security measures and protocols currently in place in PSD schools and facilities.

The Board requested a presentation on current safety and security measures in the Pasco School District schools and facilities. This presentation will focus on the district's crisis planning and crisis response. Future presentations will include facilities security, student support systems, and risk management.

Board discussion followed.

First Reading Bord Policy 1115 Student Representatives to the Board of Directors – Mrs. Michelle Whitney

This policy revision is being presented for first reading.

The Student Representative to the Board of Directors policy is being updated at board request to allow for the selection of up to four representatives.

The district will also discuss updates to the accompanying procedure that addresses the function of the Superintendent's Student Action Council (SSAC) as advisory to the Superintendent and Board.

Board discussion followed.

Revision of Board Policy 1630 – Evaluation of the Superintendent – Mrs. Michelle Whitney

Review changes to board policy 1630—Evaluation of the Superintendent to align the policy with the board's evaluation model developed with Dr. Thomas Alsbury.

The Board of Directors has contracted with Dr. Thomas Alsbury to develop a Superintendent Evaluation Plan to assist the Board in identifying, developing, and implementing a comprehensive method for the evaluation of the superintendent.

Policy 1630 was last revised in 2018. Changes to the policy are recommended to ensure the policy aligns with the Balanced Governance model and the Board's work with Dr. Alsbury.

Board discussion followed.

#### FUTURE AGENDA ITEMS

The next board meeting will be held on March 11th, the study session will be the second of the State of the School Review series. There will be reports on the Student Action Council, the board progress monitoring report: Intervention (9<sup>th</sup> grade on track) and then a report on levy planning asking for board direction to prepare for the upcoming election.

Board discussion followed.

#### COMMUNICATIONS

Steve Norberg – Thanked the school counselors that were honored this evening.

John Kennedy – Congratulations to the Pasco High dance team on their recent placement at their last competition.

Mason Byrd – Congratulated to the wrestlers at state both Pasco and Chiawana high schools.

Owen Bergstrom – Congratulated to the Pasco High dance team. Thanked to the school counselors in the schools and their dedication to the students from K-12.

Steve Simmons – Echoed the congratulations and appreciation. Thanked Dr. Alsbury for his time this evening and for the hard work of the Superintendent's evaluation. Thanked for the public comments.

Amanda Brown – Congratulated the PHS dance team and the Pasco Players for their performances.

Michelle Whitney – Expressed appreciation for the school counselors and the community that funds the school counselors through our Levy. School bus driver appreciation was recent and encouraged all people to thank them for their incredible work in our district. The next Pasco School District Ambassador's session will be on March 11<sup>th</sup>.

#### ADJOURNMENT

The Board of Directors adjourned into Executive Session that is expected to take 20 minutes at 7:40 PM.

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President of the Board

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Secretary of the Board

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 06A	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Special Recognition - School Retirees Appreciation	
<b>CABINET ADMINISTRATOR:</b> Michelle Whitney	
<b>PRESENTER:</b> Anna Tensmeyer	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> Every March, we honor our school retirees and thank them for their contributions to our schools and community. We will recognize members of the Benton Franklin School Retirees Association (BFSRA) including Dottie Stevens and Victoria Russell who will be in attendance.	
<b>BACKGROUND:</b> The Washington State School Retirees' Association is the parent organization to the Benton Franklin School Retirees Association, who locally has 850 members. They are considered educators for life and advocate for local educators, students, and community members. They promote involvement in charitable projects, activities, sponsorships, and scholarships; participate in educational community activities; and volunteer their time and energy to promote learning initiatives with our students.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> N/A	
<b>NEXT STEPS:</b> N/A	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 06B	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Special Recognition – School Social Workers	
<b>CABINET ADMINISTRATOR:</b> Michelle Whitney	
<b>PRESENTER:</b> Anna Tensmeyer	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> Pasco School District is proud to recognize National School Social Work Week, March 2-8, as an opportunity to celebrate the invaluable contributions of our school social workers. <ul style="list-style-type: none"> <li>• Megan French, Mental Health Therapist McLoughlin Middle School</li> <li>• Trina Perez Nunez, Mental Health Therapist Ochoa Middle School</li> <li>• Jessie Arambul, Social Worker at New Horizons High School</li> <li>• Ana Perez, Mental Health Coordinator</li> </ul> <p>These professionals play a crucial role in supporting students' social-emotional well-being, removing barriers to learning, and fostering strong partnerships between schools, families, and the community. Their dedication helps create safe, inclusive, and supportive learning environments where every student has the opportunity to succeed.</p>	
<b>BACKGROUND:</b> School social workers serve as vital advocates for students, ensuring they have the emotional, behavioral, and social support needed to thrive academically and personally. Their work directly advances Pasco School District's strategic priorities by implementing social-emotional interventions, crisis support, and mental health services that contribute to student success. <p>Across the district, targeted interventions and increased fidelity in Multi-Tiered Systems of Support for Social, Emotional, and Behavioral (MTSS-SEB) have contributed to higher student achievement, improved perceptions of school safety and belonging, and fewer behavioral incidents. This progress highlights the essential role of school social workers in fostering an environment where students feel safe, supported, and ready to learn.</p> <p>Throughout the district, social workers provide professional development, lead crisis response efforts, ensure access to essential resources, and strengthen family and community partnerships. Their work in areas such as mental health, trauma-informed care, and student advocacy removes barriers to education and helps students develop the resilience and regulation skills needed to succeed.</p>	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> N/A	
<b>NEXT STEPS:</b> N/A	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08A	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Personnel Actions	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Dr. Alice Amaya	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> Board approval of personnel actions as presented in the packet.	
<b>BACKGROUND:</b>	
<b>POSSIBLE ALTERNATIVES:</b>	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b> I move to approve the personnel actions as presented in the packet.	
<b>NEXT STEPS:</b>	

PASCO SCHOOL DISTRICT NO. 1  
REPORT FOR BOARD OF DIRECTORS – March 11, 2025

CERTIFICATED-ADMINISTRATIVE-COACHING PERSONNEL ACTIONS  
2/21/25 – 3/6/25

Request Board approval of the following personnel actions:

<u>NAME</u>	<u>POSITION</u>	<u>ACTION TAKEN</u>	<u>EFFECTIVE DATE</u>
Davis, Roeann	Teacher IPal	Leave	3/5/25-5/12/25
Fleischer, Sandra	Teacher, SPED Booth	Retire	2/14/25
Hebdon, Kevin	Exec. Director Fiscal Services Booth	Resign	3/14/25
Johnson, Dawn	Teacher, Math/Science McLoughlin	Leave	2/25/25-4/14/25
Lynn, Bethany	Teacher, Spanish Columbia River	Leave	3/3/25-End of 24/25 SY
Rodriguez, Nidia	Teacher, English Language Pasco High	Leave	6/2/25-End of 24/25 SY
Rusher, Jennifer	Physical Therapist Booth	Leave	3/20/25-5/2/25
Saddler, Shanita	Teacher, Math Chiawana	Leave	3/3/25-4/28/25
Smith, Braydon	Teacher, SPED Reynolds	Resign	12/31/24

PASCO SCHOOL DISTRICT NO. 1  
REPORT FOR THE BOARD OF DIRECTORS – March 11, 2025

CLASSIFIED PERSONNEL ACTIONS  
2/21/2025 – 3/6/2025

Request Board approval of the following personnel actions:

<u>NAME</u>	<u>POSITION</u>	<u>ACTION TAKEN</u>	<u>EFFECTIVE DATE</u>
Albert, Chyanne	Paraeducator, Special Services Three Rivers	Hired	2/27/25
Anderson, Preston	Grounds Custodian McLoughlin	Leave	2/24/25 – 3/24/25
Bullock, Mari	Driver Transportation	Hired	2/21/25
Correa, Melissa	Paraeducator, Special Services Chiawana	Leave	3/3/25 – 5/27/25
Flores, Candelaria	Roving Helper Nutrition Services	Hired	3/3/25
Hafla, Edurnie	Nutrition Services Unit Manager Pasco High	Resigned	3/20/25
Hernandez, Jose J.	Manager Migrant Program	Retired	3/31/25
Hernandez, Tina	Executive Assistant Assistant Superintendent of Schools and Social Emotional Learning Booth Building	Retired	3/31/25
Jones, Jean	Bus Attendant Paraeducator Transportation	Resigned	2/28/25
Lyon, Rachel	Bus Attendant Paraeducator Transportation	Resigned	3/7/25
Martin, Karen	Driver Transportation	Resigned	3/3/25
Martin, Robert	Driver Transportation	Resigned	3/3/25
Mata, Irma	Paraeducator, Bilingual, Special Services Emerson	Retired	8/31/25
Nelson, Tiffany	CTE Finance and Grants Manager Booth Building	Leave	3/25/25 – 5/6/25
Ness, Jennifer	Security Specialist Pasco High	Leave	4/25/25 – 6/9/25

Perez, Caylla	Paraeducator, Special Services Ochoa	Hired	2/27/25
Prado, Maria G.	Driver Transportation	Resigned	2/24/25
Rodriguez, Oscar	Bilingual Recruiter Migrant Program	Resigned	3/7/25
Sifuentez, Santi	Paraeducator, Special Services McGee	Hired	3/5/25
Uriostegui, Gustavo	Bilingual Tutor Pasco High	Resigned	3/7/25
Venegas, Rae	Nutrition Services Rover Districtwide	Resigned	2/24/25
Villa Valdivia, Lizbeth	Paraeducator, Special Services Ochoa	Hired	3/3/25
Wilson, Alexandria	Sign Language Interpreter Chess	Leave	2/14/25 – 4/7/25

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08B	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Approval of Warrants	
<b>CABINET ADMINISTRATOR:</b> Kevin Hebdon	
<b>PRESENTER:</b> Kevin Hebdon	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b>	
Obtain board approval of accounts payable warrants for Fiscal Year 2024-2025 General, Capital Projects, Associated Student Body, and Transportation Vehicle funds.	
<b>BACKGROUND: (Pertinent past action/events)</b>	
All district warrants are subject to board approval. Policy 7322 allows the district to issue accounts payable warrants in advance of board approval. In the event any claim is disapproved, the auditing officer and superintendent will cause the claim to be recognized as a receivable and pursue collection until the funds are collected or until the board approves the claim.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b>	
<p><b>Warrant Date: February 20, 2025</b>            General Fund warrants numbered 333070 – 333221 in the amount of \$2,221,274.20            Capital Projects Fund warrants numbered 333222 – 333226 in the amount of \$65,149.91            Assoc. Student Body Fund warrants numbered 333227 - 333234 in the amount of \$16,142.09</p> <p><b>Warrant Date: February 28, 2024</b>            Payroll Fund warrants numbered 333235 - 333240 in the amount of \$16,828.15</p> <p><b>Warrant Date: February 28, 2025</b>            General Fund warrants numbered 333241 – 333379 in the amount of \$12,334,906.14            Capital Projects Fund warrants numbered 333380 – 333388 in the amount of \$53,301.50            Assoc. Student Body Fund warrants numbered 333389 - 333409 in the amount of \$47,407.70</p> <p><b>Warrant Date: March 3, 2024</b>            Payroll Fund warrants numbered 333410 - 333431 in the amount of \$11,957.76</p>	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08C	<b>BOARD MEETING DATE:</b> February 11, 2025
<b>TOPIC:</b> Asset Preservation Program Building Condition Assessment Scores	
<b>CABINET ADMINISTRATOR:</b> Raúl Sital	
<b>PRESENTER:</b> Raúl Sital/John Weatherby	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To provide the annual updated Building Condition Assessment scores to the board on the Pasco School District's Asset Preservation Program.	
<b>BACKGROUND:</b> The Asset Preservation Program is an OSPI mandated program to ensure that taxpayer investment in state assisted construction of school facilities is protected through a system of building maintenance. As a part of the program, the district must have an OSPI certified evaluator assess and score each facility in the program. These scores are to be provided to the board prior to April 1 of each calendar year. All the schools are above the expected OSPI score. The program encourages proactive, predictive, and preventative facility maintenance of state assisted construction projects. It also ties maintenance of these facilities to future state funding. Pasco School District has eight schools in the Asset Preservation Program and these buildings are listed below: Chiawana High School-Main Building Chiawana High School-Green House Frost Elementary School Emerson Elementary School Franklin Elementary School Curie Elementary School McClintock Elementary School Isaac Stevens Middle School	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> I move to accept the Asset Preservation Program Building Condition Assessment Scores as provided.	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1  
ASSET PRESERVATION PROGRAM  
February 27, 2024**

**BUILDING CONDITION SUMMARY**

		OSPI Draft Score By Age	2022 Adjusted B.C.E.	2023 Adjusted B.C.E.	2024 Adjusted B.C.E.	2025 Adjusted B.C.E.
Emerson Elementary School	25	73	82.25	79.20	79.20	83.34
Frost Elementary School	26	72	81.56	78.61	82.56	82.56
Franklin STEM Elementary School	9	93	97.34	96.09	97.34	97.33
McClintock Elementary School	8	94	96.21	95.57	95.57	95.57
Curie Elementary School	8	94	98.04	96.37	96.40	96.4
Chiawana High School Main Bldg.	12	90	92.05	86.73	86.78	91.78
Chiawana High School Green House	12	N/A	N/A	N/A	89.07	89.07
Isaac Stevens Middle school	5	N/A	N/A	N/A	N/A	98.91



School Facilities and Organization  
 INFORMATION AND CONDITION OF SCHOOLS  
 Asset Preservation Program (APP) Report by Building

**PASCO**  
 Board Report Present Date: Not Presented

-----2024-2025-----

SITE	BUILDING	BUILDING BOARD ACCEPTANCE DATE	APP YEAR	BUILDING CONDITION ASSESSMENT %	ANNUAL REVIEW COMPLETED BY	NEXT CERTIFIED BCA DUE
Emerson Elementary School	Main Building	5/12/1998	26	83.34	District	2028
Isaac Stevens Middle	Main Building	10/8/2024	0	98.91	District	2028
Marie Curie STEM Elementary School	Main Building	11/24/2015	9	96.40	District	2029
Robert Frost Elementary School	Main	1/12/1998	27	82.56	District	2029
Chiawana High School	Main Building	8/23/2011	13	91.78	District	2029
Chiawana High School	Greenhouse	8/23/2011	13	89.07	District	2029
Rosalind Franklin STEM Elementary	Main Building	3/24/2015	10	97.33	District	2029
Barbara McClintock STEM Elementary School	Main Building	3/8/2016	9	95.57	District	2029

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08D	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Board Policy 1115 Student Representatives to the Board of Directors	
<b>CABINET ADMINISTRATOR:</b> Sarah Thornton	
<b>PRESENTER:</b> Michelle Whitney	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> This policy revision is being presented for approval.	
<b>BACKGROUND:</b> The Student Representative to the Board of Directors policy is being updated at board request to allow for selection of up to four representatives.  The district will also discuss updates to the accompanying procedure that addresses the function of the Superintendent's Student Action Council (SSAC) as advisory to the Superintendent and Board.  First Reading was presented on February 25, 2025.	
<b>POSSIBLE ALTERNATIVES:</b>	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b> I move to approve the revised Board Policy 1115 as presented.	
<b>NEXT STEPS:</b>	

THE BOARD OF DIRECTORS

Student Representatives to the Board of Directors

Up to four high school student representatives will serve as advisors to the Board of Directors. The role of the student advisors will be to:

1. Provide student insight and perspective to the Board of Directors and District administration.
2. Serve as a liaison to the students of the district through the established student government and communications networks.
3. Report to students about the work of the school district and the Board of Directors.

The student representatives will be bound by all applicable rules and regulations pertaining to the elected board members. The student representatives will participate in board discussions, but will not have the right to make motions, vote, hold board offices, or attend executive sessions.

The student representatives may be selected from any high school in the district; however, the students must represent at least two high schools. Student representatives must reside within the Pasco School District boundaries.

Cross Reference: Board Policy Series 1000 Board of Directors  
Board Procedure 2151P Interscholastic Athletics

Adoption Date: March 11, 2024

## STUDENTS

### Student Representatives to the Board of Directors

#### Purpose

1. The purpose of the student representative to the Pasco School District Board of Directors is to serve as liaison between the governing body of the school district and high school students.
2. Up to four high school student representatives will serve as a liaison to the Board of Directors. The student representatives will provide insight and support to the Board's understanding of student issues and perspectives.
3. The student representatives shall represent their high schools in accordance with the following qualifications, selection procedures, and responsibilities.

#### Term of Office

1. The representatives shall be selected in the spring of the year for the following year.
2. The term of office will be for one school year, beginning in July and concluding in June.
3. In the event of a vacancy during the school year, a student will be selected from qualified applicants to serve the remaining term of the school year.

#### Qualification for Application

1. The student must be in grade 11 or 12 during the term.
2. The student must be in proper academic standing equivalent to participation in athletics or other student activities and maintain proper academic standing throughout his or her term.
3. The student will be expected to maintain personal standards of behavior appropriate to participation in student activities.
4. The student must be willing to convey student opinion to the Board of Directors and report Board deliberations and actions to the student body.

#### Application Process

1. Students will submit a complete application as Student Representative to the Board of Directors.
2. Students must obtain approval signatures from parents and his or her high school principal.
3. Students must submit three references, at least two from teachers or administrators.
4. Selected applicants will be interviewed by one or more members of the Board, the Superintendent, the High School Principals or designees, the departing student representatives and other selected participants.

### Removal

1. The student representatives serve at the discretion of the Board of Directors.
2. The Board may remove a student representative for failure to fulfill his or her duties, for failure to maintain academic standards, or for behaviors that the Board deems unacceptable as a member of the Board of Directors or embarrassing to the school district.

### Responsibilities of the Student Representative

The student representatives will:

1. Adhere to all the rules and regulations pertaining to Board members.
2. Attend regular school board meetings, held on the second and fourth Tuesday of every month at 6:30 p.m. in the Board Room at the Booth Educational Center.
3. Attend special meetings or study sessions as scheduled.
4. Attend executive sessions by invitation only.
5. Review the Board of Directors board packet and reading materials prior to all regular Board meetings.
6. Participate in discussion at regular open meetings of the Board when applicable. However, the student representative may not make any motions or vote.
7. Provide reports to the Board as requested.
8. Report Board deliberations and actions to their respective high schools as applicable.
9. Help orient new student representatives.
10. Participate on the Superintendent's Student Action Council (SSAC) and act as a liaison between SSAC and the Board.

