

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

Meeting Date: Wednesday, April 23, 2025
Time: 5:30 p.m.
Location: District Administration Building
Remote Viewing Access: <https://bit.ly/3RId2T3>
Remote Public Comment Sign-Up Form: <https://bit.ly/3dn9dyk>
Interpretación al español estará disponible.

AGENDA

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

2. **Pledge of Allegiance**

3. **Special Recognition**

A. School Bus Driver Appreciation

DR. TRACI PIERCE

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

5. **Consent Items**

Approval of Board Minutes

A. Minutes of School Board Meeting April 9, 2025

Human Resources Reports

A. Personnel Actions – Certificated, Classified, and Extracurricular

B. Out of Endorsement Teacher Plans

Business Office Items

A. Budget Status Report Ending March 31, 2025

B. Payroll and Vouchers Ending March 31, 2025

K-12 Education Items

A. 2025 - 2026 Athletic User Fees

B. 2025 - 2026 Middle School ASB Fees and Yearbook Prices

C. 2025 - 2026 High School ASB Fees and Yearbook Prices

D. 2025 - 2026 High School Athletic Admission Prices

Teaching and Learning Reports

A. Recommendation Instructional Material

B. Multilingual Education Program

C. Highly Capable Program Plan

6. **Communications Follow-up**

7. **Superintendent/Board Member Report**

8. **Reports and Discussions**

- A. Transportation: Annual Bus Purchase Plan
- B. 2025-2026 General Fund Preliminary Budget

**APRIL HEISER
DR. TOM BRILLHART**

9. **Unfinished Business**

None

10. **New Business**

- A. K-12 Online Learning Materials
- B. Digital Citizenship and Media Literacy Instructional Materials
- C. Artificial Intelligence (AI) Guidance

ALYSSA ST. HILAIRE

11. **Next Meeting Agenda**

- A. K-12 Student Goal Report: All Students are Safe, Known, and Valued
- B. Social Emotional Learning: Expectations and Outcomes

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

13. **Adjourn**

KENNEWICK SCHOOL DISTRICT NO. 17
SCHOOL BOARD MEETING
Administration Building
April 9, 2025

M I N U T E S

MEMBERS PRESENT

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

Student Representative-Elect: Diego Anguiano

Cabinet Members: Matt Scott, Assistant Superintendent of K-12 Education; Alyssa St. Hilaire, Assistant Superintendent of Teaching & Learning; Dr. Thomas Brillhart, Assistant Superintendent of Operations; Robyn Chastain, Executive Director of Communications and Public Relations; and Eric Veach, Executive Director of Information Technology.

Other Guest(s): Paul Brachvogel, District Legal Counsel

CALL TO ORDER

President Gabe Galbraith called the meeting to order at 5:30 p.m. and led the Pledge of Allegiance with approximately 38 online and in-person staff and guests.

COMMUNICATIONS FROM PARENTS, STAFF, AND RESIDENTS

Annette Rose thanked the Board for taking a stand on Title IX and being fiscally responsible and commented on PE credit for students playing sports.

Hayley Hoyt thanked the Board for standing up for girls.

Tina Gregory thanked the Board for standing up for girls and supporting that boys are not allowed in girls' sports, locker rooms, and bathrooms.

Adreana Amya thanked the Board for standing up for girls in women's sports.

JoJo Davis presented Diego Anguiano with a certificate thanking him for coming to Highlands Middle School to encourage students and for being selected as the Student Representative-elect.

J. Polcha thanked the Board for writing the letter regarding boys playing girls' sports.

Lisa Peppard commented on transgender athletes and encouraged the Board to focus on things like funding.

Lawanda Hatch commented on equity; equal rights; diversity, equity, and inclusion (DEI); and Title IX.

Marissa Dunfee supported the Board's recent Title IX complaint against the Washington State Superintendent, Chris Reykdal.

CONSENT ITEMS

Motion by Dr. Josh Miller to approve the consent items as presented.

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

Motion carried 5-0.

The consent items were as follows:

- Minutes of Regular Board Meeting March 26, 2025
- Personnel Actions – Certificated, Classified, and Extracurricular
- Budget Status Report Ending February 28, 2025
- Payroll and Vouchers Ending February 28, 2025

COMMUNICATIONS FOLLOW-UP

President Galbraith updated the Board on their complaint, stating that the letter had made its way to the White House. He shared that the last update he heard was that the Department of Education is reviewing the request for an investigation and will let the White House know of its decision in the next few days.

SUPERINTENDENT/BOARD MEMBER REPORT

Student Representative to the Board Annie Maltos reported attending the Superintendent Student Advisory Council today and meeting with Dr. Pierce and Diego Anguiano to discuss how to promote the Student Representative and Student Representative Elect positions.

Student Representative-elect to the Board, Diego Anguiano, shared that he visited Highlands Middle School and attended a breakfast with the Migrant Graduation Specialist.

Board Member Brittany Gledhill reported attending the Migrant Parent Advisory Council and the Council of Governments and visiting ECEAP. She provided a legislative update to the Board before being excused to leave the meeting at 6:02 p.m.

Superintendent Dr. Traci Pierce shared that she visited ECEAP and Hawthorne. She gave an update on the Academic Excellence Awards Banquet and asked the Board to sign up for

which graduations they will attend.

Board Member Mike Connors reported that two of the Career and Technical Education (CTE) bills passed out of the Senate today and will hopefully be signed by the Governor.

Board Member Dr. Josh Miller shared that he met with Representative Dan Newhouse and discussed some of the needs and concerns in the Kennewick School District, like the Title IX complaint. He also discussed celebrating students, parents, and staff at the Academic Excellence Awards Banquet.

Board Member Micah Valentine reported attending high school sporting events and eating school lunch with Dr. Brillhart at a few schools. He shared that he went on several podcasts and news sources with President Galbraith, talking about Title IX and standing up for girls' sports. He closed by sharing an email from a community member regarding boys' and girls' sports.

President Gabe Galbraith reported doing lots of interviews. He stated that he appreciated all that Dr. Brillhart and the staff are doing on the district budget. He listened to Chris Reykdal's webinar this week and commented on Title IX and the importance of our school district prioritizing real boundaries, real biology, and real protection for our students.

REPORTS AND DISCUSSIONS

Annual Human Resources Report

Dr. Tom Brillhart, Assistant Superintendent of Operations, presented the annual human resources report. He shared current staff statistics; recruiting, hiring, and retention efforts; annual staff survey data; staff recognition efforts; and professional growth and evaluation systems. He also discussed a new formula for calculating staff and retention rates.

UNFINISHED BUSINESS

None

NEW BUSINESS

None

NEXT MEETING AGENDA

The Board reviewed items for the next meeting agenda:

- A. Study Session
 - 1. Preliminary Levy Planning
- B. Business Meeting
 - 1. Preliminary Budget 2025-26

2. Online Learning Platform/Materials Recommendation
3. Artificial Intelligence Guidance
4. Digital Citizenship Learning Materials
5. Transportation – Annual Bus Purchase Plan

EXECUTIVE SESSION

President Gabe Galbraith announced an end to the business portion of the meeting at 7:08 p.m. He moved the Board into executive session at 7:10 p.m. per RCW 42.30.110 (1) (i) to discuss a legal issue for approximately 30 minutes. Mr. Galbraith noted that no further formal action would be taken.

OTHER BUSINESS AS AUTHORIZED BY LAW.

Mr. Galbraith reconvened the regular session of the Board at 7:40 p.m. There being no further business, the Board adjourned at 7:40 p.m.

RECORDING SECRETARY

PRESIDENT OF THE BOARD

SECRETARY OF THE BOARD

Approved: April 23, 2025

CERTIFICATED PERSONNEL

ELECTIONS, LEAVES OF ABSENCE, TRANSFERS AND TERMINATIONS

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

DATE: Wednesday, April 23, 2025

EXHIBIT A

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>FTE</i>	<i>Date</i>
NEW POSITIONS						
REHIRE						
REPLACEMENT	Joel Ledesma	Park MS	Asst. Principal	Kelly move	1.0	Contingent on Cert
	Maren Benedict	KeHS	Asst. Principal	Wood retirement	1.0	7/1/2025
LEAVE OF ABSENCE	Sydney Blackman	Special Services	Speech Language Pathologist	Requesting LOA	1.0	Eff. 4/28 - 5/27/25
	Leslie Bravo Reisch	Westgate	Teacher - Elem	Requesting LOA	1.0	11/26/25- 1/4/26
	Shelby Kinner	Westgate	Teacher - Elem	Requesting LOA	1.0	1/9/26- 2/17/26
	Tiara Cox	Special Services	Speech Language Pathologist	Requesting LOA	1.0 to .8	2025-26
LEAVE OF ABSENCE REPLACEMENT						
RETIREMENTS	Natalie Lahti	Amistad	Asst. Principal		1.0	6/30/2025
RESIGNATIONS	Daniel Sonderland	DHMS	Teacher - MS Spec. Svcs.		1.0	8/22/2025
IN DISTRICT TRANSFERS	Kaycee Ferguson	Chinook to Teaching & Learning	MS Teacher to Sec. Humanities Specialist	Program Need	1.0	2025-26

CLASSIFIED PERSONNEL ELECTIONS, LEAVES OF ABSENCE AND TERMINATIONS

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

DATE: April 23, 2025

EXHIBIT B

	<i>Name</i>	<i>School</i>	<i>Position</i>	<i>Justification</i>	<i>Hours</i>	<i>Date</i>
NEW POSITIONS	Rosa Valenzuela	Amistad	Para/SS/Resource Room	Program Need	6	4/15/2025
REPLACEMENT	Mathew Grimsley	Transportation	Bus Driver		5.0	3/27/2025
	Jason Ruegsegger	Transportation	Bus Attendant		3.58	4/7/2025
	Alexandrea Wilson	Business Office	ASB Receipting Secretary	Replaces Brandy Scott	8.0	4/16/2025
	Ashley Hendrix	Southgate	Para/FP/LAP/BE	Replaces Alycia Silverthorn	6.25	4/14/2025
	Alekzander Aguayo	Highlands	Para/SS/Resource Room	Replaces Michelle White	6.0	4/21/2025
	Kerrie Flannery	Amistad	Cook	Replaces Andrea Salgado	6.0	4/21/2025
	Yasmin Marquez Chavez	Vista	Cook	Replaces Christina Hill	6.0	4/22/2025
	Dennis Stuart	Amistad	Para/SS/LifeSkills	Replaces Reyna Gonzalez	6.50	4/8/2025
	Rosa Patino Garduno	Transportation	Bus Attendant		4.58	4/7/2025
	Richard Nordness	Transportation	Bus Driver		4.17	4/8/2025
REHIRE						
RESIGNATION	William Thompson	Tri-Tech	Assistant Instructor	To teach	8.0	8/20/2025
	Jose Barreras	Vista	Para/SS/Tier II Behavior		6.0	4/21/2025
	Cynthia Taylor	Sage Crest	Cook		3.0	4/11/2025
	Melanie Clifford	Transportation	Bus Driver		4.75	5/2/2025
	Rhapsodi Escobar	Amon Creek	Para/SS/Tier II Autism		6.0	4/11/2025
LEAVE OF ABSENCE	Carter Evans	Chinook	Para/FP/LAP	Until 5/5/2025	6.0	4/7/2025
	Jordan McClellan Moreno	Lincoln	Para/SS/Tier III Autism	From medical LOA; until 8/27/2025	6.5	4/11/2025
	Christina Hill	Vista	Cook	Up to one year	6.0	3/31/2025
RESIGNED FROM LOA	Lisette Guzman Garcia	N/A	Para	To sub teach	N/A	4/18/2025
RETIREMENT	Cindy Schwartz	Ridge View	Para/FP/BE/LAP		5.50	7/31/2025
	Carol Fanin	Facilities Services	Facilities Services Secretary		8.0	8/31/2025
	Shannon Lien	KDC	Para/SS/Preschool		5.0	8/20/2025
	Rebecca Garcia	Kennewick	Attendance Secretary		8.0	8/20/2025