### Responsibilities of the Superintendent

The Superintendent will:

1. Establish a high school advisor for the student representative.
2. Meet with the student representative and advisor at the beginning of the school year to review expectations, responsibilities, and participation.
3. Meet with the student representative quarterly to assess the experience and plan for future activities.
4. Assist the student representative in preparing for reports to the Board.
5. Convene and facilitate a Student Action Council (SSAC) to act in an advisory capacity to the Superintendent and Board.

### Responsibilities of the Board of Directors

The Board of Directors will:

1. Participate in the selection process for the student representative.
2. Follow all applicable laws and policies regarding staff and volunteer conduct toward students.
3. Make requests to the Superintendent for advisory information from the SSAC.
4. Engage the Student Representative in board discussions.

Approved: October 21, 2003  
Revised: March 28, 2011  
June 10, 2014  
March 11, 2024

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08E	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Approval of Revision of Board Policy 1630—Evaluation of the Superintendent	
<b>CABINET ADMINISTRATOR:</b> Sarah Thornton	
<b>PRESENTER:</b> Michelle Whitney	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> Approval of revision to board policy 1630—Evaluation of the Superintendent to align the policy with the board's evaluation model developed with Dr. Thomas Alsbury.	
<b>BACKGROUND:</b> The Board of Directors has contracted with Dr. Thomas Alsbury to develop a Superintendent Evaluation Plan to assist the Board in identifying, developing, and implementing a comprehensive method for the evaluation of the superintendent.  Policy 1630 was last revised in 2018. Changes to the policy are recommended to ensure the policy aligns with the Balanced Governance model and the Board's work with Dr. Alsbury.  First reading of the revision was presented to the board on February 25, 2025.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b> I move to approve the revision of Board Policy 1630 as presented.	
<b>NEXT STEPS:</b>	

THE BOARD OF DIRECTORS

Evaluation of the Superintendent

The board shall use evaluative procedures as outlined in the Board Governance Handbook and shall be responsible for evaluating the performance of the superintendent as provided by statute. The individual's contract supersedes policy but should be written to allow for Balanced Governance Superintendent Evaluation procedures to be followed.

The superintendent shall be evaluated on the basis of selected annual district Strategic Goals and adherence to Balanced Governance Standards and Practices. . The annual district Strategic Goals will be identified by the board at or before the beginning of the annual Superintendent evaluation cycle as indicated in the Board Governance Handbook, prior to the start of the school year. The superintendent's evaluation instrument will be developed annually to reflect the selected Strategic Goals approved by the board and the adherence to Balanced Governance Standards and Practices.

The Superintendent Evaluation cycle shall include a confidential Mid-Year Check conference focused on progress on selected Strategic Goals and a confidential summative evaluation conference where the final evaluation report shall be presented, reviewed, and considered for acceptance by Board vote. The final evaluation report shall include ratings on all selected District Strategic Goals and adherence to Balanced Governance Standards and Practices, Commendations, and Suggestions for Growth.

In the event that the superintendent's performance is given an overall rated of Unsatisfactory as described in the Board Governance Handbook, the superintendent shall be so notified in writing on or before January 31 or as specified in the superintendent's contract. The notice shall include specific suggestions for growth as published in the final evaluation report. While all individual Board member recommendations for growth are included in the public record, only the approved consensus recommendations for growth are included in the final evaluation report. Only these consensus recommendations for growth can be used as a basis for termination.

The board, on the basis of the evaluation, may terminate, renew or extend the superintendent's contract for periods not to exceed three years.

Legal Reference: RCW 28A.405.100

Minimum criteria for the evaluation of certificated employees, including administrators – Procedure – Scope – Penalty

Adoption Date: March 11, 2025

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08F	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Overnight Student Travel for Delta, Chiawana and Pasco School and Chiawana High School Speech and Debate Students to University of Puget Sound in Tacoma, WA.	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Jennifer Kindle	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To secure board approval for student travel.	
<b>BACKGROUND:</b> Trevor Forbis, Chiawana High School Speech and Debate advisor is seeking permission for overnight travel for selected students on March 21, 2025-March 23, 2025, to participate in State Speech Tournament in Tacoma, WA.  There are 8 students traveling.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> \$1150.00	<b>BUDGET CODE:</b> 1014927015 0800
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1**  
**Trips with Students**

<b>Name of School, Group and Advisor:</b> Chiawana High School Speech and Debate Trevor Forbis	<b>Purpose of Trip:</b> State Speech Tournament	
<b>Date of Trip:</b> 03/21/25-03/23/25	<b>Location of Event:</b> University of Puget Sound 1500 N Warner St Tacoma WA 98416	
<b>Method of Transportation:</b> District Bus	<b>Staff Chaperoning and Parent Volunteers:</b> Vicky Hyde Sara Hyde Trevor Forbis	
<b>Cost Detail:</b> Transportation (CHS Share) Lodging rooms x 1 nights Registration Meals \$30 x 5 students Other (specify):	\$ 1000 \$ \$ \$ 150 \$	<b>Hotel Name, Location and Phone Number:</b> La Quinta Inn & Suites 1425 E. 27 <sup>th</sup> Tacoma, WA 98421 +12533830146
<b>Total cost</b> <input checked="" type="checkbox"/> entire event <input type="checkbox"/> per student	\$1150.00	<b>Emergency Contact Phone Number(s):</b> Vicky Hyde (406) 471-4129
<b>Budget Responsibility</b> Speech and Debate 1 0149 27 016 0800 Split bus cost with Delta/Pasco/Chiawana High School		
<b>ITINERARY:</b> Please see attached see below.		
<b>Submitted by:</b> Trevor Forbis 2-24-25	<b>Approved by:</b> Erin Martin	

**ITINERARY:**

<b>Date March 21, 2025</b>	
Time	Activity
4:00 PM	Depart Chiawana
4:15 PM	Depart Delta
7:30 PM	Dinner in North Bend
8:15 PM	Depart North Bend
9:45 PM	Arrive at Hotel
10:00 PM	Team Meeting
11:00 PM	Bed Check/Lights Out
<b>Date March 22, 2025</b>	
Time	Activity
6:30 AM	Breakfast at hotel
7:00 AM	Depart for University of Puget Sound
7:15 AM	Registration
8:00 AM	Judges Meeting
8:00 AM	-- Extemp Draw 3A
8:30 AM	Round 1 3A
9:45 AM	-- Extemp Draw 4A
10:00 AM	Round 1 4A
11:45 AM	-- Extemp Draw 3A
12:00 PM	Round 2 3A
1:15 PM	-- Extemp Draw 4A
1:30 PM	Round 2 4A
2:45 PM	-- Extemp Draw 3A
3:00 PM	Round 3 3A
4:15 PM	-- Extemp Draw 4A
4:30 PM	Round 3 4A
6:00 PM	-- Extemp Draw 3A
6:00 PM	Finals 3A
7:00 PM	-- Extemp Draw 4A
7:30 PM	Finals 4A
ASAP	AWARDS
10:00 PM	Depart UPS. Quick stop for fast food.
<b>Date March 23, 2025</b>	
Time	Activity
2:30 AM	Arrive Delta
2:45 AM	Arrive Chiawana

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08G	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Overnight Student Travel for Chiawana High School Wind Ensemble and Chamber Orchestra Programs to Vancouver, WA.	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Jennifer Kindle	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To secure board approval for student travel.	
<b>BACKGROUND:</b> Kevin Clayton and Peter Blake, Chiawana Music Teachers are seeking permission for overnight student travel for selected students on March 20 <sup>th</sup> , 2025-March 21 <sup>st</sup> , 2025, to participate in the Music for All Festival at Mountainview High School in Vancouver, WA.  There are 77 students traveling.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> \$7500.00	<b>BUDGET CODE:</b> 1013727016 0800/4016-4418
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1**  
**Trips with Students**

<b>Name of School, Group and Advisor:</b> Chiawana Wind Ensemble – Kevin Clayton Chiawana Chamber Orchestra – Peter Blake		<b>Purpose of Trip:</b> Music for All Festival																													
<b>Date of Trip:</b> 3/20/25 – 3/21/25		<b>Location of Event:</b> Mountainview High School 1500 SE Blairmont Dr. Vancouver, WA 98662																													
<b>Method of Transportation:</b> Trip School Busses		<b>Staff Chaperoning and Parent Volunteers:</b> Peter Blake, Kevin Clayton, Wendi Gatewood, Mande Haase, Kris Tuura, Melanie Brown																													
<b>Cost Detail:</b> Transportation Lodging Registration Meals Other (specify)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right;">\$3000</td></tr> <tr><td style="text-align: right;">\$3500</td></tr> <tr><td style="text-align: right;">\$1000</td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>	\$3000	\$3500	\$1000			<b>Hotel Name, Location and Phone Number:</b> Holiday Inn Express & Suites 7205 NE 41st St. Vancouver WA 98662																							
\$3000																															
\$3500																															
\$1000																															
<b>Total cost</b> <input type="checkbox"/> entire event <input type="checkbox"/> per student		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="text-align: right;">\$7500</td></tr> </table>	\$7500	<b>Emergency Contact Phone Number(s)</b> 509-528-5636 Peter Blake, 509-737-7957 Kevin Clayton																											
\$7500																															
<b>Budget Responsibility</b> Visual and Performing Arts Budget 1 0137 27 016 0800, ASB 4016-4458																															
<b>ITINERARY:</b> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr><td style="width: 20%;">3-20-25</td><td> </td></tr> <tr><td>3:00 pm</td><td>Load Busses and Depart for Vancouver</td></tr> <tr><td>5:30 pm</td><td>Dinner Stop on Route</td></tr> <tr><td>8:30 pm</td><td>Arrive at Hotel in Vancouver</td></tr> <tr><td>3-21-25</td><td> </td></tr> <tr><td>7:00 am</td><td>Load Busses for Mountainview High School</td></tr> <tr><td>7:30 am</td><td>Arrive at Mountainview High School</td></tr> <tr><td>8:00 am</td><td>Students participate in Festival</td></tr> <tr><td>12:00 pm</td><td>Load Busses for lunch in Vancouver Area</td></tr> <tr><td>1:15 pm</td><td>Load Busses again to return to Mountainview</td></tr> <tr><td>1:30 pm</td><td>Students Continue Participation in Festival</td></tr> <tr><td>6:00 pm</td><td>Load Busses for return to Pasco</td></tr> <tr><td>7:00 pm</td><td>Dinner Stop on the way</td></tr> <tr><td>11:30 pm</td><td>Approximate Arrival back at Chiawana High School</td></tr> </table>				3-20-25		3:00 pm	Load Busses and Depart for Vancouver	5:30 pm	Dinner Stop on Route	8:30 pm	Arrive at Hotel in Vancouver	3-21-25		7:00 am	Load Busses for Mountainview High School	7:30 am	Arrive at Mountainview High School	8:00 am	Students participate in Festival	12:00 pm	Load Busses for lunch in Vancouver Area	1:15 pm	Load Busses again to return to Mountainview	1:30 pm	Students Continue Participation in Festival	6:00 pm	Load Busses for return to Pasco	7:00 pm	Dinner Stop on the way	11:30 pm	Approximate Arrival back at Chiawana High School
3-20-25																															
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7:00 pm	Dinner Stop on the way																														
11:30 pm	Approximate Arrival back at Chiawana High School																														
<b>Submitted by:</b> Peter Blake		<b>Approved by:</b> Jaime Morales 2-25-25																													

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08H	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Overnight Student Travel for Pasco High School Music Program to State Solo and Ensemble Festival in Ellensburg, WA.	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Jennifer Kindle	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To secure board approval for student travel.	
<b>BACKGROUND:</b> Taylor Edwards, Pasco High School Music teacher is seeking permission for overnight student travel for selected students on April 24 <sup>th</sup> , 2025- April 26 <sup>th</sup> , 2025, to Central Washington University in Ellensburg, WA.  There are 17 students traveling.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> \$1100.00	<b>BUDGET CODE:</b> 1013727000
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1**  
**Trips with Students**

<b>Name of School, Group and Advisor:</b> Pasco High School Band Taylor Edwards, Tanner Cornell,		<b>Purpose of Trip:</b> State Solo and Ensemble Festival	
<b>Date of Trip:</b> 4/24-4/26		<b>Location of Event</b> Central Washington University 400 E University Way, Ellensburg, WA 98926	
<b>Method of Transportation:</b> District Bus		<b>Staff Chaperoning and Parent Volunteers:</b> Taylor Edwards, Tanner Cornell, Debra Miranda	
<b>Cost Detail:</b> Transportation Lodging Registration Meals Other (specify):		1000 0 100 0	<b>Hotel Name, Location and Phone Number:</b> Comfort Inn Ellensburg 1722 S Canyon Rd Ellensburg WA 98926
<b>Total cost</b> <input type="checkbox"/> entire event <input type="checkbox"/> per student		\$1100	<b>Emergency Contact Phone Number(s):</b> (509) 438-2333
<b>Budget Responsibility</b> Budget Code 1013727000-0800 KC Flynn			
<b>ITINERARY:</b> Thursday: 2:00pm Call time 2:45pm bus leaves 5:30pm arrive at hotel Friday: 7:00am Call time 7:30am bus leaves 8:00am perform 6:00pm back to hotel Saturday: 7am Call time 7:30 bus leaves 8:00am perform 6:00pm bus leaves 8:30pm arrive at PHS			
<b>Submitted by:</b> Taylor Edwards 2/26/2025		<b>Approved by:</b> Erin Martin	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08I	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Out of State Student Travel for Pasco High School DECA Students to Pro Sports Day in Portland, OR.	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Jennifer Kindle	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To secure board approval for student travel.	
<b>BACKGROUND:</b> Kim Schneider, Pasco High School DECA advisor is seeking permission for out of state student travel for selected students on March 17 <sup>th</sup> , 2025, to attend Pro Sports Day with the Trailblazers in Portland, Oregon.  There are 4 students travelling.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> \$20.00 per student	<b>BUDGET CODE:</b> 4014-4444
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	

**PASCO SCHOOL DISTRICT NO. 1**  
**Trips with Students**

<b>Name of School, Group and Advisor:</b> Pasco High School Pasco Deca Kim Schneider		<b>Purpose of Trip:</b> Pro Sports Day with Trailblazers	
<b>Date of Trip:</b> Monday March 17, 2025		<b>Location of Event:</b> Moda Center 1 N Center Ct St, Portland, OR 97227	
<b>Method of Transportation:</b> CTE Van x 2		<b>Staff Chaperoning and Parent Volunteers:</b> Kim Schneider Rey Trevino	
<b>Cost Detail:</b> Transportation Lodging Registration Meals Other (specify):	3	<b>Hotel Name, Location and Phone Number:</b> N/A	
<b>Total cost</b> <input type="checkbox"/> entire event <input checked="" type="checkbox"/> per student	17	<b>Emergency Contact Phone Number(s):</b> Kim Schneider 509-460-7202	
<b>Budget Responsibility</b> Deca 4444 CTE 1316127015			
<b>ITINERARY:</b> Leave Pasco High 7:30 am <ul style="list-style-type: none"> <li>• Check-in 12:45pm</li> <li>• 1:00-2:00pm - Presentation + Q&amp;A</li> <li>• 2:15-3:00pm - Students on the court with free throw/photos</li> <li>• 3:00-5:15pm - Free time with your chapter! Chapters must exit the MODA Center. We suggest an early dinner. The parking pass allows you in/out privileges of the parking garage.</li> <li>• 5:15pm - Allowed to re-enter MODA Center</li> <li>• 7:00pm - Basketball game against the Washington Wizards</li> <li>• 9:30 PM - Leave for Pasco High</li> <li>• 1:30 AM- Arrive at Pasco High</li> </ul>			
<b>Submitted by:</b> Kim Schneider 2/24/25		<b>Approved by:</b> Erin Martin 03/06/25	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08J	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Approval of 2025-2026 School Calendar	
<b>CABINET ADMINISTRATOR:</b> Sarah Thornton	
<b>PRESENTER:</b> Jen Johnson	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To obtain board approval of the 2025-2026 school calendar.	
<b>BACKGROUND:</b> The Pasco Association of Educators and Pasco School District have reached an agreement on the 2025-2026 school calendar. The district requests board approval.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> I move to approve the 2025-2026 school calendar as presented.	
<b>NEXT STEPS:</b>	

## 2025-2026 School Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19-Aug Tier II Building Retreat  
 20-22 Aug Tier II District Training  
 25-Aug Tier II All Staff Opening & Vector Training  
 26-Aug First Day of School

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24*	25	26	27
28	29	30				

1-Sep No School/ Labor Day  
 24-Sep Secondary Early Release

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22*	23	24	25
26	27	28Q	29	30	31	

22-Oct Secondary Early Release  
 28-Oct End of 1<sup>st</sup> Quarter

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	<5>MS	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20T	21	22
23	24	25	26E	27	28	29
30						

5-Nov No School 6-8/ Conferences  
 10-Nov Professional Day  
 11-Nov No School/ Veterans Day  
 20-Nov End of 1<sup>st</sup> Trimester  
 21-Nov No School TK-12/ Trimester Break

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	<3>EL	4	5	6
7	8	9	10	11	12	13
14	15	16	17E	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3-Dec No School TK-5/ Conferences  
 17-Dec Early Release TK-12  
 18-31-Dec No School/ Winter Break

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23Q	24
25	26	27	28*	29	30	31

1-Jan New Year's Day Observed  
 1-2-Jan No School/ Winter Break  
 19-Jan No School/ MLK Day  
 23-Jan End of 2<sup>nd</sup> Quarter  
 26-Jan No School TK-12/ Semester Break  
 28-Jan Secondary Early Release

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25*	26	27	28

16-Feb No School/ Presidents Day  
 25-Feb Secondary Early Release

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10T	11	12	13	14
15	16	17	<18>EL	19	20	21
22	23	24	25*	26	27	28
29	30	31				

10-Mar End of 2nd Trimester  
 11-Mar No School TK-12/ Trimester Break  
 18-Mar No School TK-5/ Conferences  
 25-Mar Secondary Early Release

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1Q	2	3E	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	<22>MS	23	24	25
26	27	28	29	30		

1-Apr End of 3<sup>rd</sup> Quarter  
 3-Apr Early Release TK-12  
 6-10 Apr No School/Spring Break  
 22-Apr No School 6-8/ Conferences

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27*	28	29	30
31						

25-May No School/ Memorial Day  
 27-May Secondary Early Release

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11E	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11-Jun Last Student Day/ Early Release  
 11-Jun End of 4<sup>th</sup> Quarter  
 11-Jun End of 3rd Trimester  
 12/15 Jun Snow Day if Needed  
 19-Jun Juneteenth

Every Wednesday is Early Release for TK-12 students

- [/] First/Last Day of School
- No School
- \* Secondary Early Release 6-12
- E Early Release Grades TK-12
- Q Quarter Ends NHHS and MS
- T Trimester Ends TK-6 and HS
- <> Conferences (Non Student Day)

**\*Additional Snow Days to be made up subject to change dependent on need.**

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08K	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Resolution No. 1053 Interfund Loan from the Capital Projects Fund to the General Fund	
<b>CABINET ADMINISTRATOR:</b> Kevin Hebdon	
<b>PRESENTER:</b> Kevin Hebdon	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> Obtain School Board approval for an interfund loan from the from the Capital Projects Fund to the General Fund in a not-to-exceed amount of \$5,500,000 to meet cashflow needs of the General Fund pending receipt of April tax receipts and larger state apportionment allocations later in the year.	
<b>BACKGROUND:</b> In reviewing the district's cash position, staff have determined that the state apportionment payout schedule will not be adequate to meet the cashflow needs of the district through the month of March and possibly in May and June. An interfund loan from the Capital Projects Fund will allow the district to meet these cashflow needs and not interrupt the work or be a detriment to the Capital Projects Fund.  Repayment of this loan will be made within one year of the date of the resolution with interest. Receipts to the General Fund through tax collections and higher allocation months of apportionment will be adequate to repay the obligation.  Such arrangements are allowed for by state law through board resolution and will be filed with the County Treasurer.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> I move to approve Resolution No. 1053 authorizing district staff to execute an interfund loan from the Capital Projects Fund to the General Fund in a no-to-exceed amount of \$5,500,000.	
<b>NEXT STEPS:</b> No further steps required in this process.	



**PASCO SCHOOL DISTRICT NO. 1**

**Interfund Loan from the Capital Projects Fund to the General Fund  
Resolution No. 1053**

**WHEREAS**, WAC 392-123-140 states that interfund loans are allowable from the Capital Projects Fund to the General Fund; and

**WHEREAS**, the Capital Projects Fund has sufficient funds to make such a loan without detriment of any function or project for which the fund was established; and

**WHEREAS**, these borrowed funds will meet cashflow needs for the District’s General Fund pending receipt of April tax receipts and larger state apportionment allocations later in the year; and

**NOW THEREFORE, BE IT RESOLVED**, that the Board of Directors of Pasco School District No. 1 make a temporary interfund loan from the Capital Projects Fund to the General Fund in an amount not to exceed \$5,500,000, effective as of the date of this resolution. The interfund loan is to be repaid within one year from the date of this resolution. Repayment will include interest based on the prevailing interest rate at the State of Washington’s Local Government Investment Pool.

**ADOPTED THIS** 11th day of March, 2025, at a regular meeting of the Board of Directors of Pasco School District No. 1.

**BOARD OF DIRECTORS**

\_\_\_\_\_  
Amanda Brown, President

\_\_\_\_\_  
Steve Simmons, Vice President

\_\_\_\_\_  
Steve Norberg, Member

\_\_\_\_\_  
Amy Phillips, Member

\_\_\_\_\_  
John Kennedy, Member

ATTEST: \_\_\_\_\_  
Michelle Whitney, Superintendent and Secretary of the Board

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08L	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Approval of State Transitional Bilingual Program Annual Plan EGMS Application Form Package 219	
<b>CABINET ADMINISTRATOR:</b> Carla Lobos	
<b>PRESENTER:</b> Alma Duran	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To secure Board approval of the State Transitional Bilingual Program Annual Plan EGMS Application Form Package for the 2024/2025 school year.	
<b>BACKGROUND:</b> The state provides funding for enrolled students whom the district identifies as multilingual learners. For the 2024/2025 school year the grant will support: <ul style="list-style-type: none"><li>• the costs associated with the identification of students</li><li>• the assessments used for identification</li><li>• professional development</li><li>• salaries for Teachers on Special Assignment</li><li>• salaries for teachers working with identified multilingual learners</li><li>• instructional support materials</li><li>• other program needs.</li></ul> Annual School Board Approval of the Transitional Bilingual Instructional Program Application is required under WAC 392-160-029.	
<b>POSSIBLE ALTERNATIVES:</b>	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	



## Form Name - FP 219 - TBIP - Assurances

<b>Is Form Validated?</b> Yes	<b>Last Modified By</b> Alma Duran	<b>Last Modified Date</b> 08/13/2024 10:03 AM
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### Organization and Application Information

<b>Organization Name</b> Pasco School District	<b>Application ID</b> AP-OSPI-3836	<b>Application Title</b> FP 219 - TBIP 24-25
<b>Last Submitted Date</b> 08/13/2024 12:51 PM		

### Purpose

This form package supports the application for a district's Transitional Bilingual Instructional Program as described in WAC 392-160-029. The funding associated with this application provides supplemental financial assistance to school districts which may help offset the additional costs of implementing a Transitional Bilingual Instructional Program. Funds may be used for the sole purpose of operating the Transitional Bilingual Instruction Program (RCW 28A.180.080).

### Board Approval

Annual Board approval is required.

### Submission Due Date

This application is due August 1 each year

### Valid Use of Funds



Administration Instruction - Allowable for administering the TBIP Program.

Instruction - Salaries for ELL or Bilingual Education endorsed teachers and instructional support staff (cannot be used to fully fund teacher salaries in programs where the bilingual teacher is the student's basic education teacher, e.g., dual language program or sheltered content classes, but can offset the additional costs associated with providing meaningful access to content to English learners, as approved in the district's grant application.)

Substitute Costs - Substitute costs for teachers to attend English learner-specific professional development.

Professional Development - Professional development "for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Training to include instructional strategies for children of culturally diverse backgrounds, use of curriculum materials, and program models" RCW 28A.180.040 (5).

Instructional Materials - Instructional materials specifically designed for English learners.

Curriculum Development - Curriculum development specific to English language development.

Translation & Interpretation - Translation and interpretation specific to TBIP programs and services.

Evaluation - Costs associated with TBIP annual program evaluation.

WIDA ACCESS - Staff time for training and proctoring the annual English language proficiency assessment.

## **Acknowledgement**

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"In submitting this application for supplemental funds to support TBIP, I have read, understand, and agree with the purpose and allowable use of funds. By entering my name, I agree to the terms and conditions of these funds as outlined in WA State law and OSPI guidance."

[Authorized Representative Title](#)

Director of Special Programs

[Authorized Representative Name](#)

Alma Duran

[Date of submission](#)

08/13/2024



LEA Name

District Office





## Form Name - FP 219 - TBIP - Program Demographics

<b>Is Form Completed?</b> Yes	<b>Last Modified By</b> Alma Duran	<b>Last Modified Date</b> 08/07/2024 2:20 PM
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### Organization and Application Information

<b>Organization Name</b> Pasco School District	<b>Application ID</b> AP-OSPI-3836	<b>Application Title</b> FP 219 - TBIP 24-25
<b>Last Submitted Date</b> 08/13/2024 12:51 PM	<b>Organization Code</b> 11001	

### Student Demographics

<b>What is the total # of identified Multilingual English Learners (MLs) in the district?</b> 6,834	<b>What % of total student enrollment are currently identified MLs?</b> 37	<b>What is the total # of exited students being monitored for academic grade-level achievement (Supplemental TBIP funding provided for 2 years)?</b> 410
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### Staffing

Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE: List funding source(s)	Notes
ELL/Bilingual Endorsed Teachers providing ELD	37.7	170.0		
Teachers with EL training who do not hold an ELL/Bilingual Endorsement but are providing designated ELD.	0.0	491.0		
Coaches/professional development trainers	1.0	0.0		



Administration	1.1	0.0		
Administrative Support	6.2	0.0		
Paraeducators	15.3	0.0		
Other	0.0	0.0		

### Continuous Improvement Approach

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How does the district ensure its program is adequately staffed and funded?

The district ensures its program is adequately staffed and funded by using basic education funds to fund general education teachers who serve multilingual students in a dual language program. At the end of each current year district staff review student counts to determine the number of BEA teachers needed to support DL classrooms based on enrollment projections.

We work closely within departments to assure that high quality bilingual staff are hired. We also work in collaboration with Washington State University in expanding the knowledge base and certification in ELL and bilingual education for staff serving in the Pasco School District.

### Action Plan for Workplace Development

All programs should be implemented under the direction of staff with the appropriate expertise and endorsement (ELL or Bilingual). Paraprofessionals may provide additional, supplementary instruction for English language development and **must be supervised by a certificated teacher** with the appropriate expertise in language development.

Directions: If responding "no", SAVE the form and it will reload with an additional corresponding section.

Our district has an appropriate number (ratio > 1:50) of ELL/Bilingual certificated teachers who plan and deliver instruction for MLs and/or supervise paraeducators who deliver English language development services.

No

**Indicate steps your district is taking to increase the number of ELL/Bilingual certificated teachers:**

Increase the number of ELL/Bilingual endorsed teachers before the next funding cycle.;  
Use Federal funding (Title III) to support our current staff to obtain ELL/Bilingual endorsements.

If "other" please describe planned steps

## **TBIP Budget Activity Details**

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Use of TBIP Funds: TBIP funds are to be used "to supplement the level of Federal, State, and local public funds and in no case to supplant such Federal, State, and local public funds". In this section, "supplement" means "an addition" and "supplant" means "to take the place of." For more information on allowable expenses, see TBIP Guidance

### Summary of allowable activities

#### 21 – Supervision

- Non-instructional administrators who oversee or provide direct support for the TBIP program, regardless of their endorsement

#### 24 - Guidance and Counseling

- Salaries and/or extra hours for ML Advocate/ML Counselor

#### 27 – Teaching

- Salaries for certificated (Must be ELL/Bilingual Endorsed) and classified staff directly support the TBIP program.

- Supplies for allowable activities and instructional materials

#### 31 - Instructional Professional Development

- Salaries for certificated coaches/PD specialists for the TBIP program.

- Substitute costs for staff attending PD (must be specific to the TBIP program)

- Extra hours for PD and collaboration specific to the TBIP program for certificated/classified staff

#### 32 - Instructional Technology

- Instructional technology (software and/or hardware) that is specific to ELD (hardware may ONLY be used for the ELD program for this to be allowable)

#### 33 – Curriculum

- Curricular resources specific to ELD or to support meaningful access to content

Estimated TBIP Budget

\$10,686,156.00

How will TBIP grant funds be used to support the district's TBIP services?

TBIP funds will be used to pay for teachers who have ELL/Bilingual endorsements providing supplemental ELD services to meet the needs of Multilingual learners. Funding will also be used for administrative staff to who are supervising ELD instruction as well as supplemental resources designed for bilingual and/or ELD instruction.

<b>Directions</b>		
Activity Code and Category	Activity/Item Description	Estimated Cost
21 Supervision-Instruction	Salaries for administrative staff who supervise the TBIP program and instruction. Support staff that help supervise TBIP program.	\$700,156
24 Guidance and Counseling		
27 Teaching	Salaries for teachers who have ELL/Bilingual endorsements providing supplemental ELD services to meet the needs of Multilingual learners. Pay for teachers for extended day support. Supplemental supplies and material that directly support language development and or are designed for bilingual instruction.	\$6,500,000
31 Instructional Professional Development	Training for teachers who serve multilingual learners. Professional development that address the needs of MLs and specific to second language acquisition.	
32 Instructional Technology		\$3,186,000
33 Curriculum	Supplemental curriculum specifically designed for bilingual and ELD instruction.	\$300,000
<b>Total Estimated TBIP Budget</b>		<b>\$10,686,156</b>



# Form Name - FP 219 - TBIP - Program Evaluation and Improvement Plan

<b>Is Form Completed?</b> Yes	<b>Last Modified By</b> Alma Duran	<b>Last Modified Date</b> 08/12/2024 9:18 AM
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## Organization and Application Information

<b>Organization Name</b> Pasco School District	<b>Application ID</b> AP-OSPI-3836	<b>Application Title</b> FP 219 - TBIP 24-25
<b>Last Submitted Date</b> 08/13/2024 12:51 PM		

Program Evaluation and Action Steps			
Student Group	Number	% of total	State %
Total number and % of MLs in the district	7256.0	34.9	13.7
MLs exiting TBIP services (indicator of program effectiveness)	153.0	2.1	5.4
Former/Exited MLs meeting standard on ELA assessment at 2 years exited	97.0	40.9	58.7
Former/Exited MLs meeting standard on Math assessment at 2 years exited	64.0	27.0	50.0
MLs who have not exited TBIP after 5 years	3975.0	54.8	41.0
MLs dually qualified for Special Education Services	1227.0	16.9	17.8

## Questions



### **What steps is the district taking this year to ensure all MLs receive meaningful access to content and English language development services to achieve full English proficiency?**

We continue to work in collaboration with our schools to train ALL staff in research based best practices for English language development. This includes training all elementary staff in grades K-5 in GLAD (Guided Language Acquisition Development) and training all secondary staff in grades 6-12 in SIOP (Sheltered Instruction Observation Protocol ).

### **What steps is the district taking this year to monitor academic progress in ELA for exited/transitioned students and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?**

Our literacy curriculum in grades K-5 is designed to monitor progress in ELA using bilingual trajectories for students in both their L1 and L2. Our assessment system includes nationally normed assessments in both English and Spanish. We have also created a WIDA monitoring tools that teachers will use to monitor student ELD in the various domains used in grades K-12.

### **What steps is the district taking this year to monitor academic progress for exited/transitioned students in Math and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?**

All students are monitored for progress towards grade level standards in mathematics. Mathematics in grades K-5 are available for students in both their L1 and L2. In addition, MLL are monitored in their language of instruction while using research based best practices to build content vocabulary in L2 through the use of bridging and English Language development.

### **What steps is the district taking this year to support Long-Term English Learners (LTELs) with an intentional focus on academic discourse, language skills, and literacy skills needed to meet grade level standards?**

We have worked to expand dual language program (therefore limiting bilingual program refusal, etc.) to meet the needs of our MLL more appropriately. In addition, our plan to train all teachers in both GLAD and SIOP will support our long term EL's who receive most of their instruction in the supportive mainstream classrooms. We continue to train on the WIDA standards and use of student scores to plan appropriate instruction.

### **What steps will is the district taking to prevent overidentification and ensure appropriate services are provided in both ELD and Special Education?**

We work closely with our special education department to assure that our school psychologists and school administrators have a good understanding of language acquisition. Clarification in processes and assessments (such as literacy, bilingual trajectories) help provide guidance when there are academic student concerns. In addition, we provide literacy and math interventions in student's L1.

## **Continuous Improvement Approach**

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A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How does the district **evaluate its ML program for effectiveness** in improving student outcomes?

We closely monitor program effectiveness through literacy data on the literacy trajectories for dual language students. We also monitor program effectiveness through our WIDA cards and state screener for ongoing progress towards the acquisition of language in the various domains. District staff meet regularly with school administrators to review ML data. Teachers meet in PLCs to discuss student progression in language development.



# Form Name - FP 219 - TBIP - Program Models and Services

Is Form Completed?

Yes

Last Modified By

Alma Duran

Last Modified Date

08/13/2024 8:23 AM

## Organization and Application Information

Organization Name

Pasco School District

Application ID

AP-OSPI-3836

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/13/2024 12:51 PM

## Definitions and Justifications for Program Models

Dual Language Programs, which provide at least 50% or more of instruction in a language other than English, are the preferred model of services for MLs in WA State. Our district currently offers a Dual Language Program.

Yes

An "Alternative Instructional Program" is a program provided in English only or English with primary language support (WAC 392-160-005). School districts under one or more of the following conditions may elect to provide an Alternative Instructional Program (WAC 392-160-040).

Select all that apply.

Necessary instructional materials in the student's primary language are unavailable, and the district has made reasonable efforts to obtain necessary materials without success.;

Bilingual instruction cannot be provided because of student distribution across grade levels or schools or both.

Given that dual language models are the preferred and most successful models, describe what your district is doing to explore and/or begin the planning process for a dual language program.

we are currently implementing a DL program



## Program Models and Services

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Please see the [Program Models document from the Multilingual Education Program Website](#) for complete definitions of each program model.

Directions: Select the program model(s) used within the district **THEN SAVE** the form and it will reload with an additional corresponding section. (Note: TBIP services occur throughout the day in all program models.)

Dual Language (Instruction in English and a partner language with goal of bilingualism and biliteracy );

Content-Based/Sheltered Instruction (Sheltered instruction in English designed for MLs that takes the place of mainstream content classes, taught by specially trained teachers);

Supportive Mainstream (Instruction in mainstream English classrooms for all core content with supplemental ELD provided by specially trained teachers);

Newcomer (Specialized instructional program for recent immigrants typically provided for first 6-18 months)

## Continuous Improvement Approach

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A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How is the district aligning its program model(s) with **sound educational theory or research**?

The district has aligned its program model with sound educational theory and research by implementing a Dual language program. Research on DL program reveal the highest academic students' outcomes. Results from the research indicate MLs have increase attentional control, working memory, metalinguistic awareness and abstract and symbolic representations. In addition, PSD works with leading researchers such as CAL, Dr. Jose Medina, and others to align our program models to best practices in research and theory. We have ongoing partnerships to regularly monitor and adjust our programs to meet the changing needs of our students and community. Currently we have transitioned it's Late-exit program to DL K-5 which aligns with the research behind sound educational theory.

## Dual Language Details

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Select the dual model(s) used



one-way;  
two-way

Indicate the number of MLs served  
in dual language models

3,308

Indicate the number of exited  
(former) MLs enrolled in dual  
language models

162

Indicate the number of non-MLs  
(never MLs) enrolled in dual  
language models.

698

List the school(s) and grade levels  
with dual language models.

All PSD schools with the exception  
of one have dual language  
programs. Elementary Schools  
include: K-5 Maya Angelou and  
McClintock STEM, Captain Gray,  
Rowena Chess, Columbia River,  
Emerson, Franklin STEM, Robert  
Frost, Longfellow, Markham, James  
McGee, Robinson, Three Rivers and  
Mark Twain Grade: K-2 Whittier  
elementary Grades: 3rd & 4th: Curie  
STEM Middle Schools include:  
Grades 6th -8th: Rey Reynolds MS  
and McLoughlin MS

**Dual Language Services**

**Directions:** Complete this table.  
For a grade band with no students  
enter "0" for the number.





# of **elementary MLs in dual language.**

2,427

**Students at the beginning proficiency level (typically in program < 2 years)**

Describe ELD instruction for **beginning level students in elementary school.**

Students at the beginning level receive minimum of 30 minutes a day of ELD instruction. Strategies include: Total Physical Response, gestures, realia, and model extensively. Teachers incorporate strategies that make content accessible which include graphic organizers, input charts, visuals, total physical response, sentence frames. as well as bridging of cross linguistic concepts and skills.