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

RETURN FROM LOA						
TERMINATION						

CHANGES IN ASSIGNMENT

<i>Name</i>	<i>Department</i>	<i>New Assignment</i>	<i>Old Assignment</i>	<i>Date</i>



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Toni Neidholdt, Director of Human Resources *Toni Neidholdt*
RE: Out of Endorsement Plans

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

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

NAME	CERT #	ENDORSEMENTS	BUILDING	GRADES	SUBJECT(s)
Bell, Alexander	544116G	Emergency Sub	Wa	K-5	Sped - Autism
Birdwell, Katlyn	579338E	Bus & Mrktg	Legacy	9-12	
Buchanan, Deborah	553508C	Elem Ed	KaHS	9-12	Art
Byrd, Kayla	591380A	Elem Ed	S Crest	K-5	Library Media
Castro, Rosario	586456F	Elem Ed	Park	7th	Dual History
Driver, Matt	601524B	Health/Fitness	Chinook	6-8	Sped
Farias, Laryssa	577238R	Emergency Sub	C View	K	Kindergarten
Garcia, Savannah	594034A	Biology	SSV	4th	4th grade
Greenup, Nina	585485F	Elem Ed	C View	K-5	PE
Lowrance, Dustin	605497G	Eng. Lng. Arts	KaHS	9-12	Social Studies
Maxwell, Susie	606600E	Emergency Sub	A Creek	5th	5th grade
McCain, Michelle	594114A	Elem Ed	S Crest	K-5	Reading
McEwen, Alyssa	468101A	Substitute	A Creek	K-5	PE
Mearns, Ashlee	546521F	Elem Ed	DHMS	6-8	Sped/Resource Room
Montgomery, Anne	593719H	Substitute	Chinook	7th	Math
Philp, Jennifer	570209G	Elem Ed	SSV	K-5	Sped/Resource Room
Reiboldt, Deana	409715J	Elem Ed	Chinook	6-8	PE/Health
Robertson, Ashley	607475A	Elem Ed	Wgate	K-5	Reading
Rockefeller, Jill	549866B	Elem Ed	HMS	6-8	Sped
Rogers, Edward	587440R	CTE/Elem Ed	Park	6-8	Technology
Salinas, Jeremy	557721H	Emergency Sub	SrHS	9-23	Biology/Forensic Science
Sandifer, Kelly	590487E	Elem Ed	C View	K-5	PE
Teeples, Natalie	567368F	Elem Ed	C View	K-5	PE



To: Kennewick School Board Members

From: Brandon Lord, Fiscal Officer

Re: Budget Status Report

Attached are the Budget Status Reports through, March 31, 2025

			PERCENTAGE TO BUDGET
GENERAL FUND	BUDGET		
Revenues	322,590,287.00	179,513,919.73	0.56
Expenditures	328,136,352.00	184,913,506.92	0.56
CAPITAL PROJECTS FUND			
Revenues	14,250,100.00	6,491,772.04	0.46
Expenditures	24,050,000.00	5,499,685.38	0.23
DEBT SERVICE FUND			
Revenues	18,499,350.00	9,407,416.14	0.51
Expenditures	18,560,000.00	15,161,009.38	0.82
ASSOCIATED STUDENT BODY FUND			
Revenues	3,261,010.00	1,400,489.35	0.43
Expenditures	3,464,602.00	988,945.57	0.29
SELF-INSURED WORKERS COMP / DENTAL FUND BALANCE			
Revenues	1,700,000.00	11,406.50	0.01
Expenditures	2,785,000.00	956,913.20	0.34
TRANSPORTATION VEHICLE FUND			
Revenues	1,503,000.00	11,278.57	0.01
Expenditures	1,800,000.00	0.00	0.00

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	23,225,250.00	1,274,662.59	11,824,667.28	0.00	11,400,582.72	49.08
2000	Local State Non-Tax	2,312,717.00	175,855.94	1,785,998.04	0.00	526,718.96	22.77
3000	State Revenues	200,323,293.00	17,102,962.05	113,602,516.28	0.00	86,720,776.72	43.29
4000	State Revenues Special Purpose	64,093,485.00	5,927,248.19	37,918,775.14	0.00	26,174,709.86	40.83
5000	Federal Revenues	0.00	0.00	0.00	0.00	0.00	0.00
6000	Other Revenue	31,681,806.00	2,405,987.19	13,893,682.68	0.00	17,788,123.32	56.14
7000	Sale of Bonds	624,271.00	0.00	258,088.71	0.00	366,182.29	58.65
8000	Sale of Property & Equipment	329,465.00	17,953.20	230,191.60	0.00	99,273.40	30.13
Total Revenues/Other Fin. Sources		322,590,287.00	26,904,669.16	179,513,919.73	0.00	143,076,367.27	44.35
B. Expenditures							
00	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
01	Basic Education	168,503,555.00	14,428,466.58	95,401,739.60	2,800,203.16	70,301,612.24	41.72
02	Alternative Learning Exp	4,027,448.00	332,425.22	2,297,045.98	7,010.21	1,723,391.81	42.79
03	Dropout Reengagement	760,000.00	146,854.40	663,091.70	99,737.60	-2,829.30	0.37
09	TK Education	276,398.00	24,091.21	160,073.99	0.00	116,324.01	42.08
10	TBD	0.00	0.00	0.00	0.00	0.00	0.00
11	Federal Stimulus	0.00	0.00	0.00	0.00	0.00	0.00
12	TBD	0.00	0.00	0.00	0.00	0.00	0.00
13	Fiscal Stabilization	0.00	0.00	-23,774.31	0.00	23,774.31	0.00*
14	IDEA Stimulus	0.00	459.82	7,531.10	0.00	-7,531.10	0.00*
18	Mckinney Vento	0.00	0.00	0.00	0.00	0.00	0.00
19	ARRA	0.00	0.00	0.00	0.00	0.00	0.00
21	Special Education State	37,356,092.00	3,194,645.41	21,811,645.76	776,643.56	14,767,802.68	39.53
22	SPED St Inf/Toddlers	0.00	0.00	0.00	0.00	0.00	0.00
23	SPED-ARP-IDEA	0.00	0.00	0.00	0.00	0.00	0.00
24	Special Education Supp Fed	3,853,068.00	301,328.26	2,180,765.16	745,973.80	926,329.04	24.04
29	Special Education Other	16,214.00	643.20	3,343.86	0.00	12,870.14	79.37
31	Vocational Basic State	9,102,487.00	1,053,892.44	5,473,498.97	293,982.87	3,335,005.16	36.63
34	Vocational M S	1,289,580.00	97,098.58	721,085.22	46,178.80	522,315.98	40.50
38	Vocational Federal	118,380.00	25,042.16	64,670.21	0.00	53,709.79	45.37
39	Vocational Other	45,898.00	4,304.74	29,296.31	0.00	16,601.69	36.17

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
45	Skills Center Basic State	6,368,681.00	500,577.13	3,565,600.22	321,052.92	2,482,027.86	38.97
46	Skills Center Federal	84,428.00	6,018.25	85,925.59	1,400.00	-2,897.59	3.43
51	Disadvantaged Fed	6,443,593.00	465,732.88	3,218,027.81	9,751.67	3,215,813.52	49.90
52	School Improvement Fed	1,208,446.00	157,399.15	674,328.26	16,025.00	518,092.74	42.87
53	Migrant Federal	2,486,616.00	186,205.86	1,336,695.55	594.66	1,149,325.79	46.22
55	Learning Assistance	11,420,394.00	959,783.04	7,063,575.68	455,878.95	3,900,939.37	34.15
56	Inst. Center & Homes Delin	518,127.00	37,217.98	262,977.62	595.09	254,554.29	49.12
57	Inst Neglected & Delinq	0.00	0.00	185.89	0.00	-185.89	0.00*
58	Special & Pilot Programs State	1,921,111.00	35,924.98	117,123.67	6,149.07	1,797,838.26	93.58
59	St Institution Co Jail	43,208.00	2,482.52	17,986.95	0.00	25,221.05	58.37
64	Limited English Porficiency	569,227.00	29,835.55	221,228.99	0.00	347,998.01	61.13
65	Transitional Bilingual State	4,664,567.00	412,247.97	2,529,869.59	59,532.22	2,075,165.19	44.48
66	Student Achievement	0.00	0.00	0.00	0.00	0.00	0.00
73	Summer School	53,495.00	0.00	0.00	0.00	53,495.00	100.00
74	Highly Capable	537,218.00	47,358.14	314,534.66	0.00	222,683.34	41.45
75	Flexible Education State	20,000.00	0.00	0.00	0.00	20,000.00	100.00
79	Instructional Programs Other	3,029,108.00	32,376.06	171,626.01	179,919.39	2,677,562.60	88.39
86	Community Schools	37,675.00	2,684.30	11,084.87	0.00	26,590.13	70.57
88	Day Care	3,189,632.00	234,995.77	1,658,659.29	70,790.07	1,460,182.64	45.77
89	Other Community Service	111,059.00	5,114.34	14,509.45	66,306.00	30,243.55	27.23
97	Districtwide Support	35,123,961.00	2,683,721.95	21,069,193.32	4,093,701.79	9,961,065.89	28.35
98	Food Services	13,250,664.00	1,014,866.43	7,217,936.29	2,286,232.80	3,746,494.91	28.27
99	Pupil Transportation	11,706,022.00	912,755.24	6,572,423.66	493,622.46	4,639,975.88	39.63
Total Expenditures		328,136,352.00	27,336,549.56	184,913,506.92	12,831,282.09	130,391,562.98	39.73
C. Other Fin. Uses Trans. Out (GL 536)		0.00	0.00	0.00			
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-5,546,065.00	-431,880.40	-5,399,587.19		12,684,804.28	0.00

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - General Fund

Location 000

Report Date: 03/31/2025

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
F. Total Beginning Fund Balance	0.00		56,017,673.36			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-5,546,065.00		50,618,086.16			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 821 Rest for C/O of Restricted Rev	0.00		1,069,845.18			
GL 825 Restricted Skill Centers	0.00		666,947.00			
GL 828 Restricted C/O Food Service	0.00		0.00			
GL 831 Restricted Emp Comp Absences	0.00		0.00			
GL 840 Nonsp Fd Bal Inventory/Prepaid	0.00		848,718.89			
GL 862 Restricted from Levy Proceeds	0.00		0.00			
GL 863 Restricted from State Proceeds	0.00		0.00			
GL 870 Committed to Other Purposes	0.00		0.00			
GL 872 Committed To Economic Stabiliz	0.00		0.00			
GL 875 Assigned to Contingencies	0.00		34,091,471.29			
GL 884 Assigned to Capital Projects	0.00		2,000,000.00			
GL 888 Assigned to Other Purposes	0.00		930,691.00			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 891 Unassigned Minimum Fd Bal Poli	0.00		16,410,000.00			
GL 890 Unreserved/ Fund Balance	-5,546,065.00		-5,399,587.19			
	-5,546,065.00		50,618,086.17			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2025