# of **middle schools MLs in dual language.**

183

**Students at the intermediate proficiency level (typically between 2 to 5 years)**

Describe ELD instruction for **intermediate level students in elementary school.**

All students at the intermediate level receive 30 minutes daily for ELD instruction. Teachers help students develop deeper understanding of English including vocabulary, language structures and phrases. Teachers incorporate strategies that make content accessible

**Students possibly in LTEL status (> 5 years)**

Describe ELD instruction for students **possible LTEL students in elementary school.**

LTEL receive ELD instruction a minimum of 30 minutes a day. Teachers differentiate instruction to make lessons more comprehensible, relevant, and engaging. They bridge languages for students and provide explicit instruction to academic content and incorporate EL strategies such as note-taking, summarizing, asking, and clarifying questions as well as peer collaboration.

**Meaningful Access to Content**

Describe the meaningful access to content provided throughout the day for all **elementary ML students.**

Students receive instruction in L1 or English. Teachers are trained using GLAD, SIOP, UDL or C6 biliteracy Framework. Teachers incorporate strategies that make content accessible like graphic organizers, input charts, visuals, total physical response, sentence frames. Students' individualized levels of language in various domains are taken into consideration when planning instruction.





Describe ELD instruction for **beginning level** students in middle school.

Beginning level MLs receive 1 period of designated English language development by a certified ELL/ bilingual endorsed teacher. Teachers utilize strategies like Total Physical Response, gestures, realia, and model extensively. When possible, bilingual teachers are hired to offer cross linguistic instruction for students as they transition and bridge skills in both languages

# of **high school** MLs in dual language.

0

Describe ELD instruction for **beginning level** students in high school.

Describe ELD instruction for **intermediate level** students in middle school.

MLs receive 1 period of designated ELD by teachers who are trained in GLAD or SIOP. Teachers utilized WIDA standards framework to develop lessons based on students' levels and utilize strategies to help develop a student's deeper understanding of English including vocabulary, language structures and phrases. Teachers incorporate strategies that make content accessible.

Describe ELD instruction for **intermediate level** students in high school.

Describe ELD instruction for students **possible LTEL** students in middle school.

LTEs receive 1 period daily of ELD instruction. Teachers differentiate instruction to make lessons comprehensible, relevant, and engaging. They are trained in GLAD, SIOP and/or AVID Excel. They bridge language for students and provide explicit instruction to academic content, incorporating note-taking, summarizing, asking, and clarifying questions, and peer collaboration.

Describe ELD instruction for students **possible LTEL** students in high school.

Describe the meaningful access to content provided throughout the day for all **middle school ML** students.

More comprehensible, relevant, and engaging. Teachers are trained in GLAD, SIOP and/or AVID Excel. They work in bridging languages for students and provide explicit instruction to academic content as well as incorporating EL strategies such as note-taking, summarizing, asking, and clarifying questions, and peer collaboration.

Describe the meaningful access to content provided throughout the day for all **high school ML** students.

**Content Based/Sheltered Instruction Details (For students only receiving a support class for ELD: Report those students under Supportive Mainstream)**

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In which content areas/classes are you providing content based/sheltered instruction?

Math;  
Social Studies/any social science;  
Science;  
English Language Arts

**Content Based/Sheltered Instruction Services**

**Directions:** Complete this table. For a grade band with no students enter "0" for the number.

# of **elementary MLs** in content based/Sheltered instruction model.  
0

**Students at the beginning proficiency level (typically in program < 2 years)**

Describe ELD instruction for **beginning level** students in elementary school.

**Students at the intermediate proficiency level (typically between 2 to 5 years)**

Describe ELD instruction for **intermediate level** students in elementary school.

**Students potentially in LTEL status (> 5 years)**

Describe ELD instruction for **possible LTEL** students in elementary school.

**Meaningful Access to Content**

Describe the meaningful access to content provided throughout the day for all **elementary ML** students.

# of **middle school MLs** in content based/Sheltered instruction model.  
0





Describe ELD instruction for **beginning level** students in middle school.

Describe ELD instruction for **intermediate level** students in middle school.

Describe ELD instruction for **possible LTEL** students in middle school.

Describe the meaningful access to content provided throughout the day for all **middle school ML** students.

# of **high school MLs** in content based/Sheltered instruction model.  
271

Describe ELD instruction for **beginning level** students in high school.

Describe ELD instruction for **intermediate level** students in high school.

Describe ELD instruction for **possible LTEL** students in high school.

Describe the meaningful access to content provided throughout the day for all **high school ML** students.

Beginning level MLs receive ELD instruction by a teacher who aligns curriculum to the Language Proficiency standards and use SIOP to deliver instruction for approximately 2 class periods. Students may participate in extended day, extended year instruction. We also offer content classes in students L1 to provide equity and access to advanced mathematics and science.

Intermediate proficient MLs in Sheltered English classrooms are instructed daily by a trained SIOP teachers who use an aligned curriculum to the Language Proficiency standards. Teachers also use Sheltered English strategies to deliver instruction for approximately 2 class periods. Students may participate in extended day, extended year instruction.

SIOP teachers who use an aligned curriculum to the Language Proficiency standards. Teachers also use Sheltered English strategies to deliver instruction for approximately 2 class periods. Students may participate in extended day, extended year instruction.  
Describe ELD instruction for possible LTEL students in high school.

Students have access to grade-level curricula to meet state requirement and graduate. Students receive meaningful access to content in either their language of instruction or English. Teachers are trained using GLAD, SIOP, or UDL. Teachers incorporate strategies that make content accessible which could include graphic organizers, input charts, visuals, total physical response, sentence frames.

LTEL at the high school are instructed daily for one period by classroom teachers trained in SIOP





who use an aligned curriculum to the Language Proficiency standards. Teachers work in collaboration with an ELL or bilingual endorsed teacher to develop lessons incorporating WIDA standards.

## Supportive Mainstream Details & Services

**Directions:** Complete this table. For a grade band with no students enter "0" for the number.

# of **elementary MLs in Supportive Mainstream model.**

424

**Students at the beginning proficiency level (typically in program < 2 years)**

Describe ELD instruction for **beginning level** students in elementary school.

Students receive designated ELD by an endorsed ELL teacher in a small group setting four to 5 times a week. The ELD teacher pushes-in or pulls-out students for 30 min. a day. In some cases, the ELD teacher will plan with the classroom teacher so

**Students at the intermediate proficiency level (typically between 2 to 5 years)**

Describe ELD instruction for **intermediate level** students in elementary school.

Students at the intermediate level receive designated ELD by classroom teachers who are trained using GLAD strategies. Teachers differentiate by levels using WIDA standards framework. At times students categorized at Intermediate

**Students possibly in LTEL status (> 5 years)**

Describe ELD instruction for **possible LTEL** students in elementary school.

Some students receive 1 period a day of AVID Excel. Students are provided explicit instruction in ELD and academic language through reading, writing and oral language, academic vocabulary. Other students identified as LTELs receive

**Meaningful Access to Content**

Describe the meaningful access to content provided throughout the day for all **elementary ML students.**

Excel. Students are provided explicit instruction in ELD and academic language through reading, writing and oral language, academic vocabulary. Other students identified as LTELs receive ELD instruction 30 min. a day by a certified teachers



that the classroom teacher can provide classroom support. ELD teachers uses supplemental.

level also receive support from trained paras who are under the supervision of a trained certificated staff.

ELD instruction 30 min. a day by a certified teachers trained to use GLAD or SIOP. Teachers differentiate instruction using WIDA standards framework

trained to use GLAD or SIOP. Teachers differentiate instruction using WIDA standards framework Describe the meaningful access to content provided throughout the day for all elementary ML students.

PSD uses the following strategies: Placement with EL trained teacher, online/technology supports, use supplemental materials, push-in/pull-out support, extended day or extended year, as well as provide on-going professional development for teachers pertaining to definition of content for English learners.

# of **middle school MLs in Supportive Mainstream model.**  
1,225

Describe ELD instruction for **beginning level** students in middle school.

Describe ELD instruction for **intermediate level** students in middle school.

Describe ELD instruction for **possible LTEL** students in middle school.

Describe the meaningful access to content provided throughout the day for all **middle school ML students.**

Students receive ELD by an EL endorsed teacher in a small group setting four to 5 times a week. The ELD teacher pushes-in or pulls-out students for 30 min. a day. ELD

Students receive instruction by a certified teacher trained in GLAD or SIOP. Students are served in a small group setting four to 5 times a week. Push-in or pulls-out support

Some students receive 1 period a day of AVID Excel. Others are provided explicit instruction in ELD and academic language through reading, writing and oral language,

PSD uses the following strategies: Placement with EL trained teacher, online/technology supports, use supplemental materials, push-in/pull-out support, extended



teacher plans with the classroom teacher to provide classroom support. ELD teachers uses supplemental resources.

occurs daily for 30 minutes, in schools who with an ELD teacher. ELD teacher plan with the classroom teacher to provide classroom support. Teachers differentiate instruction using WIDA standards framework.

academic vocabulary and receive ELD instruction 30 min. a day by a certified teachers trained to use GLAD or SIOP. Teachers differentiate instruction using WIDA standards framework.

day or extended year, as well as provide on-going professional development for teachers pertaining to definition of content for English learners

# of **high school MLs in Supportive Mainstream model.**

801

Describe ELD instruction for **beginning level in high school.**

Beginning level students receive 1 period daily of designated ELD with a certificated ELD or bilingual endorsement. Teachers plan for instruction using the English Language Development standards as well as supplemental resources. Teachers instructing beginning level students receive SIOP training as well as utilize the WIDA language standards.

Describe ELD instruction for **intermediate level students in high school.**

Students who are at the Intermediate level receive 1 period daily of designated ELD with a certificated ELD or bilingual endorsement. Teachers instructing Intermediate level students utilize WIDA standards to develop or modify lessons as well as utilize supplemental resources. Teachers are trained in SIOP.

Describe ELD instruction for **possible LTEL students in high school.**

Teachers incorporate WIDA standards in ELA lessons. Endorsed SIOP trainers work with teachers to incorporate WIDA standards and SIOP strategies. Lessons are developed in collaboration with specially trained staff to meet the individual student needs. Teachers provide designated ELD instruction to students in a small group setting for approximately 20 min. 3 to 4 days a week.

Describe the meaningful access to content provided throughout the day for all **high school ML students.**

Students have access to grade-level curricula in L1 or English. Strategies include: placement with EL teacher, online/technology supports, push-in/pull-out support, extended day or extended year. On-going PD include GLAD, SIOP, or UDL to incorporate strategies that make content accessible to include graphic organizers, input charts, visuals, total physical response, sentence frames.

**Newcomer Model Details & Services**

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What is the entrance criteria for your newcomer program model?

Students new to the country within the last 3 years are enrolled in PSD's newcomer program.

Describe meaningful access provided throughout the day to all students in all grade bands in **Newcomer** model.

Newcomers have access to our district's entire spectrum of course offerings including gifted and talented programs, SpEd, advance placement courses and other courses offered to mainstream students. Spanish speaking Newcomers are placement in Dual language classrooms and receive continua support from an EL trained teacher who teach in the students' language and English. Data is utilized to assess and monitor students..

Describe the ELD instruction for students in newcomer program model.

Newcomers at the elementary level receive 30 minutes of ELD daily. At the secondary level students receive 2 period daily of designated ELD. Classroom Teachers hold a bilingual or ELD endorsement plan for instruction using the

What is the criteria you use to determine when newcomer students will transition into the regular TBIP program?

Teachers review multiple data points and progress monitor students' academics as well as language levels utilizing the WIDA standards to determine if students are ready to transition to regular TBIP program.

Indicate # of students in newcomer model

347



English Language Development standards as well as supplemental resource such as Edge from Sunpage. Teachers instructing newcomers receive SIOP and/or GLAD training.

## Progress Monitoring and Support for Exited Students

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RCW 28A.150.260 provides two years of additional funding to assist students who have exited from the TBIP after reaching the proficient level on the state English language proficiency assessment within the previous two years. This funding can be used to provide academic supports that help exited students reach grade level performance.

Describe the process used to **monitor progress** of the academic performance of former/exited MLs to determine which students need additional academic content support.

Staff whose expertise is in working with MLs work in collaboration with classroom teachers to monitor exited students during weekly PLCs to determine if exited MLs need continual assistance. Different data points are utilized to determine the area of need.

Describe the **academic content support** provided to these former/exited MLs.

If data reveal that exited students need additional academic support, they receive this support through extra support via a certificated teacher or by a paraprofessional during before or after school tutoring.

What **criteria** is used to determine when former/exited MLs no longer required academic supports?

Criteria uses include District STAR assessment, reading and/or writing summative and formative assessments, classroom-based observations or other content grade level assessments.



# Form Name - FP 219 - TBIP - Professional Learning Plan

<b>Is Form Validated?</b> Yes	<b>Last Modified By</b> Alma Duran	<b>Last Modified Date</b> 08/12/2024 9:13 AM
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## Organization and Application Information

<b>Organization Name</b> Pasco School District	<b>Application ID</b> AP-OSPI-3836	<b>Application Title</b> FP 219 - TBIP 24-25
<b>Last Submitted Date</b> 08/13/2024 12:51 PM		

## Professional Learning Plan

**Given the program evaluation and action steps outlined in Form 219 - TBIP - Program Evaluation and Improvement Plan, what professional learning is planned for this year? (Select all that apply.)**

- PL on WIDA ELD Standards Framework;
- Collaborative planning between language and content teachers;
- PL on Co-teaching;
- PL on GLAD/SIOP/UDL;
- PL on specific group needs (i.e. dual qualified, newcomers, LTELs, etc.);
- PL on providing access to content for MLs

**If other, provide details.**

**Describe how implementation of the provided PL will be monitored.**

- Classroom walk throughs;
- Follow up coaching;





Self-reporting of strategy use;  
Student feedback on use of strategies;  
Observation of team meetings/ PLCs

If other, provide details.

**Professional Learning Details**

Professional Learning Title	Description	Targeted Outcomes	Proposed Date(s)	Targeted Audience: Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras, Counselors, Advocates
Moving language forward with the WIDA cards and the WIDA framework	Think for a minute about these questions: What language would you like to hear your students use during content-based discussions? What language would you like to see in their content-based writing? How can you help move your students' language proficiency forward? In this 4-hour session, learn how strategic and integrated use of the WIDA cards and the WIDA ELD framework addresses these questions	Create content and language objectives and meaningful learning activities. Strategies that help support MLs	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches, paras, counselors
C-6 biliteracy framework	C6 Biliteracy Instructional Framework: Delving Deeper into the 5 Cross-Linguistic Tools Embracing translanguaging, metalinguistic awareness, and cross-linguistic connections are necessary when serving emergent bilingual students. Having gone through the	knowledge of translanguaging, metalinguistic awareness and cross-linguistic connections how to	August 2024 October 2024 February	Gen. Ed Teachers, EL Teachers, EL coaches,





	initial C6BIF professional development session, participants will go deeper by further planning for the 5 cross-linguistic tools that enable st.	incorporate the C6 framework in the classroom	2025 April 2025	paras, counselors
Let's Chant – apply chanting and poetry strategies	Apply chanting and poetry strategies to develop oral language and extend reading for fluency, intonation, and writing. These strategies work especially well at integrating different curricular areas such as math, science, and social studies	Oral language strategies to extend reading fluency, intonation and writing.	August 2024	Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras,
Bridging vs. The Bridge	Biliteracy has three instructional spaces: Spanish or Russian Instruction, bridging/ "The Bridge," and English Instruction. In this session, participants will learn why The Bridge is crucial in developing bilingual and biliterate students. Participants will also experience how to implement The Bridge from one instructional space to the other. Along the way, participants will learn ways in which br	teachers will learn why 'The Bridge' is crucial in developing bilingual and biliterate students teachers will learn ways in which bridging is applied throughout a unit of study	August 2024 SY 24-25	Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras
Hidden Gems	Participants will understand how to integrate OC Project GLAD (Guided Language Acquisition Design) <sup>®</sup> Strategies to aid in the monitoring of language production through Guess My Category, Action Plan, Memory Bank, Listen and Sketch with extensions, and Where's My Answer.	Participants will understand how to integrate OC Project GLAD (Guided Language Acquisition Design) <sup>®</sup> Strategies to aid in the monitoring of language production through Guess My Category, Action Plan, Memory Bank, Listen and Sketch with extensions, and Where's My Answer.	August 2024	Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras
Math Instruction for Multilingual	This session will focus on placing language at the heart of mathematical learning. Educators will be provided with effective strategies to support multilingual learners in understanding math concepts while developing their	Effective strategies to support MLs in	August	Gen Ed Teachers, EL Teachers, EL





Learners	language skills. Understanding that language and math learning are deeply interconnected, we will explore how to create an inclusive math classroom that caters to the linguistic	understanding math concepts	2024	Coaches, Admin, Paras
Meaningful Activities for Learning Matter	For this session, teachers will discuss and reflect on the importance of accessing Funds of Knowledge as a continuous practice that helps drive modifications and lesson design for their multilingual/all students. You will get a chance to walk away with two whole-class activities to access funds of knowledge as well as two assignment ideas that access funds of knowledge with a focus on student lang	understand funds of knowledge lesson design that meets the needs of MLs	August 2024	Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras
Using ARC's MLL Guide to support all students' access to English Literacy	This session will focus on how students can use more difficult texts to independently grow their English language proficiency. ARC's Guide to IRLA Coaching with Multilingual Learners is organized to provide high-leverage Power Goals specific to students who are developing reading skills as they acquire English-language proficiency and vice versa.	Teachers will learn about the system of high-utility instructional practices and tools designed to provide differentiated support to MLLs in the context of one-on-one and strategic and flexible small groups during ELA (English Language Arts) and/or ELD (English Language Development) designated instruction. They will also learn how the MLL Guide works with the IRLA and ARC Core.	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches
WIDA: Integrating Language and Content	Have you looked at the WIDA standards and ever wondered: 1. What do all these language terms mean? 2. How do I help my students understand these language features? The goal of this workshop is to get you excited about the WIDA standards and see how they can help support you in teaching across the content areas.	modeling some strategies that teach content while also being intentional about language use define the terms, give examples, and discuss how the highlighted language features help to make meaning	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches





<p>Linguistic Perspectives of Culture and Academic Language Development for Multilingual Learners</p>	<p>This interactive workshop illustrates how linguistic and cultural factors influence the learning experiences of multilingual students across different grade levels and language programs. Participants will engage in instructional strategies that draw on their students' funds of knowledge to enhance academic language development and promote a supportive learning environment.</p>	<p>Cross-linguistic language development techniques will be highlighted to prioritize the ways in which students' community language skills can be integrated into classroom practices to reinforce their academic progress and overall language development.</p>	<p>August 2024</p>	<p>Gen. Ed Teachers, EL Teachers, EL coaches</p>
<p>Strategies and Supports for Highly Capable Multilingual Learners</p>	<p>This differentiated digital notebook training is set up for teachers, coordinators, and administrators who work with highly capable multilingual learners to explore the possibilities for recognition and services. The nature and needs of advanced learners who are growing in more than one language are unique, so educators need to design identification practices, services, curriculum, and instruction</p>	<p>participants will reflect and plan for advocacy by self-selecting from a product menu. Attendees will mature their understanding of highly capable multilingual learners, empowering them to more effectively advocate for identification and services that are more closely aligned with the research and the law.</p>	<p>August 2024</p>	<p>Gen. Ed Teachers, EL Teachers, EL coaches, administrators</p>
<p>Equitable and Intentional Planning</p>	<p>The presentation will focus on secondary English writing process examples but can be utilized in any secondary content area.</p>	<p>Addressing the needs of of our MLLs and how to implement the WIDA standards into your daily work will also be shared. Teachers will reflect on the current status of their planning/classroom structure in a note catcher and discuss with a partner using a discussion protocol. Teachers will analyze current research on best practices in teaching by dissecting an article on student-centered learning.</p>	<p>August 2024</p>	<p>Gen. Ed Teachers, EL Teachers, EL coaches, administrators</p>
<p>Connecting the dots-How AVID,</p>	<p>Teachers will walk through the steps to plan and implement a literacy and language using</p>	<p>Teachers will walk through the steps to plan and implement a literacy and language using AVID weekly articles, as well as AVID,</p>		<p>Gen. Ed Teachers, EL</p>





GLAD and SIOP support Literacy and Language in the classroom	AVID weekly articles, as well as AVID, GLAD and SIOP strategies. In addition, teachers will become well versed in the ELA priority standards and their connection to WIDA.	GLAD and SIOP strategies. In addition, teachers will become well versed in the ELA priority standards and their connection to WIDA.	August 2024	Teachers, EL coaches, administrators
CAL SIOP Essentials	During this session participants will be introduced to SIOP Essentials. Components covered will include Lesson Preparation, Building background, Strategies and Interaction.	During this session participants will be introduced to SIOP Essentials. Components covered will include Lesson Preparation, Building background, Strategies and Interaction.	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches, administrators
Strategies and Supports for Highly Capable Multilingual Learners	This differentiated digital notebook training is set up for teachers, coordinators, and administrators who work with highly capable multilingual learners to explore the possibilities for recognition and services. The nature and needs of advanced learners who are growing in more than one language are unique, so educators need to design identification practices, services, curriculum, and instruction	participants will reflect and plan for advocacy by self-selecting from a product menu. Attendees will mature their understanding of highly capable multilingual learners, empowering them to more effectively advocate for identification and services that are more closely aligned with the research and the law.	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches, counselors
Designated ELD within Content focus on Math/Science Connecting the dots-How AVID, GLAD and SIOP support Literacy and Language in the classroom	Teachers will walk through the steps to plan and implement a literacy and language using AVID weekly articles, as well as AVID, GLAD and SIOP strategies. In addition, teachers will become well versed in the ELA priority standards and their connection to WIDA.	Teachers will walk through the steps to plan and implement a literacy and language using AVID weekly articles, as well as AVID, GLAD and SIOP strategies. In addition, teachers will become well versed in the ELA priority standards and their connection to WIDA.	August 2024	Gen. Ed Teachers, EL Teachers, EL coaches, counselors
FILL YOUR BUCKET: PARA TRAINING	Participants will learn and practice language strategies to ensure student language acquisition using cognates and the strategy listen and sketch. AGENDA: Pasco School District , Getting to know each other and our	Observe a model of the Listen and Sketch strategy, participate in practicing a Listen and Sketch with their own text. Understand	SY 24-25	Paras





	placements, Listen and Sketch Model and Practice, Adding Cognates Model and Practice, Exit Ticket	what cognates are and add cognates to the Listen and Sketch model and Practice adding cognates to their own text.		
<b>C6 BILITERACY INSTRUCTIONAL FRAMEWORK</b>	The C6 Biliteracy Instructional Framework was designed to specifically align with the research recommendations found in the Guiding Principles for Dual Language Education: Third Edition. Participants will lesson plan through an equity lens, while aligning with biliteracy instructional practices in the dual classroom. They will utilize the C6 biliteracy framework to create access for students to gr	Lesson Plan through an equity lens, while aligning with biliteracy instructional practices in the Dual Language Classroom, Determine lesson planning components that are needed to effectively create access to grade level standards in both program languages., Plan for culturally sustaining lessons that dismantle systems of oppression, Identify Level 1 and Level 2 Bridging lessons.	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,
<b>C6 BILITERACY INSTRUCTIONAL FRAMEWORK OVERVIEW FOR MIDDLE SCHOOL</b>	The C6 Biliteracy Instructional Framework was designed to specifically align with the research recommendations found in the Guiding Principles for Dual Language Education: Third Edition. Participants will be provided an overview of the C6 biliteracy instructional framework with biliteracy instructional practices as it pertains to middle school dual classrooms.	Identify the C6 biliteracy instructional framework practices as it pertains to middle school dual classrooms, Lesson Plan through an equity lens, while aligning with biliteracy instructional practices in the Dual Language Classroom at the middle school level, Determine lesson planning components that are needed to effectively create access to grade level standards in both program language,	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,
<b>FILL YOUR BUCKET WITH LANGUAGE STRATEGIES</b>	AGENDA: - Pasco School District Mission - Getting to know each other and our placements - Lotta Lara Model and Practice - Sentence Pattern Chart Model & Practice - Exit Ticket	Observe a model of the Lotta Lara Strategy, participate in practicing the Lotta Lara with their own text, Understand the process of sentence Patterning via model and practice the strategy with a partner and text.	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,
<b>WIDA CARDS AND EL STANDARDS/IMPLEMENTATION</b>	This session will provide information around the WIDA Framework and how to use the WIDA Standards to develop language for our	Have an understanding of the WIDA Framework, Understand how to write language targets, Understand how to embed	SY 24-25	Gen. Ed Teachers, EL Teachers, EL





OF TWDL IN OUR SCHOOL	Multilingual Learners in all content areas.	WIDA Features to lessons connected to our curriculum		coaches,
SIOP FOR SECONDARY	Whole group Introduction to Effective Research Based Instructional Strategies, Choose your own adventure between 5 Sessions, Creating Goal Setting Calendar Outline for Graduating Seniors, SIOP Instructional Strategies for Multi Language Learners, AVID Learning Modules to Improve Instruction, UDL Strategies to improve student Engagement, Meeting the SEL needs of students	Intentionally scaffold student learning through the inclusion of WICOR strategies in lesson planning in order to provide evidence of student mastery as related to the learning objective, Understand the importance of goal setting and feedback, Improve instruction to the needs of our Multilingual learner students, Demonstrate an awareness of student emotion, and the skill to help direct or express	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,
WIDA + LANGUAGE OBJECTIVES	In this course participants will receive an understanding of how the 3 pillars of dual language, the C6 biliteracy framework, and WIDA are all tied together in developing language objectives to support students' language acquisition in content instruction through 4 +1 language domains	Understand how to use the WIDA Standards, Building language objectives out of common core state standards, Participants will become familiar of how student will own the 4 +1 Language Domains, Interact with biliteracy instructional practices.	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,
MAXIMIZING OUR ? TEACHING SUPPORTS AND SCAFFOLDS TO ENSURE STUDENT? ENGAGEMENT & INTERACTION FOR MULTILINGUAL STUDENTS	Teachers will learn supports and scaffolds from the SIOP (Sheltered Instruction Observation Protocol) Model to support engagement and interaction for multilingual students in the classroom. Scaffold and supports will include 1) WIDA Standards alignment for core content, 2) Engagement strategies to promote rigor with support for multilingual students, and 3) SIOP Strategies (Lesson Planning,	Teachers will be able to walk away with one strategy to implement in the classroom, Teachers will align with their PLCs to create supports for multilingual student engagement and interaction	SY 24-25	Gen. Ed Teachers, EL Teachers, EL coaches,

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 08M	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Approval of Conditional Certificates and Permits	
<b>CABINET ADMINISTRATOR:</b> Mira Gobel	
<b>PRESENTER:</b> Dr. Alice Amaya	
<input type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input checked="" type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To obtain board approval of conditional certification as required by WAC 181-79A-231.	
<b>BACKGROUND:</b> WAC 181 -79A-231 allows for conditional certification to assist school districts in meeting the state's educational goals by giving them flexibility in hiring decisions based on shortages, but also requires formal board approval of conditional certification. For long term sub positions 15 days or longer, the district is required to secure a conditional certificate.  The district requests this authorization by the school board pursuant to the WAC.	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> I move to approve the conditional certificates as presented.	
<b>NEXT STEPS:</b> The board of directors approves conditional certification for the 2024-2025 school year following individual per WAC 181-79A-23 Ramirez, Hector, Pasco High, English Language Learner and Science	

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 10A	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> 2024-2025 Budget Update & Levy Direction	
<b>CABINET ADMINISTRATOR:</b> Kevin Hebdon	
<b>PRESENTER:</b> Kevin Hebdon	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input checked="" type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To update the Board on the 2024-2025 Budget and then seek direction from the Board to prepare for a Levy election to replace the EP&O Levy that will expire in December of 2026.	
<b>BACKGROUND:</b> <ul style="list-style-type: none"> <li>• Timing is perfect to do a mid-year review of the 2024-2025 budget for the following reasons: <ul style="list-style-type: none"> <li>• January's apportionment reflects revenues based on actual enrollment</li> <li>• February's apportionment and other reports from the state reflect actual federal and state grant amounts and carryovers</li> <li>• We are halfway through the year</li> <li>• Salary encumbrances reflect service credits and other adjustments and are most accurate now</li> </ul> </li> <li>• Cost escalation for staffing and non-staffing continue to be challenging</li> <li>• District staff are preparing for a budget freeze to control spending through the end of the year to contain costs and do all we can to avoid or minimize the impacts to fund balance</li> <li>• Among all of this we also need board direction to prepare for a Levy election to replace the EP&amp;O Levy that will expire in December of 2026</li> <li>• Assessed Value for 2025 has been published by Franklin County and is down significantly from what was forecasted in our Levy planning several years ago and has raised the rate of collection from \$1.67 in 2024 to \$1.90 in 2025. Our target has been \$1.75</li> </ul>	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b> N/A	<b>BUDGET CODE:</b> N/A
<b>SUGGESTED MOTION:</b> This is a report and discussion item, no suggested motion at this time.	
<b>NEXT STEPS:</b> Budget will continue to be a topic of presentation and concern as we move through the end of the school year. We will follow the Levy Planning schedule if directed by the board to prepare for a Levy election as laid out in the first Levy presentation back in January.	



# 2024-2025 Budget Update and Levy Planning

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Spring 2025



# PURPOSE

- **Provide a budget update for the Board because:**
  - It is the halfway point of the fiscal year
  - The January apportionment from the state reflects revenues based on actual enrollment instead of projected enrollment
  - School Districts are informed of their Federal grant amounts in February
  - Payroll encumbrances reflect service credits and salary placements
- **Inform the Board of the district's budget management strategy for the second half of the fiscal year.**
- **Ask the School Board for direction specific to levy planning.**

The background features a dark blue color with several stylized, light blue faces and stars. The faces have large, circular eyes and pointed, upward-curving mouths, resembling a crowd or a group of people. The stars are five-pointed and scattered throughout the composition.

**Districts across the nation  
are experiencing financial  
tension.**

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The background features a dark blue field with several stylized, light blue faces and stars. The faces are simplified, with large circular eyes and pointed chins. The stars are five-pointed and scattered across the composition. The overall aesthetic is clean and modern.

# **FACTORS INFLUENCING THE FISCAL LANDSCAPE FOR PUBLIC EDUCATION**

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# FISCAL LANDSCAPE

## State Funding Model is Inadequate

- School districts receive state funding based on the average teacher in WA state. Any salary costs that exceed this average must be covered with local funds.
  - The state provides funding for only a portion of the staff required to operate a school district. The salaries for all additional staff must be fully funded by local resources.
-

# FISCAL LANDSCAPE

## Costs Are Rising Faster Than Funding

- Inflation has increased the cost of salaries, benefits, classroom materials, utilities, insurance, transportation, and other costs.
- Increased costs are outpacing revenue.

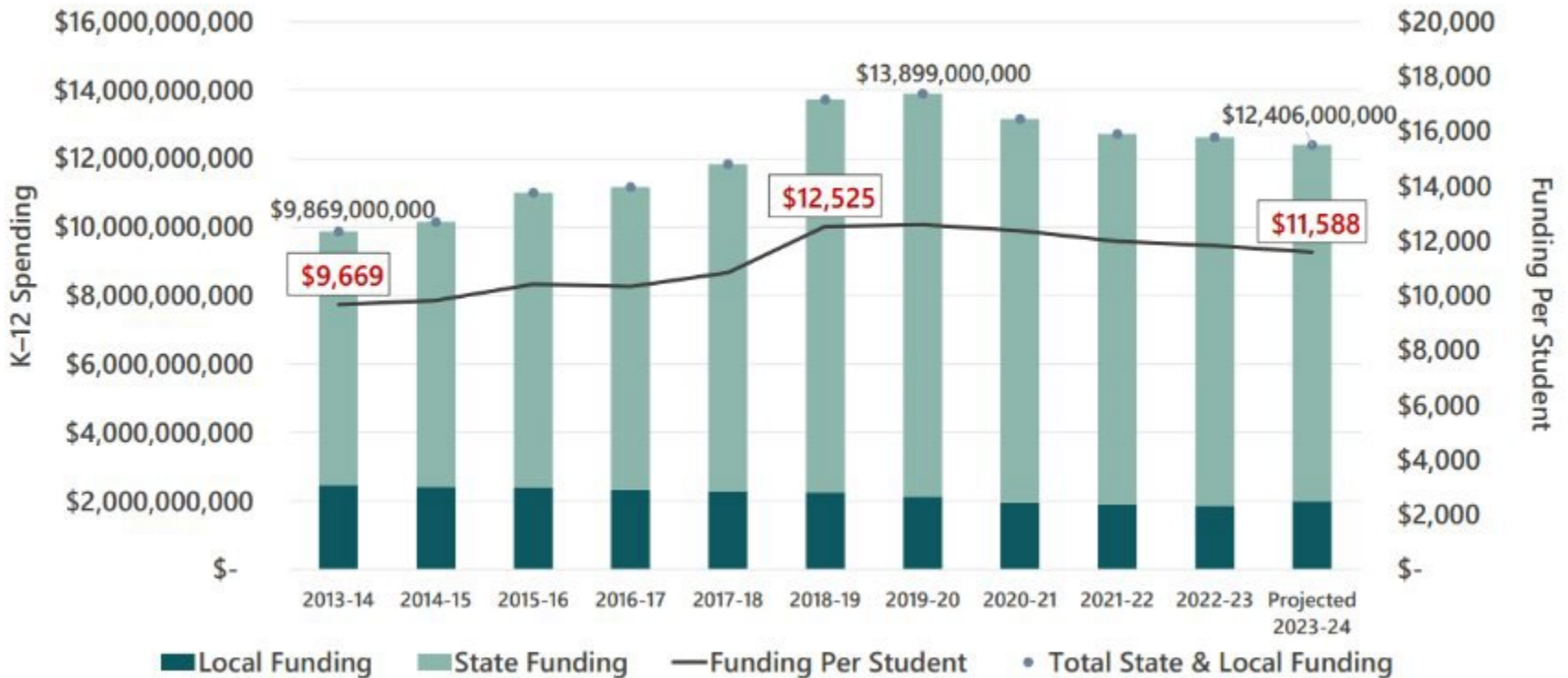
# FISCAL LANDSCAPE

## Insurance Premiums

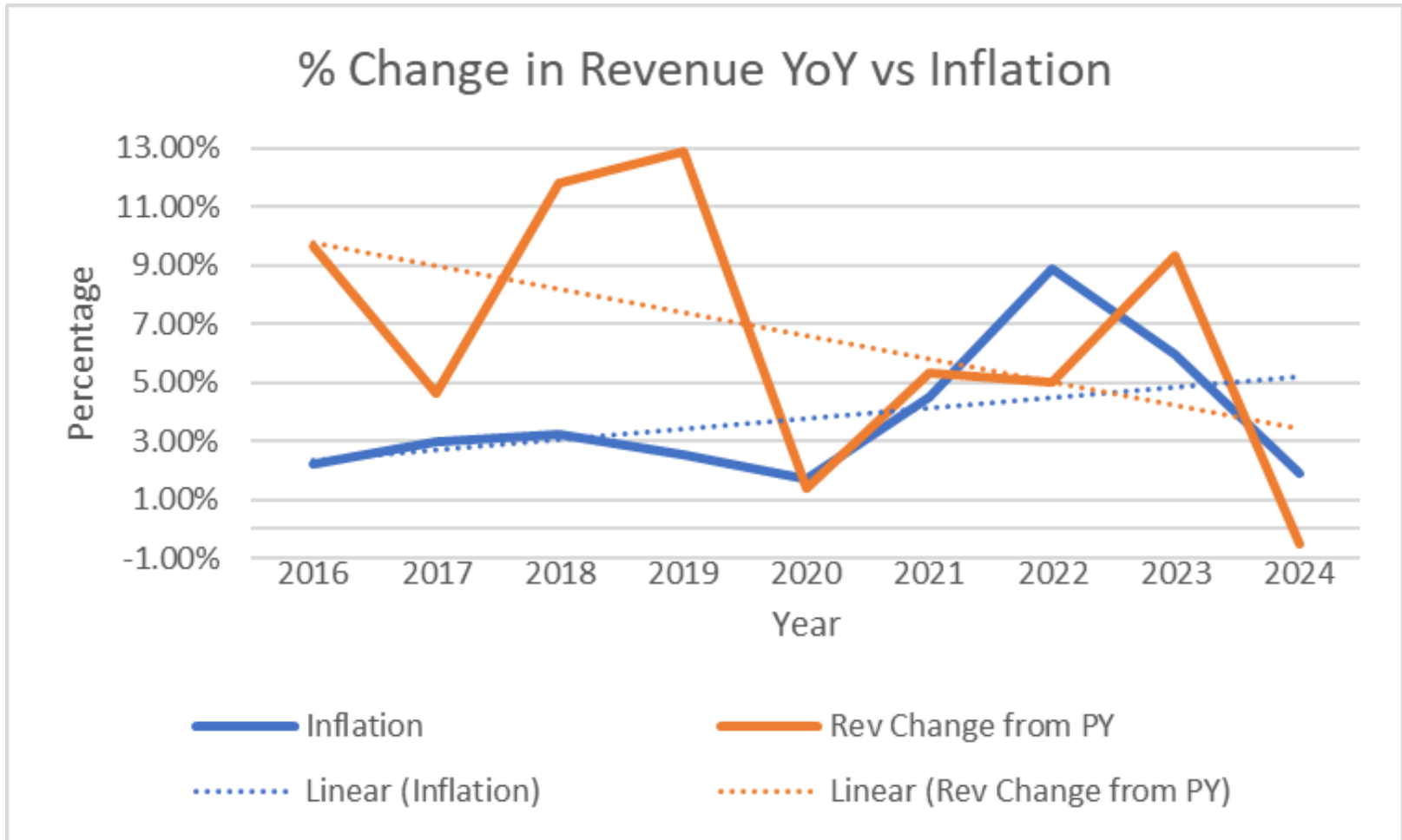
- Year-over-year costs are almost 18% on average over the last 5 year.
  - WA schools are higher risk due to a lack of statute of limitations.
-