REPORT DATE: 03/31/2025

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
000	Not Applicable	0.00	0.00	0.00	0.00
011	Board Of Directors	161,707.67	401,031.00	78,250.00	161,073.33
012	Superintendent Office	295,404.79	538,252.00	0.00	242,847.21
013	Business Office	1,111,102.46	2,087,000.00	129,325.30	846,572.24
014	Human Resources	1,024,134.30	1,367,025.00	60,797.29	282,093.41
015	Public Relations	362,773.68	654,852.00	80,140.22	211,938.10
021	Supervision	3,117,296.12	5,745,311.00	48,973.89	2,579,040.99
022	Learning Resources	1,673,982.16	5,253,563.00	6,777.09	3,572,803.75
023	Principals	11,347,468.65	20,424,698.00	9,500.14	9,067,729.21
024	Counseling	6,398,838.17	10,775,671.00	378,477.58	3,998,355.25
025	Pupil Mgnt & Safety	3,207,317.23	6,051,589.00	6,661.75	2,837,610.02
026	Health Services	7,043,639.62	11,587,686.00	560,685.72	3,983,360.66
027	Teaching	108,674,101.49	187,891,994.00	4,234,357.96	74,983,534.55
028	Extra Curricular	3,184,327.53	4,553,066.00	73,526.50	1,295,211.97
031	Professional Development	4,176,094.10	9,756,865.00	133,805.00	5,446,965.90
032	Inst Technology Equip	633,876.15	1,267,120.00	20,258.53	612,985.32
033	Curriculum	791,715.84	1,883,273.00	72,719.80	1,018,837.36
034	Professonal Learning State	0.00	2,174,519.00	0.00	2,174,519.00
035	Pupil Safety	1,196,267.58	1,849,698.00	360,592.00	292,838.42
041	Food Service Supervision	1,040,897.41	1,646,525.00	536,168.67	69,458.92
042	Food	2,343,789.16	4,486,152.00	1,596,031.51	546,331.33
043	Commodities	0.00	0.00	0.00	0.00
044	Food Service Operations	3,869,765.31	7,206,910.00	198,202.62	3,138,942.07
049	Transfers	-36,233.50	0.00	0.00	36,233.50
051	Transportation Supervision	607,071.50	1,014,842.00	6,591.56	401,178.94
052	Transportation Operations	4,137,792.16	7,511,824.00	430,967.97	2,943,063.87
053	Transportation Maintenance	612,853.02	1,115,543.00	56,062.93	446,627.05
054	Transportation Maintenance	0.00	0.00	0.00	0.00
055	Transportation Maintenance	0.00	0.00	0.00	0.00
056	Transportation Insurance	324,365.06	361,100.00	0.00	36,734.94
058	TBD	0.00	0.00	0.00	0.00
059	Transfers	-253,371.88	-318,920.00	0.00	-65,548.12
061	Maintenance Supervision	410,033.89	948,779.00	0.00	538,745.11
062	Maintenance Grounds	1,029,139.35	2,373,720.00	308,019.63	1,036,561.02
063	Operations Buildings	4,086,628.49	7,163,412.00	15,751.80	3,061,031.71
064	Maintenance Of Bldg & Equip	2,728,068.30	5,319,283.00	557,763.78	2,033,450.92
065	Utilities	2,346,539.24	4,127,000.00	0.00	1,780,460.76

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by Activity

FISCAL YEAR: 2025

REPORT DATE: 03/31/2025

Activity		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
067	Bldg Security	31,829.31	95,000.00	11,101.62	52,069.07
068	Insurance	3,558,221.64	3,861,500.00	0.00	303,278.36
072	Data Processing	2,888,428.33	5,340,664.00	2,727,282.25	-275,046.58
073	Printing	340,454.15	454,620.00	40,145.73	74,020.12
074	Warehouse	357,133.79	733,829.00	3,792.58	372,902.63
075	Motor Pool	78,969.78	387,181.00	88,550.67	219,660.55
083	Interest	0.00	6,500.00	0.00	6,500.00
091	Public Activities	11,084.87	37,675.00	0.00	26,590.13
Total:		184,913,506.92	328,136,352.00	12,831,282.09	130,391,562.99

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

KENNEWICK SCHOOL DISTRICT
Current Expenditure Budget by State Object

FISCAL YEAR: 2025

REPORT DATE: 03/31/2025

State Object		Expenditures Year-to-Date	Current Budget	Encumbered	Over/Under
0	Debit Transfer	415,602.09	472,370.00	0.00	56,767.91
1	Credit Transfer	-415,602.09	-472,370.00	0.00	-56,767.91
2	Certificated Salaries	87,034,871.82	150,804,184.00	0.00	63,769,312.18
3	Classified Salaries	29,726,860.80	53,717,672.00	0.00	23,990,811.20
4	Benefits & PR Taxes	42,095,610.32	75,784,515.00	0.00	33,688,904.68
5	Supplies	5,290,785.37	13,708,757.00	1,883,626.57	6,534,345.06
7	Contract Services	20,034,420.24	32,858,243.00	8,950,058.65	3,873,764.11
8	Travel	360,754.89	751,053.00	120.00	390,178.11
9	Capital Outlay	370,203.48	511,928.00	1,997,476.87	-1,855,752.35
Total:		184,913,506.92	328,136,352.00	12,831,282.09	130,391,562.99

Report Selection:

GLK_KEY_MSTR.[glk_grp_part01] = '01'

Kennewick SD #17
Budget Status - Capital Projects Fund

Location 000

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	4,750,100.00	251,853.74	2,327,628.40	0.00	2,422,471.60	51.00
2000	Local State Non-Tax	600,000.00	97,691.15	1,351,180.81	0.00	-751,180.81	125.19
4000	State Revenues Special Purpose	8,900,000.00	0.00	2,061,574.87	0.00	6,838,425.13	76.83
6000	Other Revenue	0.00	0.00	751,387.96	0.00	-751,387.96	0.00*
7000	Sale of Bonds	0.00	0.00	0.00	0.00	0.00	0.00
9000	Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		14,250,100.00	349,544.89	6,491,772.04	0.00	7,758,327.96	54.44
B. Expenditures							
10 - Sites		2,000,000.00	0.00	11,041.26	0.00	1,988,958.74	99.44
20 - Buildings		12,450,000.00	196,905.61	1,904,355.38	6,291,838.81	4,253,805.81	34.16
30 - Equipment		9,600,000.00	1,982,687.66	3,584,288.74	1,779,426.40	4,236,284.86	44.12
Total Expenditures		24,050,000.00	2,179,593.27	5,499,685.38	8,071,265.21	10,479,049.41	43.57
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-9,799,900.00	-1,830,048.38	992,086.66		-2,720,721.45	0.00
F. Total Beginning Fund Balance		0.00		37,120,507.13			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-9,799,900.00		38,112,593.79			
I. Ending Fund Balance Accounts							
GL 810 Restricted for Other Items		0.00		0.00			
GL 825 Restricted Skill Centers		0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Capital Projects Fund

Location 000

Report Date: 03/31/2025

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 861 Restricted from Bond Proceeds	0.00		0.00			
GL 862 Restricted from Levy Proceeds	0.00		3,805,882.58			
GL 863 Restricted from State Proceeds	0.00		22,705,089.24			
GL 888 Assigned to Other Purposes	0.00		0.00			
GL 889 Assigned to Fund Purposes	0.00		10,609,535.31			
GL 890 Unreserved/ Fund Balance	-9,799,900.00		992,086.66			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Debt Service Fund

Location 000

Report Date: 03/31/2025

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources						
1000 Local Revenues	18,499,350.00	1,012,875.58	9,407,416.14	0.00	9,091,933.86	49.14
9000 Long-Term Financing	0.00	0.00	0.00	0.00	0.00	0.00
9999 Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources	18,499,350.00	1,012,875.58	9,407,416.14	0.00	9,091,933.86	49.14
B. Expenditures						
92	6,530,000.00	0.00	3,131,009.38	0.00	3,398,990.62	52.05
11 Debt Principal	12,030,000.00	0.00	12,030,000.00	0.00	0.00	0.00
Total Expenditures	18,560,000.00	0.00	15,161,009.38	0.00	3,398,990.62	18.31
C. Other Fin. Uses Trans. Out (GL 536)						
D. Other Financing Uses (GL535)	0.00	0.00	0.00			
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)	-60,650.00	1,012,875.58	-5,753,593.24		5,692,943.24	0.00
F. Total Beginning Fund Balance	0.00		9,114,428.50			
G. GL 898 Prior Year Adjustments (+ or -)						
H. Total Ending Fund Balance (E + F + OR - G)	-60,650.00		3,360,835.26			
I. Ending Fund Balance Accounts						
GL 810 Restricted for Other Items	0.00		0.00			
GL 830 Restricted Debt Service	0.00		9,114,428.50			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-60,650.00		-5,753,593.24			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
		0.00	0.00	0.00	0.00	0.00	0.00
100	General Student Body	823,025.00	19.00	425,420.03	0.00	397,604.97	48.31
200	Athletics	917,796.00	130.00	655,425.09	0.00	262,370.91	28.58
300	Classes	116,030.00	0.00	7,419.39	0.00	108,610.61	93.60
400	Clubs	1,377,759.00	-38.00	297,252.94	0.00	1,080,506.06	78.42
600	Private Moneys	26,400.00	-50.00	14,971.90	0.00	11,428.10	43.28
Total Revenues/Other Fin. Sources		3,261,010.00	61.00	1,400,489.35	0.00	1,860,520.65	57.05
B. Expenditures							
100	General Student Body	859,175.00	49,814.68	240,614.07	51,738.00	566,822.93	65.97
200	Athletics	1,108,812.00	89,824.47	403,781.90	2,630.75	702,399.35	63.34
300	Classes	87,420.00	1,778.28	26,981.37	0.00	60,438.63	69.13
400	Clubs	1,369,095.00	69,668.14	303,048.40	41,556.83	1,024,489.77	74.82
600	Private Moneys	40,100.00	0.00	14,519.83	0.00	25,580.17	63.79
Total Expenditures		3,464,602.00	211,085.57	988,945.57	95,925.58	2,379,730.85	68.68
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-203,592.00	-211,024.57	411,543.78		-519,210.20	0.00
F. Total Beginning Fund Balance		0.00		1,873,533.35			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-203,592.00		2,285,077.13			
I. Ending Fund Balance Accounts GL 810 Restricted for Other Items		0.00		0.00			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - ASB Fund

Location 000

Report Date: 03/31/2025

	Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
GL 819 Restricted to Fund Purpose	0.00		1,873,533.35			
GL 889 Assigned to Fund Purposes	0.00		0.00			
GL 890 Unreserved/ Fund Balance	-203,592.00		2,285,077.13			
	-203,592.00		4,158,610.48			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Self Insurance

Location 000

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
1000	Local Revenues	0.00	0.00	0.00	0.00	0.00	0.00
2000	Local State Non-Tax	1,700,000.00	784.16	11,406.50	0.00	1,688,593.50	99.32
Total Revenues/Other Fin. Sources		1,700,000.00	784.16	11,406.50	0.00	1,688,593.50	99.32
B. Expenditures							
97	Districtwide Support	2,785,000.00	63,608.89	956,913.20	0.00	1,828,086.80	65.64
Total Expenditures		2,785,000.00	63,608.89	956,913.20	0.00	1,828,086.80	65.64
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-1,085,000.00	-62,824.73	-945,506.70		-139,493.30	0.00
F. Total Beginning Fund Balance		0.00		5,134,253.47			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-1,085,000.00		4,188,746.77			
I. Ending Fund Balance Accounts							
GL 889 Assigned to Fund Purposes		0.00		5,134,253.47			
GL 890 Unreserved/ Fund Balance		-1,085,000.00		-945,506.70			
		-1,085,000.00		4,188,746.77			

* Zero budget with charges against it.