# FISCAL LANDSCAPE: WASHINGTON STATE CONTEXT

## Inflation Adjusted K-12 Spending & Funding Per Student



# FISCAL LANDSCAPE: PASCO SCHOOL DISTRICT CONTEXT



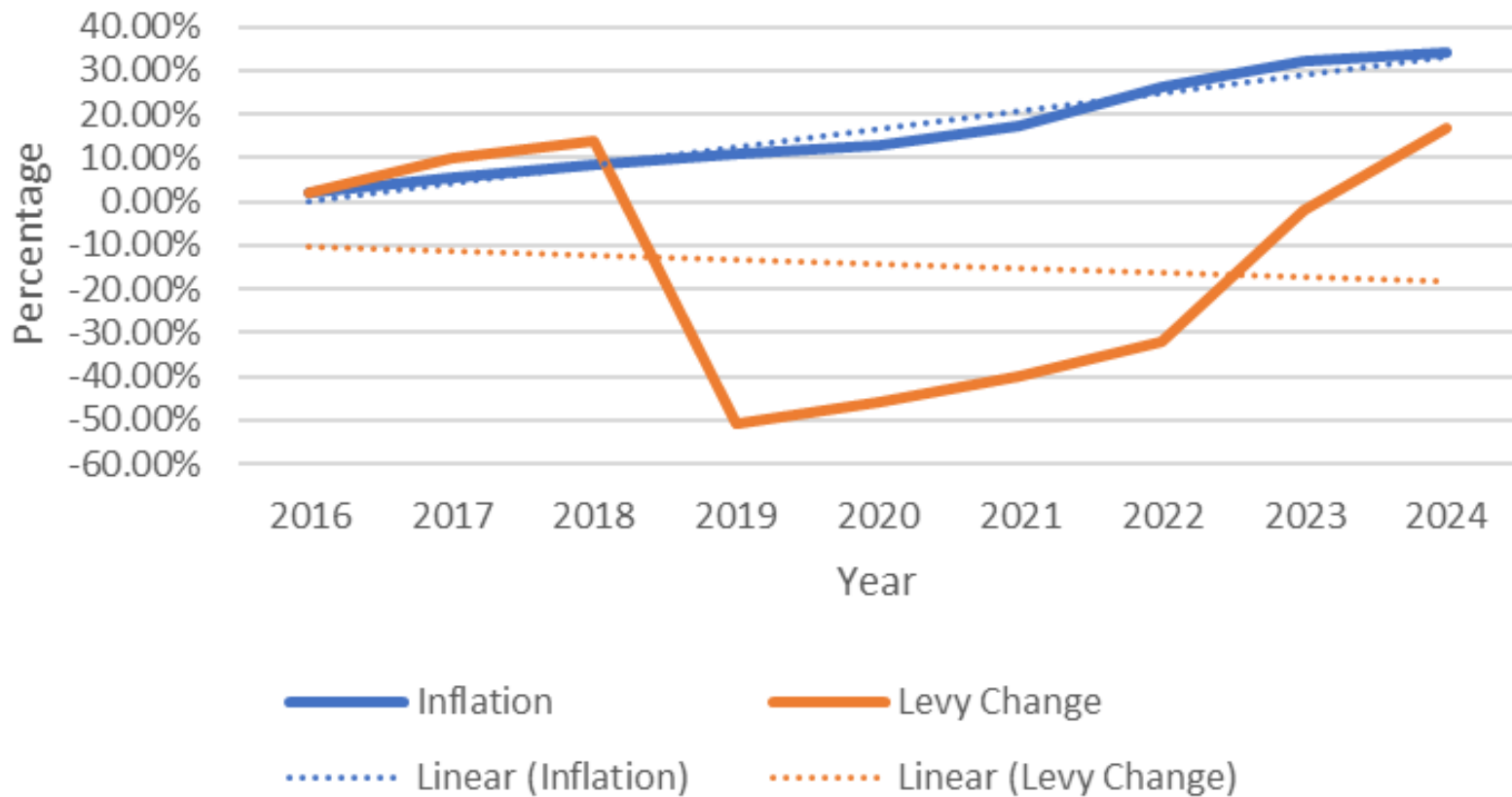
# FISCAL LANDSCAPE

## State Funding Gaps & Limitations

- **Levy Restrictions:** Washington state limits how much districts can raise through local levies, reducing flexibility in funding.
  - **Special Education Shortfall:** State funding does not fully cover the cost of special education services, forcing districts to use general education funds to fill the gap.
  - **Enrollment Shifts:** Some districts are losing students (reducing per-student funding), while growing districts struggle to fund new classrooms and staff.
-

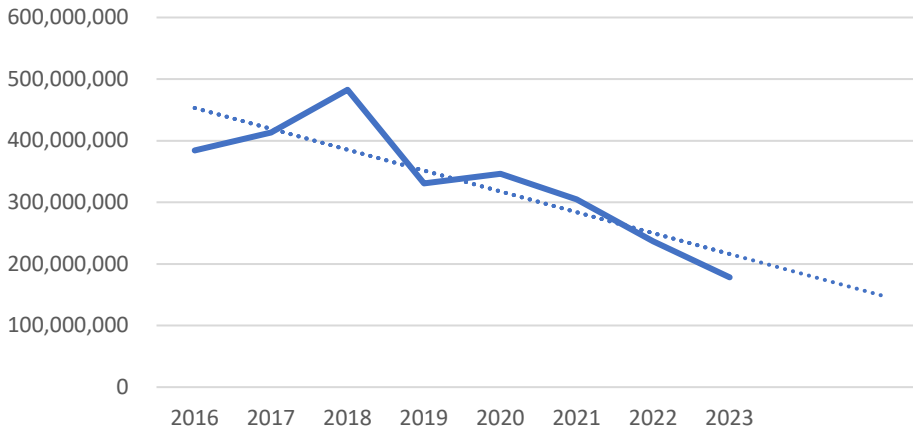
# LEVY DOLLARS

## % Change Since 2015: Levy vs Inflation

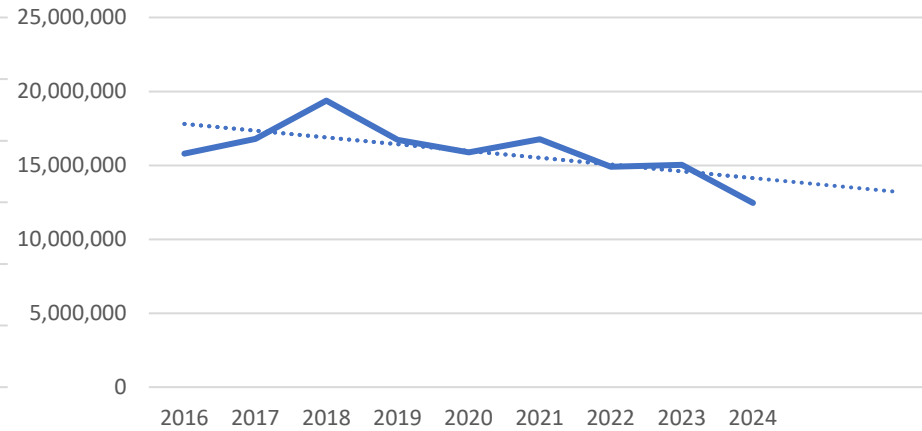


# LEVY EQUALIZATION DOLLARS

Washington State-All Districts  
LEA 2016-2023



Pasco School District  
LEA 2016-2023



# SPECIAL EDUCATION

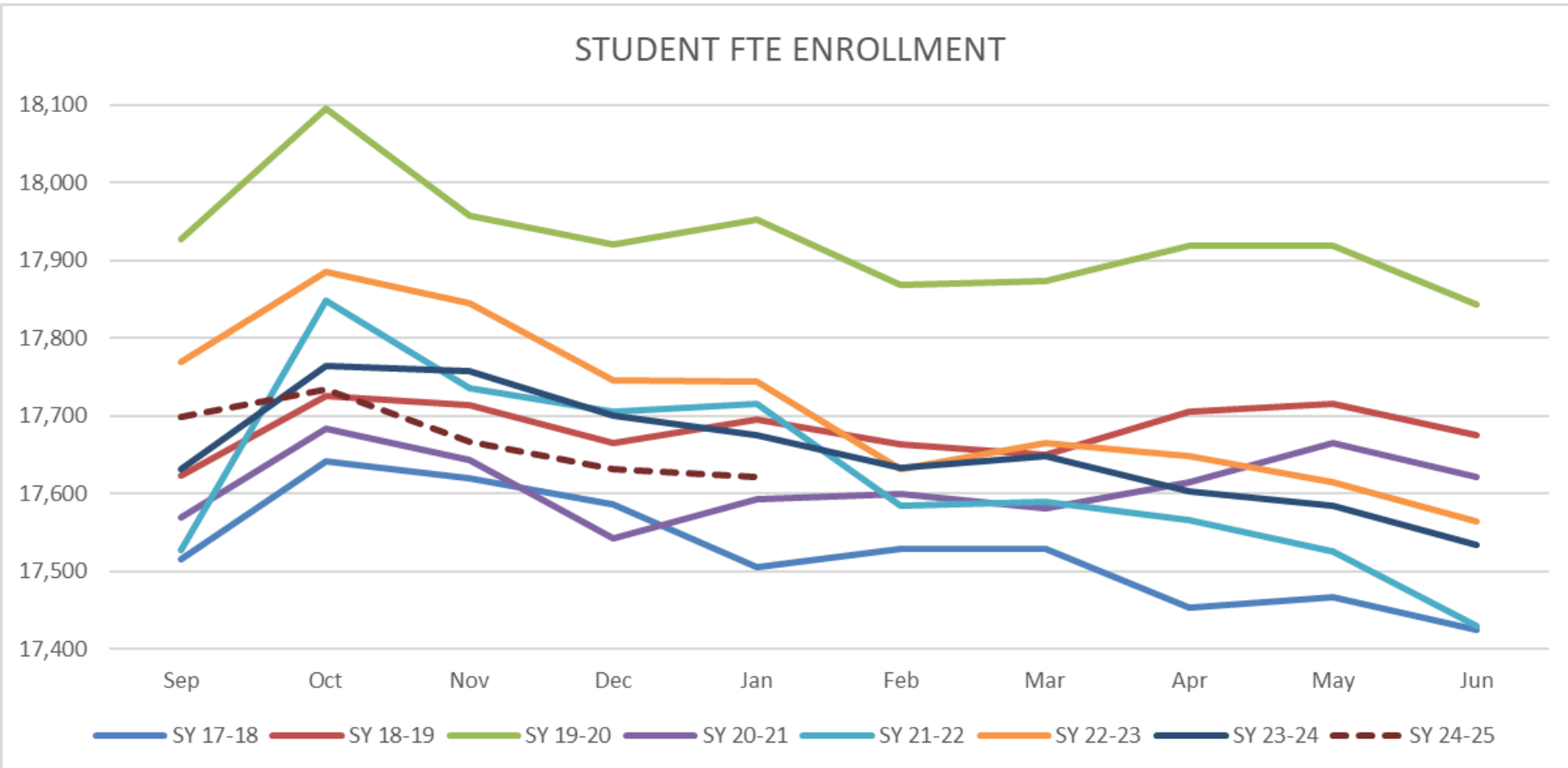
	AMOUNTS
SPECIAL EDUCATION REVENUES	\$39,346,969
SPECIAL EDUCATION EXPENDITURES	\$40,426,726
DIFFERENCE	<b>\$(1,079,757)</b>
SAFETY-NET AWARD	TBD

The district anticipates qualifying for Special Education Safety-net funding in the range of \$500,000 to \$1,500,000. Awards do not happen until August each year.

# FACTORS IMPACTING PASCO SCHOOL DISTRICT'S BUDGET CONTEXT

Student enrollment drives the majority of PSD revenue

STUDENT FTE ENROLLMENT

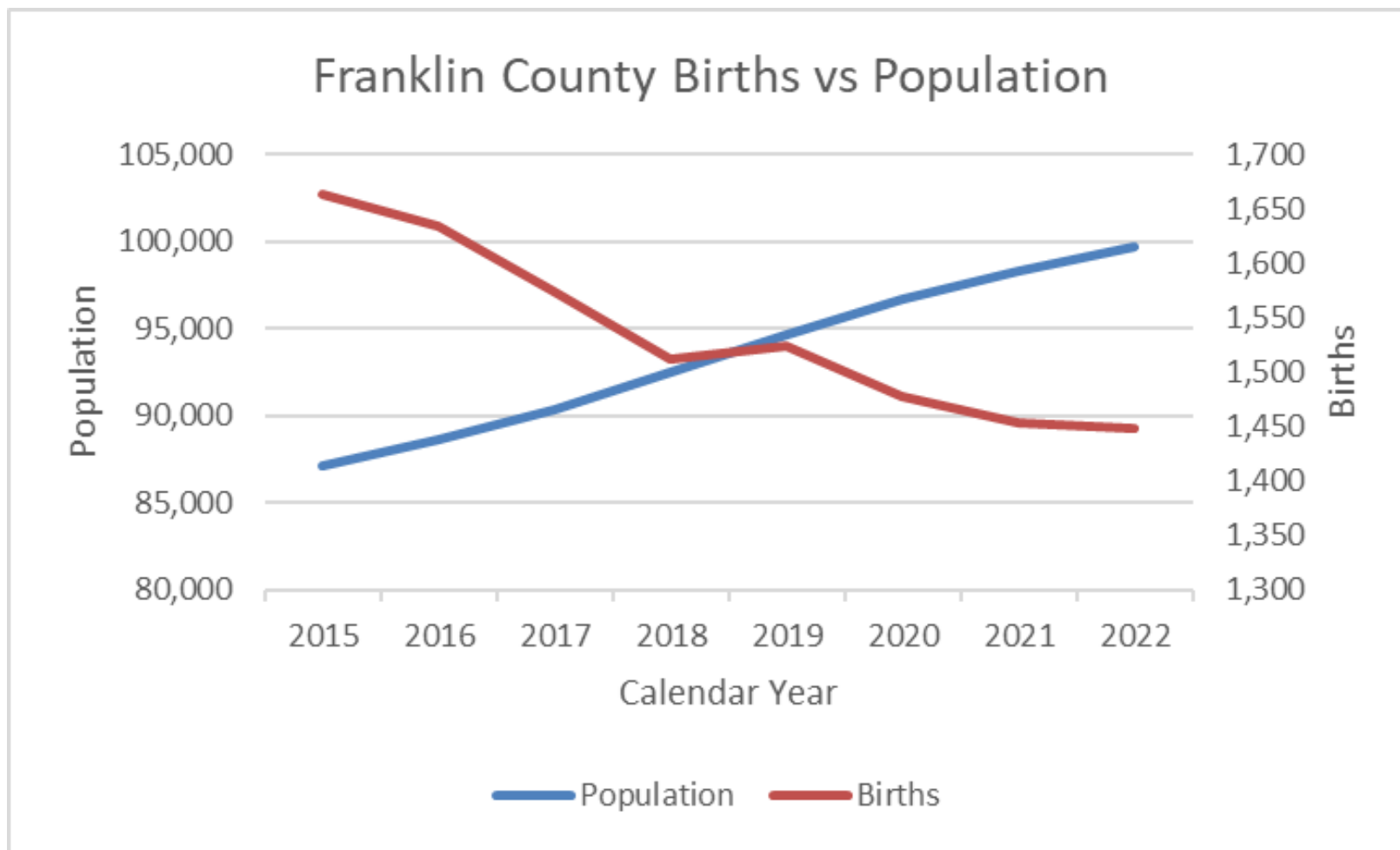


# FACTORS IMPACTING PASCO SCHOOL DISTRICT'S BUDGET CONTEXT

Student enrollment drives the majority of PSD revenue

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Head Count	18,729	18,353	18,362	18,373	18,420	18,465
FTE	17,937	17,633	17,613	17,711	17,654	17,659
+/-		-304	-20	+98	-57	+5

# FACTORS IMPACTING PASCO SCHOOL DISTRICT'S BUDGET CONTEXT



# **FISCAL LANDSCAPE**

## **Increased Demands on Schools**

- Schools are expected to provide more services, such as mental health support, technology access, and career-readiness programs, without significant increases in funding.