Kennewick SD #17
Budget Status - Transportation Fund

Report Date: 03/31/2025

		Budget	MTD Actual	YTD Actual	Encumbrance	Balance	% Remaining
A. Revenue/Other Fin. Sources							
2000	Local State Non-Tax	3,000.00	1,379.87	11,278.57	0.00	-8,278.57	275.95
4000	State Revenues Special Purpose	1,500,000.00	0.00	0.00	0.00	1,500,000.00	100.00
9999	Transfers	0.00	0.00	0.00	0.00	0.00	0.00
Total Revenues/Other Fin. Sources		1,503,000.00	1,379.87	11,278.57	0.00	1,491,721.43	99.24
B. Expenditures							
99	Pupil Transport	0.00	0.00	0.00	0.00	0.00	0.00
99	Pupil Transport Equipmt Purc	1,800,000.00	0.00	0.00	3,364,657.46	-1,564,657.46	86.92
Total Expenditures		1,800,000.00	0.00	0.00	3,364,657.46	-1,564,657.46	86.92
C. Other Fin. Uses Trans. Out (GL 536)							
D. Other Financing Uses (GL535)							
E. Excess of Revenues/Other Fin. Srcs Over (Under) Expenditures And Other Fin Uses (A-B-C-D)		-297,000.00	1,379.87	11,278.57		3,056,378.89	0.00
F. Total Beginning Fund Balance		0.00		552,949.49			
G. GL 898 Prior Year Adjustments (+ or -)							
H. Total Ending Fund Balance (E + F + OR - G)		-297,000.00		564,228.06			
I. Ending Fund Balance Accounts							
GL 810 Restricted for Other Items		0.00		0.00			
GL 819 Restricted to Fund Purpose		0.00		552,949.49			
GL 889 Assigned to Fund Purposes		0.00		0.00			
GL 890 Unreserved/ Fund Balance		-297,000.00		11,278.57			

* Zero budget with charges against it.

KENNEWICK SCHOOL DISTRICT #17
Regular Board Meeting
4/23/2025

WARRANT REGISTEF Dated: 3/01/25 - 3/31/25

Warrant Type	Date	Numbers	Amount	Totals
General	10-Mar-25	400392	2,597.76	
	14-Mar-25	400393-400517	2,311,504.06	
	31-Mar-25	400518-400634	1,611,269.57	
	31-Mar-25	400635-400678	4,068,046.51	

Total Accounts Payable Warrants 7,993,417.90

03-Mar-25	Fed Tax Wire/B/C	432.20	
06-Mar-25	P/R Dir Dep Wire	912.17	
06-Mar-25	P/R Dir Dep Wire	1,318.42	
06-Mar-25	Fed Tax Wire/B/C	311.32	
10-Mar-25	P/R Dir Dep Wire	6,893.75	
10-Mar-25	Fed Tax Wire/B/C	1,740.06	
14-Mar-25	A/P EFT	19,570.58	
14-Mar-25	Capital One	40,821.76	
25-Mar-25	Use Tax	1,053.48	
25-Mar-25	Wire BMO	428,319.23	
31-Mar-25	A/P EFT	11,135.10	
31-Mar-25	Capital One	33,310.11	
31-Mar-25	Child Supp wire	8,798.72	
31-Mar-25	P/R Dir Dep Wire	11,478,557.87	
31-Mar-25	Fed Tax Wire/B/C	3,982,422.62	
31-Mar-25	P/R Dir Dep Wire	2,844,742.19	
31-Mar-25	WA Cares	248,825.70	
31-Mar-25	PFML	516,852.74	
Total Wire - Benton County			19,626,018.02
03-Mar-25	703139	2,305.52	
31-Mar-25	703140-703155	24,749.19	

Total Payroll General Warrants 27,054.71

Capital Projects	<u>Date</u>		
	3/14/2025	13042-13045	2,179,593.27
	3/25/2025	Wire BMO/DoR/EFT/	4,564.05

Total Capital Projects Warrants 2,184,157.32

ASB	<u>Date</u>		
	3/14/2025	66660-66686	48,991.88
	3/25/2025	Wire BMO/DoR/EFT/	149,041.26
	3/31/2025	66687-66715	23,907.08

Total ASB Warrants 221,940.22

Transportation/Vehicle Date

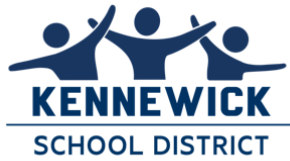
Total Transportation/Vehicle Warrants 0.00

Self Ins Wkrs Comp	<u>Date</u>		
	3/14/2025	1257-1259	45,132.43
	3/25/2025	Wire BMO/DoR/EFT	6,294.71
	3/31/2025	1260	12,181.75

Total Self Ins Wkrs Comp/Dental Fund 63,608.89

^ 4/18/2025

Total Warrants Issued 30,116,197.06 30,116,197.06



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Rhonda Pratt, Director of Secondary Education
RE: Athletic User Fees Middle School and High School 2025 - 2026

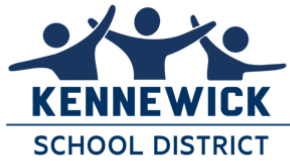
Per Board policy a 3520, Student Fees, Fines, and Charges, the Board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. The Athletic User Fees were established at the high school level in 1985 at \$25.00 per season and at the middle school in 1992 at \$15.00 per season. Fees were increased for the 2005-2006 and the 2009-2010 school years. Fees are waived or reduced for students whose families, by reason of low income, would have difficulty paying the full fee.

Recommended fees for the 2025-26 school year remain the same as current fees; there is no recommended increase.

<u>MIDDLE SCHOOL</u>	<u>2025 - 2026</u>
Student Fee per Sport (Season)	\$30.00
A student qualifying for free/reduced	\$0.00
<u>HIGH SCHOOL</u>	<u>2025 – 2026</u>
Student Fee per Sport (Season)	\$40.00
A student qualifying for free/reduced	\$0.00

Recommendation:

The Board approves the Athletic User Fees for the 2025-2026 school year as presented.



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Rhonda Pratt, Director of Secondary Education
RE: Middle School ASB Fees and Yearbook Prices 2025 - 2026

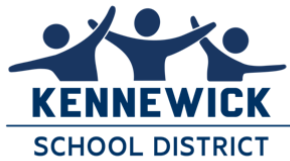
Per Board policy a 3520, Student Fees, Fines, and Charges, the Board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. Fees are waived or reduced for students whose families, by reason of low income, would have difficulty paying the full fee.

Recommended middle school ASB and yearbook fees for the 2025-26 school year remain the same as current fees; there is no recommended increase.

<u>ALL MIDDLE SCHOOLS</u>	<u>2025 - 2026</u>
ASB Card	\$15.00
ASB Card qualifying for free & reduced students	\$0.00
Yearbook	\$30.00*

Recommendation:

The Board approves the middle school Associated Student Body Fees and Yearbook prices for the 2025-2026 school year as presented. (*additional charges may be applied for yearbook prices if ordered after the cut-off date).



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Ronda Pratt, Director of Secondary Education
RE: High School ASB Fees and Yearbook Prices 2025 - 2026

Per Board policy 3520, Student Fees, Fines, and Charges, the Board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. Fees are waived or reduced for students whose families, by reason of low income, would have difficulty paying the full fee.

Recommended high school ASB and yearbook fees for the 2025-26 school year remain the same as current fees, with the exception of yearbook fees at the three comprehensive high schools. Recommended yearbook fees have increased by \$5.00 due to production costs.

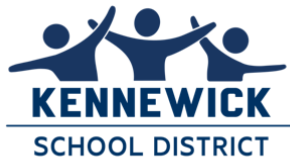
KAMIAKIN, KENNEWICK AND SOUTHRIDGE HIGH SCHOOLS	2020-2021	2021-2022	2022 - 2023	2023 - 2024	2025-2026
ASB Card (1 st & 2 nd Semester)	\$35.00	\$35.00	\$35.00	\$35.00	\$35.00
ASB Card (1 st & 2 nd Semester) <i>Qualifying for Free & Reduced</i>	\$12.00/\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Yearbook	\$55.00	\$55.00	\$60.00	\$60.00	\$65.00*

LEGACY HIGH SCHOOL	2020-2021	2021-2022	2022-2023	2023-2024	2025-2026
Yearbook	\$15.00	\$25.00	\$25.00	\$25.00	\$25.00*

MID-COLUMBIA PARTNERSHIP			2022-2023	2023-2024	2025-2026
Yearbook			\$20.00	\$25.00	\$25.00*

Recommendation:

The Board approves the Associated Student Body fees and Yearbook prices for high schools for the 2025-2026 school year as presented. (*additional charges may be applied for yearbook prices if ordered after the cut-off date.)



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Ronda Pratt, Director of Secondary Education
RE: High School Athletic Admission Prices 2025 - 2026

Per Board policy a 3520, Student Fees, Fines, and Charges, the Board delegates authority to the superintendent or designee to establish appropriate fees and procedures governing the collection of such fees and to make annual reports to the Board regarding fee schedules. Fees are waived or reduced for students whose families, by reason of low income, would have difficulty paying the full fee.

Recommended fees for the 2025-26 school year remain the same as current fees; there is no recommended increase.

KAMIAKIN, KENNEWICK AND SOUTHRIDGE HIGH SCHOOLS	ALL SPORTS 2025-2026
ADULTS	\$5.00
SENIOR CITIZENS (AGE 60)	\$3.00
STUDENTS <i>WITH</i> ASB (HOME)	FREE
K-12 STUDENTS <i>WITHOUT</i> HOME ASB OR AWAY	\$3.00
K-12 STUDENTS QUALIFYING FOR FREE & REDUCED	FREE
PRESCHOOL ACCOMPANIED BY ADULT	FREE

SPECIAL SEASON PRICES	2025-2026
Kamiakin High School	
Brave Card	\$50.00
Senior Citizen (<i>Age 60</i>) & Student Gold Card	\$25.00
Kennewick High School	
Pride Card (<i>All Sports Pass</i>)	\$50.00
Southridge High School	
Suns Card	\$50.00
All Sports Pass & Senior Citizens (<i>Age 60</i>) (<i>Pre-High School – All Home Games</i>)	\$25.00

Recommendation:

The Board approves the athletic admission and special season prices as presented.



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Alyssa St. Hilaire
RE: Recommendation of Instructional Materials

In compliance with Kennewick School District Policy #2310, the following instructional materials have gone through the approval process for the district and are now being presented to the Kennewick School District Board of Directors for approval and adoption. The materials have completed the review process involving faculty, parent/community members, and curriculum advisory committee, instructional material committee and the assistant superintendent of teaching and learning.

Recommendation:

See Attached: Instructional Materials Committee Recommendation

A handwritten signature in blue ink, appearing to read 'Alyssa St. Hilaire', with a long horizontal flourish extending to the right.

Alyssa St. Hilaire

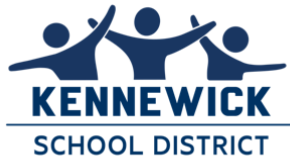
Assistant Superintendent of Teaching and Learning

AS/kml

April 23, 2025 – Board Meeting

INSTRUCTIONAL COMMITTEE MEETINGS

TITLE	AUTHOR	PUBLISHER	FORMAT	DATE PUBLISHED	GRADE LEVEL	DESCRIPTION	ACTION BY IMC
Alfreds Basic Adult Piano Course	W. Palmer, M. Manus & A. Lethco	Alfred Music	Book	06/01/11	9-12 th grade	Supplemental Material	RECOMMENDED
Sound Innovation Sound Development	B. Phillips & K. Moss	Alfred Music	Book & Digital	01/01/2012	9-12 th grade	Supplemental Material	RECOMMENDED
Sound Innovations Ensemble Development	P. Boonshaft & C. Bernotas	Alfred Music	Book & Digital	01/01/2012	9-12 th grade	Supplemental Material	RECOMMENDED
Essentials For Strings	G. Anderson	Neil a Kjos Music Co.	Book	09/23/1958	9-12 th grade	Supplemental Material	RECOMMENDED
Foundations For Superior Performance	J. King & R. Williams	Neil a Kjos Music Co.	Book	02/11/1998	9-12 th grade	Supplemental Material	RECOMMENDED



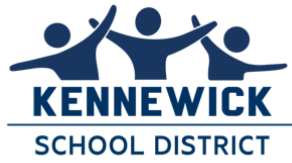
SCHOOL BOARD MEMORANDUM

Date: April, 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Sarah Del Toro, Director Learning Supports & Programs
RE: Multilingual Education Program

Per Title III grant assurances, formal Board approval is required for the Multilingual Education Program on a yearly basis. This year, our district has 3685 Multilingual Learners across all schools. We offer three language development programs: Dual Language, Supportive Mainstream, and Content-Based ESL. Dual language is K-8 and provides instruction in English and Spanish. Supportive Mainstream is K-12 and provides supports for language learners in all contents through high-leverage language development strategies. Content-Based ESL is 6-12 and provides content-based language development to newcomers in secondary who have had limited access to schooling. The following shares where each program is provided. Please note that these services are paid for out of a combination of Title I, LAP, Bilingual, and Basic Education.

- Dual Language:
 - Amistad
 - Eastgate
 - Fuerza
 - Highlands
 - Park
- Supportive Mainstream:
 - All buildings except for Eastgate and Fuerza (due to dual language school-wide)
- Content-Based ESL:
 - Highlands
 - Park
 - Kamiakin
 - Kennewick High

This year, our district received \$831,000, including carryover, for Title III. Title III is primarily used for professional learning centered on language development.




Attached: Title III grant application; Program Evaluation, Improvements, and Professional Learning Page


Recommendation:

The Board approves the Multilingual Education Program for the 2025-2026 school year as presented.

Form Name

FP 232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning

Back (/a1k8y000000Ig0BAAS?isdtp=vw) 

FP 232 - Title IIIA - Program Evaluation, Improvements, and Professional Learning 

Is Form Validated?

Yes

Last Modified By

Alyssa Ibañez (/apex/myProfileView?id=0058y000001CPUV)


LastModifiedDate

02/24/2025 8:53 AM

▲ Organization and Application Information

Organization Name	Application ID
Kennewick School District	AP-OSPI-4667
Application Title	Last Submitted On
ESEA Consolidated Grant Application (24-25)	09/25/2024 4:33 PM

▲ Program Evaluation

How will Title III funds be used to support the district's plans for improving services and outcomes for multilingual English learners this year? Please refer to the Program Evaluation and Improvement Plan outlined in this year's TBIP application (FP 219) 


We will continue GLAD based PD for all content and language development teachers. In the summer we will hold a 4 day workshop where teachers will create content and language integrated units aligned with WIDA standards. In addition, in-building ML specialists or language development instructional coaches will support LD with all teachers in all contents. Units with language expectations and objectives. New instructional materials and course projections for secondary newcomers with SLIFE profile. The newly hired Native American Education Liaison will support family engagement and student belonging in school through case management, home visits, and tribal collaboration.

▲ Districts with one or more buildings identified under WSIF

Districts with schools identified under WSIF should ensure that school improvement plans include goals and high leverage activities that address needs of multilingual English learners.

1. Number of buildings identified under WSIF
- 10
2. If district has buildings identified, state goal(s) relevant to improving EL services and outcomes from each building's school improvement plan(s).
- OSPI Home (<https://ospi.k12.wa.us/policy-funding/grants-management/egms-resources-guides>) | Site Info (<https://www.k12.wa.us/ospi-site-information>) |

All of our WISF identified buildings have a language development instructional coach or ML specialist who works with teachers to incorporate language expectations (WIDA) within content areas. They also align intentional language development strategies to those language objectives and support teachers in their creation and implementation. Our goal is that students become proficient within 6 years in program.

3. Describe how each building is measuring progress toward the goal(s). 

We use OPSI methodology for determining if students are making yearly language development progress as measured on the WIDA ACCESS. Each student has a goal for the amount of growth they need to make.

4. What high leverage activities are being taken to achieve the stated goal(s)?

- ☒ Placement with teachers with EL expertise
- ☒ Co-teaching
- ☒ Co-planning between EL specialists and gen ed/content teachers using WIDA ELD Standards Framework
- ☐ Push-in Support
- ☒ Coordinated LAP supports
- ☐ Bilingual/abridged materials in content areas
- ☒ Use of instructional strategies such as GLAD, SIOP, AVID Excel, or UDL
- ☒ Curriculum mapping aligned to WIDA ELD Standards Framework
- ☒ Extended day/extended year programs
- ☒ Ongoing professional learning on differentiation of content for multilingual English learners
- ☐ Other
- ☒ Use of formative assessment to monitor and address language development within units of instruction

If other, describe the high leverage activities being taken to improve outcomes for MLs within the building(s).



▲ Title III Budget Activity Details

Use of Title III Funds: Title III section 3115, requires that available funds 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."

Summary of allowable activities:

21 - Supervision

- Limited to <2% of allocation including administrative cap.

24 - Guidance and Counseling

- Supplemental family engagement activities such as supplies for meetings (no food allowable), translation/interpretation for events directly related to English language development program.
- Salaries and/or extra hours for EL Advocate (here or activity code 27)

27 - Teaching

- Salaries for certificated and classified for extended day or extended year EL instruction only.
- Supplies for allowable activities (e.g., extended day/year), instructional materials and related contracts.
- Extra hours for staff for family engagement activities

- Extra hours for staff for family engagement activities
- Salaries and/or extra hours for EL Advocates (here or activity code 24)
- Administrative costs for language assessments (screening/annual) for OSPI State Counts

31 - Instructional Professional Development (Required activity)

- Salaries for certificated coaches/PD specialists for EL/AI/AN
- Substitute costs for staff attending PD (must be specific to EL/AI/AN)
- Stipends for extra hours for PD (must be specific to EL/AI/AN) for certificated/classified staff.
- Tuition support for professional learning including support to obtain EL/BE endorsement.

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)
- Instructional technology support for families in acquiring English.

33 - Curriculum

- Curriculum development (e.g., co-planning, crosswalk work among content and WIDA standards)
- Curricular resources specific to ELD or to support meaningful access to content.

Budget details

Directions:

This table prepopulates with data from the budget tab. Select the + sign on the left-hand side to expand the budget. Select the edit icon (pencil) to add written descriptions for each activity/object code with budgeted funds. Use clear, specific wording with sufficient details to determine allowability.

* Records are sorted by Last Modified Date ascending order

	Support Year	Start Date	End Date
⊕	BP01	07/01/2024	08/31/2025

Required Professional Learning Plan (Under ESSA, districts are required to allocate Title III funding for professional learning activities).

Professional learning plans must provide learning opportunities that are both research-based and specifically designed for multilingual English/AI/AN learners. Plans should enhance educators’ capacity to use curricular resources, assessments, and/or instructional strategies to improve outcomes for multilingual English/AI/AN learners and be of sufficient intensity and duration to have a positive and lasting impact on teachers’ performance in the classroom.

1. Include a summary of the professional development plan that is specific to language acquisition ⓘ
- This year we will continue our support of ELD/dual language instructional coaches and ML specialists as they work to support the teachers serving language learners in their buildings with co-planning and co-teaching. We also plan to intentionally partner with content specialists at the district level to ensure all content PD includes research-based language development strategies that support the instruction. Finally, we are implementing Inclusionary Practices Model Teacher Cohort to expand understanding of UDL throughout the district.

2. Describe how implementation of Professional Learning will be monitored.

4/17/25, 7:46 AM

Grants: FP 232- Title III, Part A - Student Counts View ~ Grants Portal

☐ Classroom walk throughs

☒ Follow up coaching


☒ Self-reporting of strategy use

☐ Student feedback on use of strategies

☒ Observation of team meetings/ PLCs

☐ Other

If other, provide details.



resources-guides) | Site Info (https://www.k12.wa.us/ospi-site-information) |

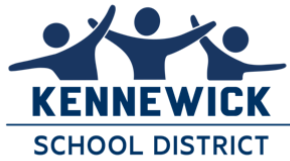
Non Disclosure Agreement (https://ospi-egms--

c.vf.force.com/apex/OSPIStaticNDA) | Conflict of Interest (https://ospi-egms--

c.vf.force.com/apex/OSPIStaticCOI)

Form Number FP232 Form Version FY24

Back



SCHOOL BOARD MEMORANDUM

Date: April 23, 2025
To: Board of Directors
Cc: Dr. Traci Pierce
From: Brittany Mercer, Assistant Director Learning Supports & Programs
RE: Highly Capable District Plan

Attached is the 2024-2025 Highly Capable District Plan. Board approval is required according to the Office of Superintendent of Public Instruction (OSPI) highly capable guidelines.

A screening must take place on or before 2nd grade and also on or before 6th grade. This year, a universal screener (CogAT) was administered to all 1st and 2nd grade students. In future years, only 1st grade students will take the CogAT. In addition to looking at the CogAT for 1st and 2nd grade students, the multidisciplinary team also looked at Star assessment reading and math scores. Fifth grade students are not given the CogAT; however other multiple assessment measures including Star assessment reading and math scores, Smarter Balanced Assessment (SBA) scores, and WIDA scores were examined.

Students who are identified as benefiting from highly capable services are served in elementary at either cluster classroom at home elementary school or in the KOG program (full-time self-contained highly capable classroom) at Vista Elementary. Middle and high school students are served through honors, AP, IB classes or other college-level courses such as College in the High School and Running Start.

Recommendation:

The Board approves the 2024-2025 Highly Capable District Plan as presented.

Kathy Kern

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Tuesday, December 3, 2024 2:03 PM
To: Kathy Kern
Subject: Confirmation - Form 1 | 2024–25 Highly Capable District Plan (Introduction Form 1/4)

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

Thank you for submitting your entry. A copy is included below for your records.

Form 1 | 2024–25 Highly Capable District Plan (Introduction Form 1/

Local Education
Agency (LEA) Kennewick School District 3017
Name

First and Last
Name, Position Kathy Kern, K-12 Highly Capable Specialist
Title

Email Address kathy.kern@ksd.org

Universal screening must occur once in or before second grade, and once in or before sixth grade. ☒

Ensure that all students across all district educational settings at the identified grade ☒

levels are included in screenings.

Every student must be screened using at least two student data points. ☒

Data sources do not have to be the same for every student. ☒

Review student IEP and 504 plans for supportive data and follow accommodations. ☒

Review data for Multilingual students for rapid language acquisition and use nonverbal assessments if native language assessments are not available. ☒

Districts must prioritize equitable identification of low income students. ☒

Universal screening is not used to exit students from placement for services. ☒

Kathy Kern

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Tuesday, December 3, 2024 2:14 PM
To: Kathy Kern
Subject: Confirmation - Form 2 | 2024–25 Highly Capable District Plan (Screening Procedures Form 2/4)

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

Thank you for submitting your entry. A copy is included below for your records.