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# **FISCAL LANDSCAPE**

## **Uncertain Political & Economic Conditions**

- Federal and state budget debates could impact education funding.
  - If the economy slows, tax revenues could decrease, limiting school funding even further.
-

# ASSESSED EVALUATION

- Franklin County recently released their 2025 tax booklet which provides Assessed Value for the District
- It came in at 3.39% of an increase over 2024
- This is lower than the forecasted amount when the district established the levy amounts
- This impacts the anticipated levy rate of \$1.75 to bump to a now calculated rate of \$1.90 to collect voter approved fixed levy amount of \$29.68 million for the 2025 calendar year

**Increase Cost +  
Decrease in Revenue =  
Need for Reduction in  
Spending**

# NOTABLE CHANGES—REVENUE: SPRING 2025

BUDGET IMPACTS	BUDGET IMPACTS	\$330,157,000
SPECIAL EDUCATION SAFETY NET	TBD	
TRANSPORTATION SAFETY NET & TO AND FROM ALLOCATION	\$833,661	\$330,990,661
STATE & FED SPECIAL PROGRAM GRANTS	\$1,253,430	\$332,244,091
MISCELLANEOUS OTHER	\$459,026	\$332,703,117
LOCAL EFFORT ASSISTANCE	\$(753,379)	\$331,949,738
APPORTIONMENT (TTK, OTHER)	\$1,010,000	\$332,959,738
	<b>Estimated Total Revenues</b>	<b>\$332,959,738</b>

# BUDGET PROJECTIONS: SPRING 2025

	<b>Expenditures</b>
First half of 2024-2025 actuals	\$172,778,268
Second half of 2024-2025 forecasted	\$165,005,307
<b>Total expenditures</b>	<b>\$337,783,575</b>
<b>Forecasted Revenues</b>	<b>\$332,959,738</b>
<b>Difference</b>	<b>\$(4,823,837)</b>

Forecast expenditures for the remainder of the year were established using data from three prior years



# **MOVING FORWARD**

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**SHORT TERM • MEDIUM TERM • LONG TERM**

# SHORT TERM (0-6 MONTHS)

- Operationalizing a budget freeze
  - A budget freeze is a temporary restriction on spending that allows a school district to control expenses to maintain financial stability.
  - This means expenditures will be paused, limited and/or require additional approval until the district's financial situation improves.
  - A budget freeze is a proactive measure to prevent deeper financial challenges and ensure long-term fiscal health.
  - While it may create short-term constraints, it will ultimately help maintain the district's financial stability.

# SHORT TERM (0-6 MONTHS)

- **Budget Freeze Timeline**
  - **Week of March 3-7**
    - Communication and collaboration with Leadership Council
    - Budget Administrators develop a spending plan for the next six (6) months
  - **Week of March 10-14**
    - Communication and collaboration with Principals and Department Administrators
    - Communication with Labor Partners
    - Communication with the School Board
    - Cabinet Administrators will review spending plans
  - **Ongoing**
    - Monitoring of the district's financial condition to inform the need to continue the budget freeze

# MEDIUM TERM (3-9 MONTHS)

- **Closely monitor the Legislative Session**
  - New bills and laws are being considered and will impact K-12 education
    - SB 5263 & HB 1310 (SpEd)
    - SB 5192 & HB 1338 (MSOC)
- **Develop the 2025-2026 Budget**
  - Staffing and operational cost for two (2) new high schools
  - Curriculum materials
  - Maintenance projects
  - Insurance increase of an anticipated %15
- **Engage in levy planning**
  - Currently EP & O Levy is expiring requiring that the district run a replacement levy
  - February 2026

# LONG TERM (12-24 MONTHS)

- Advocate for legislative action
- Continue to monitor staffing and budgets
- Adjust staffing ratios to enrollment numbers
- Adjust materials, supplies, and operating costs budgets
- Long-range financial planning and modeling to include fund balance targets to begin steps towards the WA State Auditor's Office 60-day operating reserve recommendation

**District staff seek  
direction from the board to  
prepare for a Levy election  
to replace the EP&O Levy  
that will expire in  
December of 2026**

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# Celebrating PSD Superstars



**Celebrando a las Superestrellas del PSD**

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 11A	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Student Action Council: January Meeting	
<b>CABINET ADMINISTRATOR:</b> Michelle Whitney	
<b>PRESENTER:</b> Student Board Representatives	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To provide an update from the Student Action Council meeting on February 28, 2025.	
<b>BACKGROUND:</b> <ul style="list-style-type: none"><li>• In 2009, the Pasco School District Board of Directors added Student Board Representatives to the Board to increase students' voice in Board level work.</li><li>• In 2014, the number of Student Board Representatives increased from 2 to up to 3.</li><li>• In 2016, a student advisory council to the Superintendent was formed.</li><li>• In June of 2021, Student Board Representative Crista Martinez suggested adding a report to the Board meeting immediately following the Superintendent's Student Advisory Council meeting.</li><li>• The Superintendent meets with a group of 30-40 high school students 6 times per year. After each meeting Student Board Representatives present to the Board.</li></ul>	
<b>POSSIBLE ALTERNATIVES:</b>	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	



# Student Action Council: February 2025

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March 11, 2025



# CODESIGNING AT PATH FORWARD

- Superintendent Whitney provided an overview of the events that occurred at the basketball game between Pasco and Hanford High Schools on February 4th and,
- Asked for suggestions for how the school district could best support moving forward.
- The following slides outlines the suggested supports and actions taken to implement those suggestions.
- The following slides **ARE NOT** a full representation of all the district efforts in response to this incident **ONLY** those that were recommended by SSAC.

# CODESIGNING AT PATH FORWARD

Suggestion	Person Responsible	Status
Add more security to sporting events	Principals and Athletic Directors	Done
More communication between sports teams (i.e.: address the issue between PHS and HHS)	TBD	Under way—discussions or occurring between PSD and RSD district and building staff
Ensure best practices in hiring and training coaches	Athletic Directors	Done
Support for student athletes for dealing with escalated situations	Athletics Directors	Under consideration
Change athletic schedules (i.e.: PHS and HHS not play each other)	Athletics Directors/WIAA	TBD

# Safety Brainstorm Activity

- Safety was a top idea that the student's asked to discuss at the Superintendents Student Action Council this year.
- To prepare for the SSAC meeting in May, we brainstormed what safety topics were of most interest to the group.



The background features a dark blue color with several stylized, light blue faces. Each face has a large, solid black star above its eyes. The faces are arranged in a pattern, with some appearing to be looking towards the viewer. The overall aesthetic is clean and modern.

**Next Meeting:  
April 23, 2025: Financial  
Wellness Presentation**

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**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 11B	<b>BOARD MEETING DATE:</b> March 11, 2025				
TOPIC: WA Clean Buildings Performance Standard Update: Grant Awarded					
<b>CABINET ADMINISTRATOR:</b> Raúl Sital					
<b>PRESENTER:</b> Raúl Sital					
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>					
<b>OBJECTIVE:</b> <p>To provide an update on a recently awarded grant from the Washington State Department of Commerce for the purpose of complying with the Clean Buildings Performance Standard requirements per House Bill 1257.</p>					
<b>BACKGROUND:</b> <p>On January 28th, the Operations team presented the board with and overview of the Washington State Clean Buildings Performance Standard (CBPS) (House Bill 1257). The presentation outlined the district's strategy to develop a formal plan to comply with the CBPS.</p> <p>Recently, the Pasco School District was awarded a grant of approximately two million dollars by the Washington State Department of Commerce. The Clean Buildings Performance Grant program provides funding for energy efficiency improvements in both private and public buildings working toward compliance with the Clean Buildings Performance Standard (CBPS). This grant reimburses building owners for costs related to projects and services that support compliance with the CBPS.</p> <p>Below is how the grant funding will be utilized:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Update the HVAC System at Pasco High School, specifically, upper and lower D Hall:</td> <td style="text-align: right;">\$1,060,565.00</td> </tr> <tr> <td>Energy Audits for Middle and Elementary Schools:</td> <td style="text-align: right;">\$936,760.00</td> </tr> </table> <p>Capital Projects will be contracting with Engineering Economics Inc. (E.E.I) to perform the Middle and Elementary School audits.</p>		Update the HVAC System at Pasco High School, specifically, upper and lower D Hall:	\$1,060,565.00	Energy Audits for Middle and Elementary Schools:	\$936,760.00
Update the HVAC System at Pasco High School, specifically, upper and lower D Hall:	\$1,060,565.00				
Energy Audits for Middle and Elementary Schools:	\$936,760.00				
<b>POSSIBLE ALTERNATIVES:</b> N/A					
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>				
<b>SUGGESTED MOTION:</b>					
<b>NEXT STEPS:</b>					



# Washington Clean Building Performance Standards Energy Management Update: Grant Award

March 11, 2025



# House Bill 1257

The Clean Buildings for Washington Act (HB 1257), adopted in 2019, applies to all Tier 1 commercial buildings larger than 50,000 SF.

The Washington State Clean Buildings Performance Standard (CBPS), **sets annual energy use limits, or “targets” for existing buildings** as well as various **requirements, deadlines, and penalties** to ensure these targets are proactively pursued.



# State Grant Funding: Awarded February 2025

The Washington State Department of Commerce has awarded Pasco School District a two (2) million-dollar grant.

Grant funding will be utilized for:

- Updating the HVAC System at Pasco High School
- Energy Audits for Middle and Elementary Schools

# WA Clean Buildings Performance Standard

Building Size	Mandatory Requirements	Performance Requirement	Compliance Reporting Date
>220,000 SF	Energy Use Reporting  Energy Management Plan	Meet Energy Target	June 1, 2026
90,001-220,000 SF			June 1, 2027
50,000-90,000 SF			June 1, 2028
20,000-49,999 SF (Tier 2)	Operations and Maintenance Program	Currently None	July 1, 2027



Washington State  
Department of  
**Commerce**

# Next Steps

- State Grant Funding
- Short term matching funds
- All buildings: Standardized *Energy Management Plans*
- Managing ongoing compliance

# Celebrating PSD Superstars



**Celebrando a las Superestrellas del PSD**

**PASCO SCHOOL DISTRICT NO. 1**  
**Agenda Item Summary**

<b>AGENDA ITEM NO. :</b> 11C	<b>BOARD MEETING DATE:</b> March 11, 2025
<b>TOPIC:</b> Board Progress Monitoring Report: 9th Grade On-Track for Graduation Through Core Instruction and Intervention/Acceleration	
<b>CABINET ADMINISTRATOR:</b> Michelle Whitney	
<b>PRESENTER:</b> Michelle Whitney	
<input checked="" type="checkbox"/> <b>REPORT</b> <input type="checkbox"/> <b>1<sup>ST</sup> READING</b> <input type="checkbox"/> <b>DISCUSSION</b> <input type="checkbox"/> <b>2<sup>ND</sup> READING</b> <input type="checkbox"/> <b>ACTION REQUIRED</b>	
<b>OBJECTIVE:</b> To provide an update on the Board Progress Monitoring Report: 9th Grade On-Track for Graduation Through Core Instruction and Intervention/Acceleration.	
<b>BACKGROUND:</b> The Balance Governance Model approach to the Superintendent evaluation include two significant concepts growth and consultancy: <ul style="list-style-type: none"><li>• Growth means the superintendent evaluation instrument and process are designed to promote improvement focused conversation among the Board and Superintendent about what the Superintendent can do to lead the system toward distinguish performance.</li><li>• Consultancy refers to the relationship between the Board and Superintendent where the Superintendent and Board propose ideas and clarification for what improvement looks like for the Superintendent and the district.</li></ul> <p>Board Progress Monitoring Reports are the vehicle for these collaborative conversations focused on improvement over time.</p> <p><b>District Policy 1260 Board Progress Monitoring and State of the School Reviews</b> directs the Superintendent to provide regular reports to the Board to facilitate transparency, accountability, and understanding of the work of the District. It also requires annual reports that identify: The goals being addressed and the measure(s) being used to assess the goal.</p>	
<b>POSSIBLE ALTERNATIVES:</b> N/A	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b>	
<b>NEXT STEPS:</b>	



# **Board Progress Monitoring Report: 9<sup>th</sup> Grade On-Track for Graduation Through Core Instruction and Intervention/Acceleration**

**March 11, 2025**



[www.psd1.org](http://www.psd1.org)



Pasco School District #1



@WeArePasco

# BACKGROUND

- The Balance Governance Model approach to the Superintendent evaluation include two significant concepts growth and consultancy:
  - Growth means the superintendent evaluation instrument and process are designed to promote improvement focused conversation among the Board and Superintendent about what the Superintendent can do to lead the system toward distinguish performance.
  - Consultancy refers to the relationship between the Board and Superintendent where the Superintendent and Board propose ideas and clarification for what improvement looks like for the Superintendent and the district.
- **Board Progress Monitoring Reports** are the vehicle for these collaborative conversations focused on improvement over time.

# BACKGROUND

- **District Policy 1260 Board Progress Monitoring and State of the School Reviews** directs the Superintendent to provide regular reports to the Board to facilitate transparency, accountability, and understanding of the work of the District.
- This process is part of the broader work of the Superintendent to ensure the District monitors the effectiveness, outcomes, and impacts for all students.
- The Pasco School District Board of Directors strive to make policy decisions based on information received in these reports that reflects the progress or the need for improvement toward these various goals and with consideration of the overall best interest of each and every student in the District.

# BACKGROUND

- **District Policy 1260 Board Progress Monitoring and State of the School Reviews** requires annual reports that identify:
  - The goals being addressed
  - The measure(s) being used to assess the goal
    - Final
    - Interim
  - Timeline for monitoring the assessment of the goal(s)
  - Connect between the goal(s) and:
    - The District's goals, outcomes, and priorities
    - The District's commitment to equity and accountability
    - The District's advancement of its values

# BACKGROUND

- **Rating Progress**

- **Green**

- Goals are being met or exceeded or are on track to be met or exceeded.
- No significant changes in resources are needed.

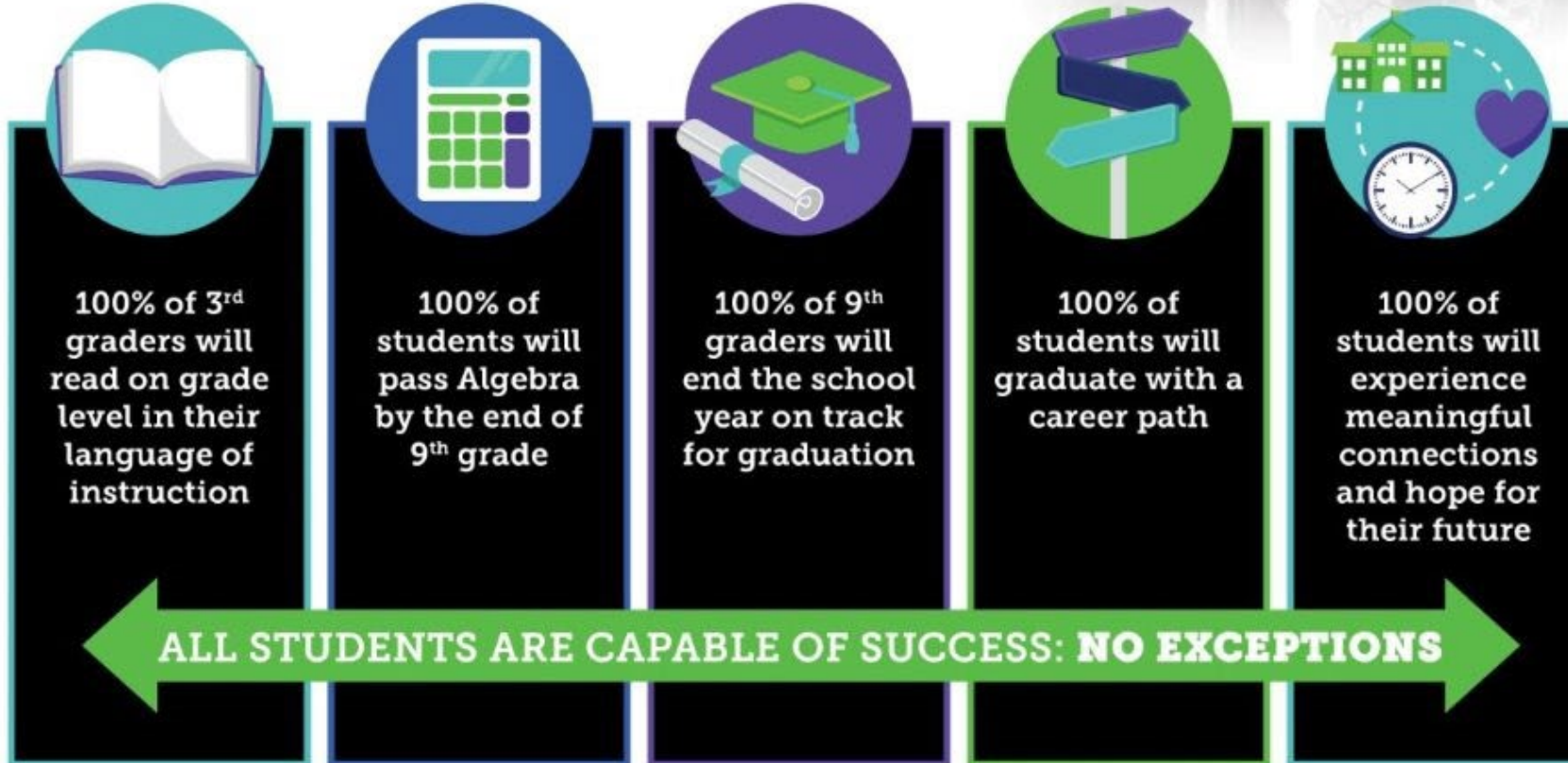
- **Yellow**

- Goals are not met, and goals are not on track to be met or are about to encounter a roadblock that will slow down progress requiring some course correction.
- Progress is being made, but unintended consequences or complications have arisen.
- Plans are in place or being developed with confidence of a path back to GREEN.
- Any needed resources and/or changes in strategies are accessible.

- **Red**

- Progress on goals is below expectations, or a significant known roadblock is preventing, or about to prevent progress.
- The path back to GREEN is not yet clear.
- Action is needed with respect to changes to the plan, resources, and/or implementation strategies.

# *Outrageous* **OUTCOMES**



# OUTCOMES



**100% of 9th graders will end the school year on track for graduation**



# Outrageous OUTCOMES

1215 W. Lewis Street  
Pasco, WA 99301  
(509) 543-6700  
www.psd1.org

ALL STUDENTS ARE CAPABLE OF SUCCESS: NO EXCEPTIONS



## MASTERY BY 3RD GRADE

100% of all 3rd graders will read on grade level in their language of instruction

### WE WILL:

- **EXPAND** partnerships with families, pre-schools, childcare providers, caregivers and community organizations to ensure early literacy learning opportunities.
- **IMPLEMENT** instruction aligned to the state learning standards using materials and frameworks focused on foundational skills for grades K-2.
- **IDENTIFY** the needs of students early and accelerate learning through targeted intervention.
- **INVEST** in continuing education to ensure all teachers and staff are highly skilled.