Form 2 | 2024–25 Highly Capable District Plan (Screening Procedures)

Local Education

Agency (LEA) Kennewick School District 3017
Name

First and Last

Name, Position Kathy Kern, K-12 Highly Capable Specialist
Title

Email Address kathy

Universal

Screening Grade 1, 2
Level K–2

Universal

Screening Grade 5
Level 3–6

State Standard-

Based 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Assessments

Classroom-Based Assessments	N/A
Iowa Assessments (Form E)	N/A
Logramos (Spanish)	N/A
Kaufman Test of Educational Achievement, 3rd Edition (KTEA-3)	N/A
Test of Early Mathematics Ability (TEMA-3)	N/A
Test of Early Reading Ability (TERA-3)	N/A
Test of Early Written Language (TEWL-3)	N/A
Other Academic Achievement Screening Procedure	1, 2, 3, 4, 5, 6, 7, 8
CogAt 7 or 8 Screening Form	1, 2
CogAt 7 or 8 Full Battery	N/A
Naglieri Nonverbal Aptitude Test (NNAT 2 or 3)	N/A
Naglieri General Ability Test (Verbal, Nonverbal, Quantitative)	N/A

**Stanford Binet
Intelligence
Scales (SB5)** N/A

**Stanford Binet
Intelligence
Scales for Early
Childhood (Early
SB5)** N/A

**Wechsler
Preschool
Primary Scale of
Intelligence
(WPPSI IV)** N/A

**Wechsler
Intelligence
Scale for
Children (WISC
V)** N/A

**Woodcock-
Johnson Tests of
Cognitive
Abilities (WJ IV
Cog)** N/A

**Other Cognitive
Screening
Procedure** N/A

**Torrance Test of
Creative
Thinking** N/A

**Other Creativity
Screening
Procedure** N/A

**WA Kindergarten
Inventory of
Developing
Skills (WaKIDS)** K

**Gifted
Evaluation
Scale, 3rd
Edition (GES-3)** N/A

**Gifted Rating
Scale (GRS)** N/A

**Scales for
Identifying
Gifted Students
(SIGS-2)**

N/A

**Universal
Talented and
Gifted Screener
(UTAGS)**

N/A

**HOPE Teacher
Rating Scale**

N/A

**Kingore
Observation
Inventory, 2nd
Edition (KOI)**

N/A

**Scales for Rating
the Behavior
Characteristics
of Superior
Students
(Renzulli-
Hartman)**

N/A

**TAB (Traits,
Aptitude,
Behavior) MM
Frasier**

N/A

**USTARS -PLUS
Teacher
Observation of
Potential in
Students (TOPS)**

N/A

**Other Supportive
Norm-
Referenced
Scales and Non-
Standard
Resources**

N/A

**WIDA (Language
Proficiency
Assessment)**

K-12

**Mastery-based
Proficiency
Screener in**

N/A

**Primary
Language**

**Individual
Educational Plan K, 1, 2, 3, 4, 5, 6, 7, 8
(IEP)**

**ADA Section 504
(accommodation
plan for
disability) K, 1, 2, 3, 4, 5, 6, 7, 8**

Kathy Kern

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Tuesday, December 3, 2024 2:28 PM
To: Kathy Kern
Subject: Confirmation - Form 3 | 2024–25 Highly Capable District Plan (Identification Measures Form 3/4)

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

Thank you for submitting your entry. A copy is included below for your records.

Form 3 | 2024–25 Highly Capable District Plan (Identification Measures)

Local

Education Agency (LEA) Name Kennewick School District 3017

First and Last

Name, Position Title Kathy Kern, K-12 Highly Capable Specialist

Email Address kathy.kern@ksd.org

State Assessment(s) 3, 4, 5, 6, 7, 8, 10

MAP for

Primary Grades (MPG) N/A

Measures of Academic Progress (MAP) N/A

**Iowa Test of
Basic Skills
(ITBS)**

N/A

**Iowa Test of
Education
Development
(ITED)**

N/A

**Stanford
Achievement
Test Series,
10th Edition
(SAT10)**

N/A

**Woodcock-
Johnson IV
(WJIV)**

N/A

**Kaufman Test
of Educational
Achievement
(KTEA)**

N/A

**Other
Academic
Achievement
Identification
Measure**

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

**CogAt 7 or 8
Screening
Form**

1, 2

**CogAt 7 or 8
Full Battery**

N/A

**Naglieri
Nonverbal
Aptitude Test
(NNAT2)**

N/A

**Stanford Binet
Intelligence
Scales (SB5)**

N/A

**Stanford Binet
Intelligence
Scales for Early
Childhood
(Early SB5)**

N/A

**Wechsler
Intelligence
Scale for
Children, 4th
Edition (WISC
IV)** N/A

**Woodcock-
Johnson IV (WJ
IV)** N/A

**Otis-Lennon
School Ability
Test, 8th
Edition (OLSAT
8)** N/A

**Other
Cognitive
Identification
Measure** N/A

**Torrance Test
of Creative
Thinking** N/A

**Other
Creativity
Identification
Measure** N/A

**Gifted Rating
Scales, 2003
(GRS)** N/A

**Scales for
Rating the
Behavioral
Characteristics
of Superior
Students
(Renzulli
Scales)** N/A

**Scales for
Identifying
Gifted
Students, 2004
(SIGS)** N/A

**Washington
Kindergarten** K

**Inventory of
Developing
Skills (WaKIDS)**

**Other
Research-
based
Identification
Measure** N/A

**Kingore
Observation
Inventory** N/A

**Teacher Rating
Scale (locally
developed)** N/A

**Parent Rating
Scale (locally
developed)** N/A

Report Card N/A

**Portfolio -
Work Samples** N/A

**Other Informal
Identification
Measures** N/A

Kathy Kern

From: Smartsheet Forms <forms@app.smartsheet.com>
Sent: Tuesday, December 3, 2024 2:35 PM
To: Kathy Kern
Subject: Confirmation - Form 4 | 2024–25 Highly Capable District Plan (Variety and Continuum of Program Services Form 4/4)

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

Thank you for submitting your entry. A copy is included below for your records.

Form 4 | 2024–25 Highly Capable District Plan (Variety and Continuum of Program Services)

Local Education

Agency (LEA) Name Kennewick School District 3017

First and Last Name, Position Title Kathy Kern, K-12 Highly Capable Specialist

Email Address kathy.kern@ksd.org

Is Gifted Value 32 applicable? Yes

Gifted Value 32 - Classroom-Based Services and Programs 3, 4, 5

Is Gifted Value 33 applicable? Yes

Gifted Value 33 - Unique HCP Self-Contained Classroom

Services and Programs**Self-Contained Classroom** 3, 4, 5**Is Gifted Value 34 applicable?** Yes**Gifted Value 34 - Acceleration Services and Programs** Academic Acceleration for HS Students, Advanced Placement, College in the High School, Advancement, Honors/Advanced, International Baccalaureate, Running Start, Subject**Academic Acceleration for High School Students** 9, 10, 11, 12**Advanced Placement (AP)** 9, 10, 11, 12**College in the High School** 11, 12**Concurrent or Dual Enrollment** 9, 10, 11, 12**Credit by Examination** 9, 10, 11, 12**Grade Level Advancement** 6, 7, 8, 9, 10, 11, 12**Honors/Advanced** 6, 7, 8, 9, 10, 11, 12**International Baccalaureate (IB)** 9, 10, 11, 12**Running Start** 11, 12**Subject-Based Acceleration** 6, 7, 8, 9, 10, 11, 12**Is Gifted Value 35 applicable?** No

Board Meeting Presentation Overview

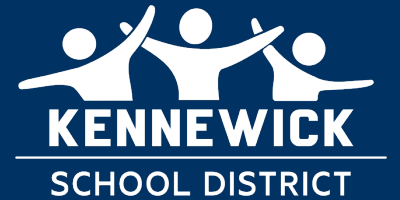
Date: April 23, 2025

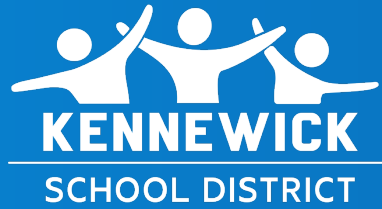
Topic	Transportation Department – Annual Bus Purchase Plan		
Strategic Goal Focus		1. All students are safe, known and valued	
		2. All students are engaged learners	
		3. All students are ready for their future	
		4. All staff members are safe, respected and valued professionals	
		5. All community members are important collaborators	
		6. All families are key partners	
	X	7. The district is innovative, proactive and accountable	
Rationale for Topic/Purpose of Agenda Item	Each spring, transportation provides a department update and presents a bus surplus and purchase plan to the Board for approval. The presentation provides updated ridership and mileage data, information on current fleet and depreciation, information on past bus purchases, and information on low emission laws. In addition, the presentation includes information on the plan to upgrade routing software.		
Board Meeting Focus	X	Review Information	
	X	Hold discussion	
		Provide direction	
	X	Make decision	
Relevance to Board’s Role		Policy	
	X	System accountability	
	X	Fiscal oversight	
		Communication	
		Advocacy	
Key Considerations for Board Discussion	<ul style="list-style-type: none">How does the future of low emission laws influence the recommendation?Does the budget accommodate the purchase plan?		
Next Steps	<ul style="list-style-type: none">The Board votes to accept or reject the recommendation as presented.		

Transportation Department

Annual Bus Purchase Plan

April 23, 2025





Topic Overview

Topic	Transportation Department – Annual Bus Purchase Plan	
Strategic Goal Focus		1. All students are safe, known and valued
		2. All students are engaged learners
		3. All students are ready for their future
		4. All staff members are safe, respected and valued professionals
		5. All community members are important collaborators
		6. All families are key partners
	X	7. The district is innovative, proactive and accountable
Rationale for Topic/Purpose of Agenda Item	Each spring, transportation provides a department update and presents a bus surplus and purchase plan to the Board for approval. The presentation provides updated ridership and mileage data, information on current fleet and depreciation, information on past bus purchases, and information on low emission laws. In addition, the presentation includes information on the plan to upgrade routing software.	
Board Meeting Focus	X	Review Information
	X	Hold discussion
		Provide direction
	X	Make decision
Relevance to Board’s Role		Policy
	X	System accountability
	X	Fiscal oversight
		Communication
		Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none">• How does the future of low emission laws influence the recommendation?• Does the budget accommodate the purchase plan?	
Next Steps	<ul style="list-style-type: none">• The Board votes to accept or reject the recommendation as presented.	

Transportation Department

- 128 Bus Drivers
- 41 Bus Attendants
- 7 Mechanics & 1 Shop Foreman
- 4 Dispatchers/Routers
- 2 Transportation Secretaries
- Transportation Coordinator
- Assistant Director
- Director



2023-2024

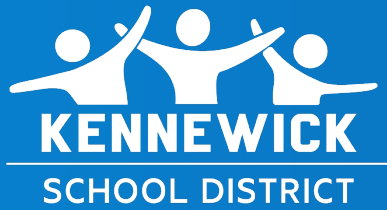
Student Counts & Annual Mileage

- **Student counts submitted to OSPI last year:**
 - Fall 10,861
 - Winter 10,664
 - Spring 10,510
- **Mileage report submitted was 1,293,144**
 - To/from school 1,175,294
 - Field trip 51,167
 - Extra curricular 37,757
 - Summer school 28,926



Fleet Summary & Depreciation

- 138 Buses on our fleet as of today, which includes the 8 buses that were delivered for this 24-25 school year (9 buses arriving in August 2025 are not included)
- 117 buses currently on the depreciation schedule
- 15.2% of our buses are off the depreciation schedule (21 buses)
 - Most buses stay in service for 20 years
- We only purchase Type C and Type D category buses – 13 years for the State to completely reimburse the base cost of a bus without district options



Fleet Information

Manufactured Year	Number of Buses
2004	1
2005	2
2006	3
2007	3
2008	0
2009	2
2010	4
2011	6
2012	5
2013	4
2014	8
2015	6
2016	10
2017	10
2018	10
2019	*20
2020	8
2021	9
2022	5
2023	7
2024	7
2025	8

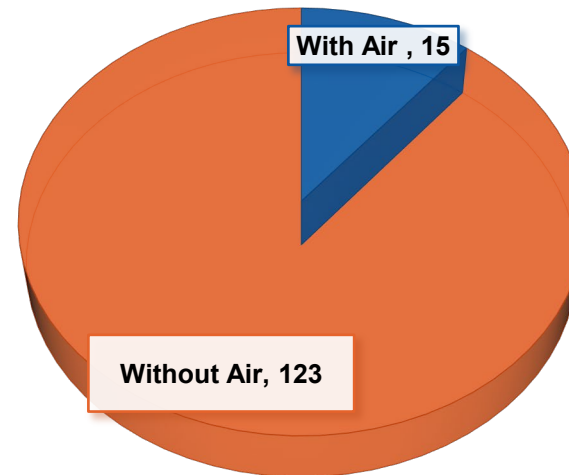
*2019 additional buses purchased due accommodate the middle school walk zone reducing from two miles down to one mile

Air Conditioning

Priority: Purchase enough buses with air conditioning to support our summer school programs

- Current fleet: 15 buses with air conditioning and 123 buses without air conditioning (24 with Air Conditioning after we receiving our next order in August 2025)
- Target is 25 – 30 to support the summer school programs