## SUCCESS IN ALGEBRA

100% of students will pass Algebra by the end of 9th grade

### WE WILL:

- **DEVELOP** a strong early math foundation through partnerships with families, preschools, childcare providers, caregivers and community organizations.
- **DELIVER** state learning standards using materials and frameworks focused on vertical alignment.
- **PROVIDE** timely intervention to accelerate student learning.
- **TRANSFORM** student engagement and performance in math by facilitating teachers' and leaders' mastery of instructional practices and concepts.



## ON TRACK FOR GRADUATION

100% of 9th graders will end the school year on track for graduation

### WE WILL:

- **ENSURE** mastery of priority standards in reading and math through partnerships with families, childcare providers, and community organizations starting prior to kindergarten.
- **ENGAGE** students in a foundational experience aligned with the state learning standards using core materials and curriculum framework.
- **CREATE** an early warning system and interventions to help students get on and stay on track.
- **CONNECT** teachers, leaders and staff to effective strategies and professional development for facilitating achievement for high school students.



## GRADUATE WITH A CAREER PATH

100% of students will graduate with a career path

### WE WILL:

- **IMPLEMENT** K-12 students to envision their successes through interest based programs, personalized learning, timely feedback, and comprehensive High School and Beyond plans.
- **DEVELOP** a high school master schedule that is student-centered and creates pathways for meeting graduation requirements.
- **EXPAND** partnerships with higher education institutions, community partners and industry by aligning courses with current standards for industry and post secondary degrees.



## MEANINGFUL CONNECTIONS

100% of students will experience meaningful connections and hope for their future

### WE WILL:

- **IMPLEMENT** a robust and sustainable multi-tiered system of support that attends to the social, emotional, and behavioral needs of all students
- **PROVIDE** all students a safe and positive learning environment that fosters community while embracing diversity, equity and inclusive practices
- **UTILIZE** trauma-informed practices and culturally relevant pedagogy to support student success
- **ENGAGE** students, staff, and community in opportunities that support the whole child

**Goal #3 On Track for  
Graduation: 100% of 9<sup>th</sup>  
graders will end the school  
year on track for  
graduation**

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The background features a dark blue color with several stylized, light blue faces and stars. The faces have large, circular eyes and are arranged in a pattern that suggests a group of people. The stars are scattered throughout the scene.

Target #2: Engage students in a foundational experience aligned with that state learning standards using core materials and curriculum frameworks

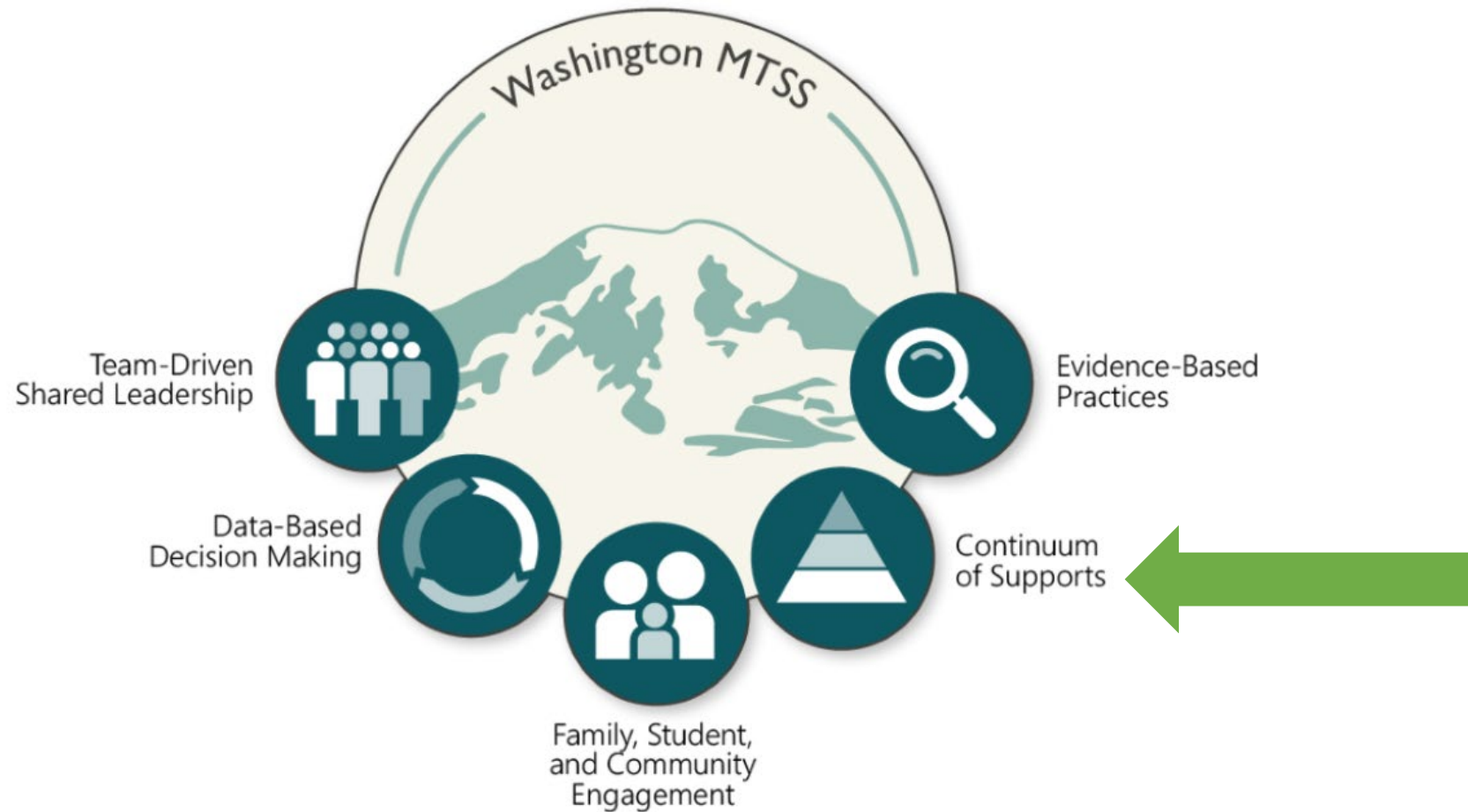
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The background features a dark blue field with several stylized, light blue faces and stars. The faces have large, circular eyes and pointed, downward-curving mouths, resembling a stylized crowd or a group of people. The stars are five-pointed and scattered throughout the composition.

Target #3: An early warning system and interventions to help students get on and stay on track.

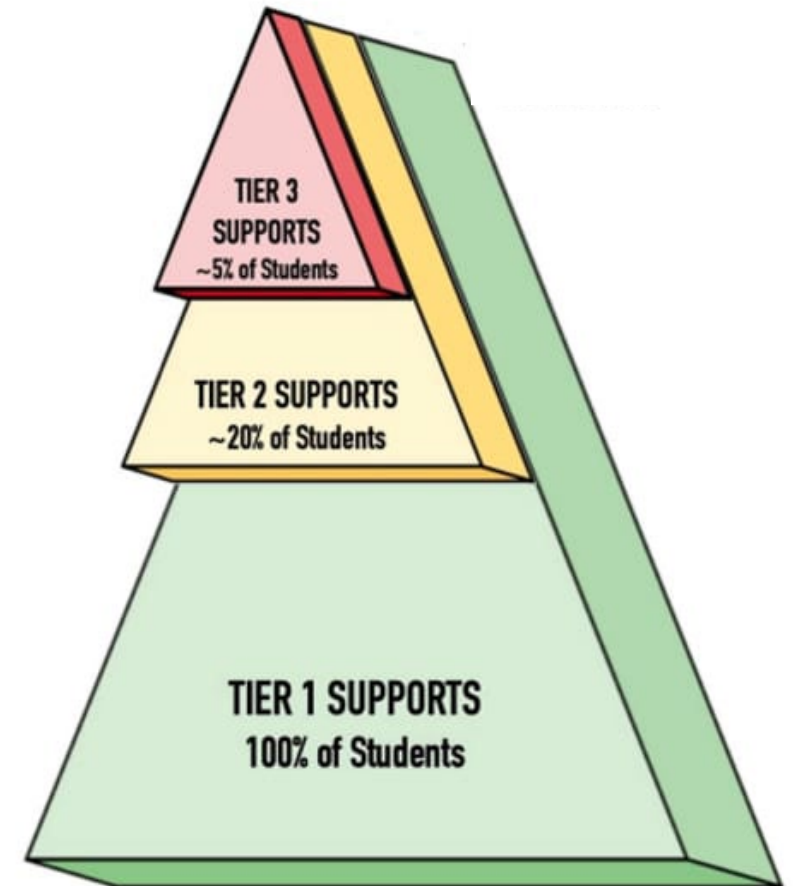
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# Multi-Tiered System of Supports (MTSS)



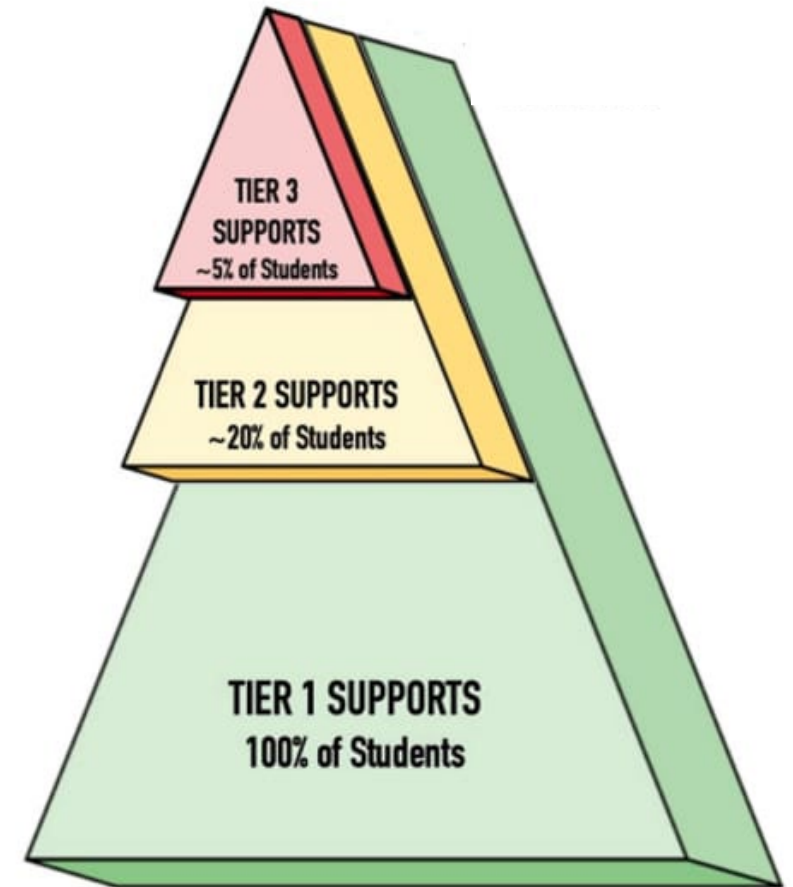
# CORE INSTRUCTION: Tier 1

- Core instruction is the foundation of learning for all students in a general education classroom.
- It's the universal instruction that every child receives and is the starting point for all students' instruction.
- Core instruction is the backbone of a district's instructional practices. It is characterized by: research-based strategies, comprehensive curriculum, systematic instruction, differentiated instruction, assessment, and collaboration and communication.



# INTERVENTION: Tier 2

- Tier 2 interventions are designed for students who need additional assistance beyond the core curriculum.
- If a student does not show improvement with Tier 2 support, they may be considered for Tier 3 interventions, which are more intensive and individualized.



# PERCENT OF ON-TRACK BY END OF 9TH GRADE BY COHORT

## GOAL: FINAL

Graduation Cohort	9th Grade On Track	4-year Graduation Rate	5-year Graduation Rate
Class of 2027	70.84%		
Class of 2026	74.17%		
Class of 2025	70.80%		
*Class of 2024	59.00%	*85.25%	
Class of 2023	82.94%	83.25%	89.25%

- \*Class of 2024=impacts due to pandemic. Graduation rate include various waivers due to pandemic.

## RATING OF GOAL PROGRESS

Freshman Class Data: Year to Year Growth	<ul style="list-style-type: none"> <li>There is inconsistent progress toward 100% when comparing freshman class to freshman class.</li> <li>Largest drop in on-track to graduation occurred with class of 2024 due to pandemic. Recovery to nearly 83% on-track post pandemic has been slow.</li> </ul>
On-Track Cohort Data: 100% Goal	<ul style="list-style-type: none"> <li>By 12<sup>th</sup> grade the percentage of students graduating on time (4-years) is between 83% - 85%.</li> <li>Extended graduation rate (5-year) is nearly 90%.</li> </ul>

# PERCENT ON TRACK BY TRIMESTER: 2023-2024 SCHOOL YEAR

## GOAL: FINAL

Class of 2027 On Track Year-at-a-Glance	% On Track: Earning 2 credits of more each Trimester
Trimester 1 (2023)	76.35%
Trimester 2 (2024)	75.38%
Trimester 3 (2024)	71.28%

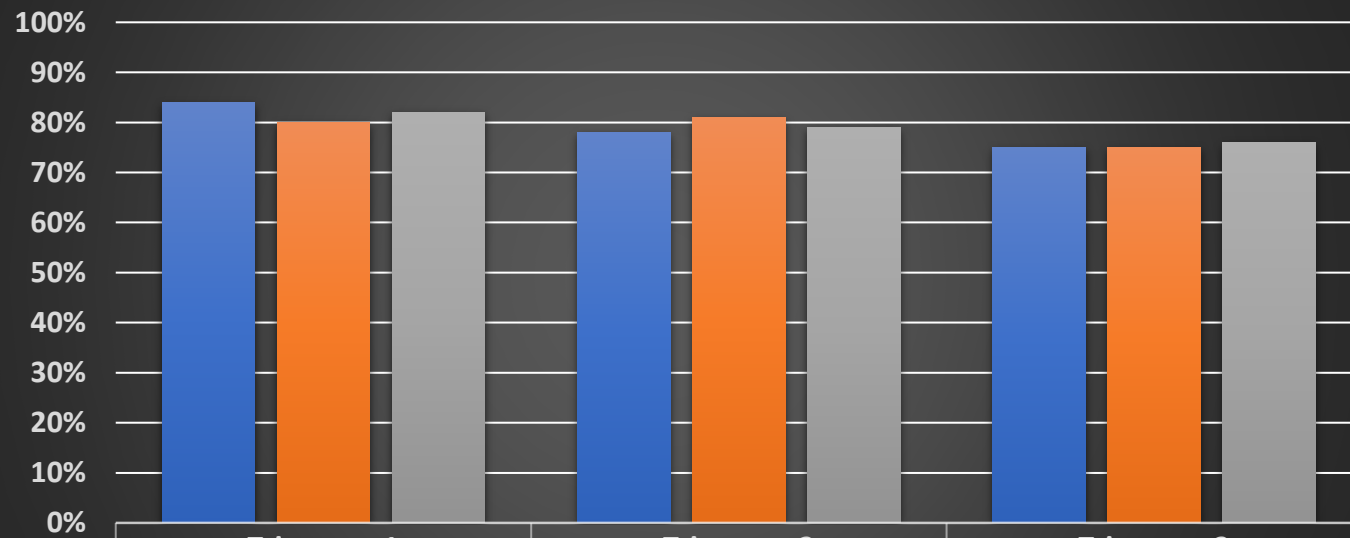
## RATING OF GOAL PROGRESS

An early warning system and interventions to help students to get on and stay on track

- For class of 2027 (current 10th graders), trimester to trimester on track rate shows steady decline.
- This indicates that the early warning system to identify students who are not on track and provide support get on track needs additional work.

# ELA, MATH, & SCIENCE PASSING RATE BY TRIMESTER: 2023-2024 SCHOOL YEAR

ELA Math and Science Passing Rate | by Trimesters | Class of 2027



	Trimester 1	Trimester 2	Trimester 3
■ ELA	84%	78%	75%
■ Math	80%	81%	75%
■ Science	82%	79%	76%

- For class of 2027 (current 10th graders), trimester to trimester percent of students passing ELA and Math shows a steady decline.
- Percent of students passing math from trimester 1 to trimester 2 was increased.
- This indicates that early warning system to identify students who need support in ELA and Math needs adjustments

# CORE INSTRUCTION: NEXT STEPS

- Professional Learning Teams (PLT) work to analyze student data to inform instruction.
- Continue focus on implementation of core curriculum materials and updating core curriculum materials as needed.
- Continue supporting teachers with professional development to understand rigor of the state standards and maximize implementation of core materials.
- Continued and increase use of state benchmark assessments in mathematics.

# INTERVENTION: STEPS TO IMPROVE THE EARLY WARNING SYSTEM FOR 9th GRADE ON TRACK

- **STAR Test Goal Setting for Growth (ELA and Math)**
  - Expand STAR assessments to monitor progress.
  - Targeted PLC collaboration using STAR data to identify students needing support.
- **Early Intervention Strategies**
  - Increase student participation in targeted Enhancement/Intervention sessions (E/I & Hawk Time).
  - Meet with students and families of students who need to close the gap and develop individual action plans at each trimester.
  - Weekly grade level team meetings to review academic and attendance data.

# INTERVENTION: STEPS TO IMPROVE THE EARLY WARNING SYSTEM FOR 9th GRADE ON TRACK

- **Credit Recovery**
  - Extended trimester grading periods
  - Credit Recovery support throughout the school day
  - After school tutoring
  - Saturday school

# NEXT STEPS

- **Extend early warning systems to middle schools by vertical alignment with during 8th to 9th transition meetings to identify students who need additional support and create individual plans for successful entry into high school.**

# Celebrating PSD Superstars



**Celebrando a las Superestrellas del PSD**

**Board Meeting: March 11, 2025**

**Item No. : 12**

**Future Agenda Items**

<b>March 25, 2025</b>			
<b>Study/Retreat</b>	<b>Reports/Discussion/Updates</b>	<b>Action Item</b>	<b>Consent Agenda</b>
State of the School Review Session #2	Dual Language		
	School Celebrations: STAR Student Growth Percentiles		
	Long Term Facilities Management Planning Process Update		
<b>April 8, 2025</b>			
<b>Study/Retreat</b>	<b>Reports/Discussion/Updates</b>	<b>Action Item</b>	<b>Consent Agenda</b>
Board Retreat			