CURRENT FLEET



Routing Software

- **Our current routing program is antiquated**
 - The routing program was purchased 6 years ago
 - The software uses dated GIS mapping that we purchased from Benton and Franklin counties. The maps do not get updated unless we draw in the neighborhoods ourselves
 - The routing program does not time the routes correctly, so we spend a lot of time manipulating the software to adjust the route times for accuracy
 - This software does not have a parent app available
- **We are in the process of vetting two separate upgraded software programs**
 - The software programs we are looking at include live GPS and include a legal navigational tablet that is mounted on the bus for the drivers
 - The software includes a parent app that will allow parents to securely see in real time where the bus is located
 - The routing programs we are looking at will increase accuracy, efficiency and allow more “in the moment” adjustments
 - This will improve conditions for our drivers and also enhance the services we provide our students and parents

Electric Vehicle Mandate

- OSPI and Department of Ecology are working on creating a method to determine “Total cost of ownership” for electric and diesel buses. Total cost will include the cost of the bus, infrastructure, charging stations and maintenance of the vehicle for 13 years
 - When the total cost of owning an electric vehicle (EV) is determined to be the same or below the total cost of owning diesel buses, districts will be required to purchase electric buses under current laws
- The price of electric buses are coming down
 - Electric bus with no options added is \$547,532 through Bryson Bus Sales
 - Electric bus with no options added is \$489,376 through Schetky NW

Current Low Emission Laws

- ACT Law – Advanced Clean Truck Law mandates vehicle manufacturers to sell a certain percentage of low-emission vehicles, essentially requiring them to produce and sell increasingly cleaner heavy-duty vehicles to comply with emission reduction goals. Percentages are 10:1 and increase by 10% each year until they reach 100% low-emissions by the year 2036
- Omnibus Law is a single bill that combines multiple laws or policy proposals into one
 - The carb regulation under this law targets diesel engines directly and currently requires manufacturers to meet a low carb emissions standard effective starting in 2026
 - We are unable to purchase buses in Washington State with a 2026 engine manufactured date
 - Currently, no diesel engine manufacturer can meet the new low carb requirement by 2026
 - Our industry is hearing the low emission laws will mostly likely be lifted sometime in May or June 2025
- Cummins Engine
 - The manufacturer is currently in the testing phase of new diesel engines that will meet the new low emissions standard. Cummins is planning to have engines available for purchase in 2026 for a 2027 delivery date

Bus Bids

We requested bus bids in February 2025 and within three weeks our quotes were no longer valid

- The cost for buses are increasing due to inflation and new material costs for materials made outside of the United States.
- There was a 25% increase implemented on all steel imports beginning March 12, 2025, increasing the cost of new buses.
- Currently Schetky NW is not accepting orders for diesel buses for delivery in 2026 due to the build time and the 2026 low emissions standard.

Bus Purchase Financial Plan

Recommendation:

Wait to see if the low emissions laws are lifted:

- If laws are lifted, we would request to purchase buses off this year's state contract to be delivered in August 2026. We could present a proposal to the board later this school year for consideration if the laws are lifted.
- If laws are not lifted, we recommend waiting to order new buses until Cummins can meet the low emission standard in 2027.

If we order buses this year, the funding would be charged to the 2025/2026 budget:

- Transportation ending cash on August 31, 2025, is projected at \$275,000
- In August 2026, the district expects to receive \$1,450,000 from the state for bus replacement for a total of \$1,725,000 to apply toward the purchase of the new buses
- The impact to our TVF is minimal if we do not order buses this year. We will still receive our apportionment payment for the 117 buses that are currently on the depreciation schedule

Board Questions and Discussion



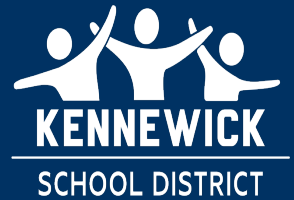
Board Meeting Presentation Overview

Date: March 26, 2025

Topic	2025-26 General Fund Preliminary Budget		
Strategic Goal Focus		1. All students are safe, known and valued	
		2. All students are engaged learners	
		3. All students are ready for their future	
		4. All staff members are safe, respected and valued professionals	
		5. All community members are important collaborators	
		6. All families are key partners	
	X	7. The district is innovative, proactive and accountable	
Rationale for Topic/Purpose of Agenda Item	Preliminary General Fund budget information is part of cycle of annual budget updates/presentations for the Board. The goal of the presentation is to inform the Board of the preliminary status of the 2025-26 General Fund budget.		
Board Meeting Focus	X	Review Information	
	X	Hold discussion	
	X	Provide direction	
		Make decision	
Relevance to Board’s Role		Policy	
		System accountability	
	X	Fiscal oversight	
		Communication	
		Advocacy	
Key Considerations for Board Discussion	<ul style="list-style-type: none">Are there concerns or questions regarding the 2025-26 preliminary General Fund budget?		
Next Steps	<ul style="list-style-type: none">The Board will receive budget presentations throughout the months of March, April, and May. The Board will hold a public hearing and vote to formally adopt the budget on June 18, 2025.		

2025-26 Preliminary General Fund Budget

April 23, 2025



Topic Overview

Topic	2025-26 General Fund Preliminary Budget	
Strategic Goal Focus	<input type="checkbox"/>	1. All students are safe, known and valued
	<input type="checkbox"/>	2. All students are engaged learners
	<input type="checkbox"/>	3. All students are ready for their future
	<input type="checkbox"/>	4. All staff members are safe, respected and valued professionals
	<input type="checkbox"/>	5. All community members are important collaborators
	<input type="checkbox"/>	6. All families are key partners
	<input checked="" type="checkbox"/>	7. The district is innovative, proactive and accountable
	Rationale for Topic/Purpose of Agenda Item	Preliminary General Fund budget information is part of cycle of annual budget updates/presentations for the Board. The goal of the presentation is to inform the Board of the preliminary status of the 2025-26 General Fund budget.
Board Meeting Focus	<input checked="" type="checkbox"/>	Review Information
	<input checked="" type="checkbox"/>	Hold discussion
	<input checked="" type="checkbox"/>	Provide direction
	<input type="checkbox"/>	Make decision
	Relevance to Board's Role	<input type="checkbox"/>
	<input type="checkbox"/>	System accountability
	<input checked="" type="checkbox"/>	Fiscal oversight
	<input type="checkbox"/>	Communication
	<input type="checkbox"/>	Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none">Are there concerns or questions regarding the 2025-26 preliminary General Fund budget?	
Next Steps	<ul style="list-style-type: none">The Board will receive budget presentations throughout the months of March, April, and May. The Board will hold a public hearing and vote to formally adopt the budget on June 18, 2025.	

Presentation Outline

- 2024-25 Budget (Updates)
- 2025-26 Anticipated Revenue and Expenditure Changes (Updates)
- 2025-26 Budget Process and Timeline



Legislative Session

- April 27, 2025 - End Date for Legislative Session
- Potential Funding/Budget Impacts
 - Implicit Price Deflator (IPD) - estimating 2.6%
 - Employer paid benefit rate changes
 - Retirement rate – employer share
 - Medical insurance per state-funded staff - expected increase from \$14,136 per year to ?????
 - Materials, Supplies, and Operating Costs (MSOC)
 - Special education multiplier changes
- OSPI funding models will be adjusted after session ends
- District can project but not finalize revenue and wage/benefit cost until OSPI funding models are updated

**Kennewick School District
General Fund
2024-25 Adopted Budget**

Revenues

Property Taxes	\$ 23,225,250.00
Levy Equalization	11,875,000.00
Other Local Revenue	2,312,717.00
State Revenue	252,541,778.00
Federal Revenue	31,681,806.00
Other Revenue & Grants	953,736.00
Total Revenue	<u>\$ 322,590,287.00</u>

Expenditures

Certificated Salaries	150,804,184.00
Classified Salaries	53,691,706.00
Employee Benefits	75,769,382.00
Subtotal Salaries & Benefits	<u>\$ 280,265,272.00</u>
Supplies & Benefits	13,740,106.00
Purchased/Contractual Services	32,859,693.00
Travel	751,253.00
Capital Outlay	540,028.00
Materials/Supplies & Operating Costs (MS)	<u>\$ 47,891,080.00</u>
Total Expenditures	<u>\$ 328,156,352.00</u>

Change In Fund Balance (5,566,065.00)

Beginning Fund Balance (Actual) 56,017,673.36

Budgeted Ending Fund Balance **\$ 50,451,608.36**

Preliminary Basic Ed/Local Revenue Changes School Year 2025-26

Revenue Source (Basic Ed/Local Funded) Increases	Projected Change March 12	Projected Change April 23	
Basic Ed Enrollment (FTE) - trending expected decrease for 2025-26 SY vs 2024-25 actual	\$(300,000)	\$(300,000)	Amounts to be updated when legislative session information is finalized.
Special Education Enrollment - decrease for 2024-25 SY (60 less) vs budget- still determining trends for 2025-26 SY- assume decrease	??	No Update	
Special Education Formula Adjustments – legislature to finalize - expect multiplier increase/funding cap increase	??	No Update	
Transportation Funding - legislature to finalize funding formula changes	??	No Update	
Inflationary Formula Allocation Adjustment – legislature to finalize funding formula changes	??	No Update	
Employer Benefit Allocation & Health Insurance Allocation - \$14,136 to ???per year health insurance	??	No Update	
Retirement rate decrease/employer contribution decreases	??	No Update	
Materials, Supplies & Operating Cost (MSOC) - legislature to finalize funding formula changes	??	No Update	
LEA Calculation Formula Changes	??	No Update	
EP&O Levy -2025-\$23.85M (Spring 53% received /Fall 47% received) 2026-\$24.7M	\$300,000	\$300,000	
Levy Equalization Based on AV/Enrollment 2024-25 to 2025-26 \$14.2M Actual to Projected (as of today) \$13.5M due to projected AV growth (assuming 5%)	\$(900,000)	\$(900,000)	
Other revenue changes	=	No Update	
Total Preliminary Revenue Change	?????	????	

2025-26 Preliminary Staff/Non-Staff Cost Changes

Basic Ed/Local Funded Staffing Costs	Projected Change March 12	Projected Change April 23	
2024-25 Added Staff/ Cost vs 2024-25 Budget.....currently trending at Budget	??	No Change	Working on staffing and awaiting legislative session information to update amounts.
Elementary Cert Staff – expect to reduce 4.0 positions via attrition	(\$381,000)	(\$508,000)	
Middle School/High School Teaching Staff - expect to reduce 0.8 position (Title Funded) via attrition	(\$63,000)	(\$100,000)	
Alternative Program Staffing	??	No Change	
Special Education Certificated & Paraeducator Staff	??	No Change	
Other Support/Operations/Maintenance Staffing -expect add .5 FTE split Lampson/Grounds	??	(\$30,000)	
Projected Increase in Staff Costs/Inflationary Adjustments/Employer Benefits	??	??	
Certificated/Classified Pools \$19M-\$20M (Overload/Subs/Coaches/Extra Pay/Leave Cash Outs, Etc.)	\$457,000	\$952K	
Re-allocate Staff Costs (To)/From Other Program Funding Sources	??	??	
Preliminary Basic Ed/Local Funded Staff-Related Cost Change	????	????	
Preliminary Basic Ed/Local Fund Non – Staff Related Cost Change	??	??	
Preliminary Basic Ed/Local Funded Total Cost Change	<u>????</u>	<u>????</u>	
Change In Revenue vs Expenditure	????	????	
2024-25 Budget Revenue vs Expenditure	<u>(\$948,177)</u>		
2025-26 Budget Revenue vs Expenditure: Estimate (\$????)	????	????	

General Fund: Materials/Supply/Operating Costs (MSOC) as of 4/23/25

Materials/Supplies/Operating Costs (MSOC) Select Categories	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	24/25 Budget	25/26 Prelim Budget	Budget Change 25-26 - 24-25
Utility Cost	\$ 3,641,500	\$ 3,642,500	\$ 3,748,250	\$ 4,024,500	\$ 4,127,000	\$ 4,333,350	\$ 206,350
Property/Liability Insurance	2,280,000	2,755,000	3,071,900	3,276,500	4,167,600	\$ 4,501,008	\$ 333,408
Transportation/Fleet Fuel	885,000	885,000	900,000	1,220,000	1,220,000		\$ (1,220,000)
Transportation	491,300	156,430	146,430	146,430	204,130		\$ (204,130)
Curriculum Adoption/License Renewals	1,032,500	1,122,500	122,500	355,000	940,000	\$ 1,401,049	\$ 461,049
IT/Technology/Software	3,109,000	3,109,000	3,189,000	3,189,000	3,389,000		\$ (3,389,000)
Maint/Fleet/Custodial/Grounds/Warehouse/Print Shop	3,592,850	3,454,850	3,122,850	3,149,350	3,212,350	\$ 3,308,721	\$ 96,371
Maint/Grounds (Equipment & Fleet Replacement)	221,500	221,500	196,500	196,500	196,500	\$ 202,395	\$ 5,895
Special Education	1,309,976	1,309,976	1,130,476	1,915,476	2,271,976		\$ (2,271,976)
Security Resource Officer Contract	400,000	400,000	415,000	710,000	735,000		\$ (735,000)
Education Service District (ESD) Prevention Services	175,000	175,000	175,000	185,000	210,000		\$ (210,000)
Reading Foundation \$276K/Team Read \$124K	379,575	379,575	379,575	395,000	400,000	\$ 408,000	\$ 8,000
Testing/Assessment Contract	185,000	185,000	70,000	185,000	185,000	\$ 185,000	\$ -
Building Budgets	2,502,875	2,456,242	2,266,922	2,300,132	2,288,400		\$ (2,288,400)
Other MSOC/No Tri Tech/No CTE (01,02,97)	2,104,741	2,485,920	2,110,443	2,203,205	2,389,455		\$ (2,389,455)
Delta/Running Start/CBC Academy-Offset With Revenue	0	0	0				\$ -
Open Doors- Offset With Revenue	-	-	-				\$ -
Subtotal Basic Ed/Local Funded MSOC Budget Change	\$ 22,310,817	\$ 22,738,493	\$ 21,044,846	\$ 23,451,093	\$ 25,936,411		
Delta/Running Start/CBC Academy-Offset With Revenue	3,610,000	3,585,000	3,360,000	3,718,864	4,832,000		\$ (4,832,000)
Open Doors- Offset With Revenue	\$ 375,000	\$ 365,000	\$ 390,500	\$ 416,000	\$ 760,000		\$ (760,000)
Science Resource Center (Offset With Revenue)	897,500	187,500	222,500	242,500	247,500	252,450	\$ 4,950
Learning Assistance Program - Other Student Support	385,000	511,830	627,000	660,000	600,000	560,000	\$ (40,000)
Career & Technical Education (CTE)	1,086,834	967,886	1,602,886	1,389,886	1,305,211		\$ (1,305,211)
Tri Tech Skill Center	1,423,228	1,668,228	1,853,228	1,995,728	1,820,728		\$ (1,820,728)
Federal Programs	1,077,746	2,538,310	1,234,234	1,294,074	1,146,677		\$ (1,146,677)
Learning Assistance Program (LAP)	282,377	715,470	632,281	663,531	701,700		\$ (701,700)
Bilingual	266,000	162,500	164,500	164,500	192,642		\$ (192,642)
Early Childhood Educ. Assistance Program (ECEAP)	274,500	277,000	277,000	316,815	280,510		\$ (280,510)
Food Service Program	5,480,903	4,708,343	5,672,373	6,435,995	6,923,999		\$ (6,923,999)
Other Grants/Contingency	1,500,000	1,500,000	1,500,000	1,500,000	2,500,000	2,500,000	\$ -
Other Non-Local Funded Program Change	950,322	725,470	709,169	660,169	623,702		\$ (623,702)
Subtotal	\$ 17,609,410	\$ 17,912,537	\$ 18,245,671	\$ 19,458,062	\$ 21,934,669		
Total Materials/Supplies/Operating Cost (MSOC) Change	\$ 39,920,227	\$ 40,651,030	\$ 39,290,517	\$ 42,909,155	\$ 47,871,080		

2025-26 Budget Process and Timeline

- April 27, 2025
 - End date for Legislative Session
- March – May
 - Budget Presentations
 - General Fund
 - Capital Fund
 - Debt Service Fund
 - ASB Fund
 - Transportation Fund
 - Self- Insured Programs
- June 18, 2025
 - Public Hearing & Adoption of District Budget
- On or before July 10, 2025
 - Must submit F195 to ESD for review



Board Questions and Discussion



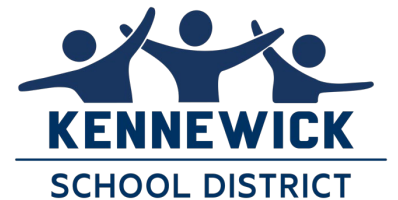
Board Meeting Presentation Overview

Date: March 26, 2025

Topic	Recommendation: K-12 Online Learning Instructional Materials Adoption	
Strategic Goal Focus		1. All students are safe, known and valued
	X	2. All students are engaged learners
		3. All students are ready for their future
		4. All staff members are safe, respected and valued professionals
		5. All community members are important collaborators
		6. All families are key partners
		7. The district is innovative, proactive and accountable
Rationale for Topic/Purpose of Agenda Item	One of the 2024-2025 annual objectives tied to our goal, “All students are engaged learners” is to conduct curriculum review, instructional materials assessment, and adoption of K-12 online learning instructional materials. A recommendation to adopt <u>Accelerate Education</u> for K-12 online learning will be presented.	
Board Meeting Focus	X	Review Information
		Hold discussion
		Provide direction
	X	Make decision
Relevance to Board’s Role	X	Policy
	X	System accountability
		Fiscal oversight
		Communication
		Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none">Were all vetting and review process as specified in policy and procedure 2310/2310 R appropriately followed?	
Next Steps	<ul style="list-style-type: none">N/A	

K-12 Online Learning Instructional Materials Recommendation

April 23, 2025



Topic Overview

Topic	Recommendation: K-12 Online Learning Instructional Materials Adoption	
Strategic Goal Focus	<input type="checkbox"/>	1. All students are safe, known and valued
	<input checked="" type="checkbox"/>	2. All students are engaged learners
	<input type="checkbox"/>	3. All students are ready for their future
	<input type="checkbox"/>	4. All staff members are safe, respected and valued professionals
	<input type="checkbox"/>	5. All community members are important collaborators
	<input type="checkbox"/>	6. All families are key partners
	<input type="checkbox"/>	7. The district is innovative, proactive and accountable
Rationale for Topic/Purpose of Agenda Item	One of the 2024-2025 annual objectives tied to our goal, “All students are engaged learners” is to conduct curriculum review, instructional materials assessment, and adoption of K-12 online learning instructional materials. A recommendation to adopt <i>Accelerate Education</i> for K-12 online learning will be presented.	
Board Meeting Focus	<input checked="" type="checkbox"/>	Review Information
	<input type="checkbox"/>	Hold discussion
	<input type="checkbox"/>	Provide direction
	<input checked="" type="checkbox"/>	Make decision
Relevance to Board’s Role	<input checked="" type="checkbox"/>	Policy
	<input checked="" type="checkbox"/>	System accountability
	<input type="checkbox"/>	Fiscal oversight
	<input type="checkbox"/>	Communication
	<input type="checkbox"/>	Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none"> Were all vetting and review process as specified in policy and procedure 2310/2310 R appropriately followed? 	
Next Steps	<ul style="list-style-type: none"> N/A 	

Presentation Outline

- Instructional material adoption cycle
- Evaluation and selection process
- Background, committee process and timeline
- Selection criteria
- Committee recommendation
- Pilot results
 - Evidence of impact
 - Feedback from participants
- Evidence of Impact
- Projected Costs
- Recommendation



GOAL: All students are engaged learners

- Provided relevant, rigorous and engaging instruction.
- Receiving individualized, equitable and inclusive supports.
- Accessing diverse course offerings, activities and athletics.
- Making progress, annual growth, and meeting grade level standards

2024-25 Annual Objectives

Literacy and Mathematics

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two-hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

Technology, Elementary Library, and Online Learning

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop ~~K-5 elementary library standards, aligned with state library program standards and library information and technology framework.~~
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

Physical Education

- Review standards and evaluate instructional materials for K-12 physical education.

Assessment

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

Inclusionary Practices

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

Dual Language, Highly Capable, and Choice Programs

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

Background: Online Learning

Prior to 2020	2020-2021	2021-2022 to 2024-2025
<ul style="list-style-type: none">• Courses available at all high school locations for 20+ years• Available for small groups of high school students at Legacy's Online Learning Academy (LOLA)• Past curriculum: NovaNET• Current curriculum: APEX (since 2011)• Courses taken primarily for credit retrieval	<ul style="list-style-type: none">• Started K-12 Online Learning Academy with district level oversight• Continued high school credit retrieval courses at all high schools and LOLA courses using APEX	<ul style="list-style-type: none">• Evolved K-12 Online Academy and LOLA to:<ul style="list-style-type: none">○ MCP Online for grades K-8○ Endeavor High School for grades 9-12• MCP Online began using FlexPoint curriculum• Pheonix uses APEX for math instruction• Endeavor continued with APEX curriculum• Continued high school credit retrieval courses at all high schools

Committee Members

- Assistant Superintendent of Teaching and Learning
- Executive Director of Technology
- Principals/Assistant Principals
- Endeavor High School Teachers
- Mid Columbia Online Teachers
- Credit Retrieval Teachers
- District Directors and Specialists:
 - Secondary Education
 - Technology
 - English Language Development
 - Special Education



Process and Timeline

2023/2024 School Year		2024/2025 School Year	
Fall 2023	Committee identified shared interests for online programs.	Fall 2024	Programs presented to committee and evaluated based on rubric criteria
Winter 2023/2024	Committee reviewed national standards for online programs, courses and teaching and created rubric to review programs.	Winter 2024/2025	3 rd Quarter Pilot and Feedback from teachers, students and families
Spring 2024	Committee Reviewed seven OSPI approved programs and narrowed down to four they would like to learn more about.	Spring 2025	Community meetings and previews

Selection Criteria



- Aligned with Washington State Standards
- Engaging and updated content
- Suitable for grades K-12
- Age and Level Appropriate Format and Content
- Able to integrate with Schoology and PowerSchool
- Adaptable for teachers and students

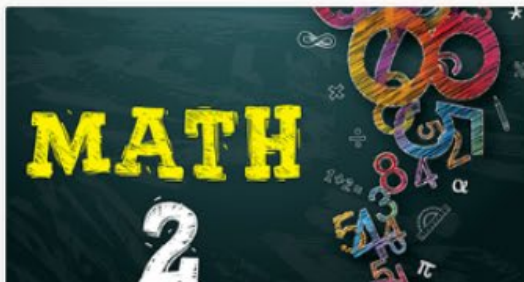
Committee Recommendation



- K-12 Program
- Personalized Learning
- Credit Recovery
- Classroom Tools

RECENT ACTIVITY

COURSE DASHBOARD



Math 2 A - Training[AE]: AE Training



Physical Education 1 A - Training[AE]:
AE Training



Language Arts 1A: Section 1



Social Studies 5A: Section 1

Overdue

SATURDAY, JUNE 11, 2022

📅 Non-Locomotor Skills Check
1:59 am

TUESDAY, JUNE 14, 2022

📅 Getting Better Activity Log
1:59 am

WEDNESDAY, JUNE 15, 2022

🧩 Getting Better Quiz
1:59 am

THURSDAY, JUNE 16, 2022

📅 LEARNING COACHES: M5 Activity Log Verification
1:59 am

📅 Module 5 Weekly Written Work
1:59 am

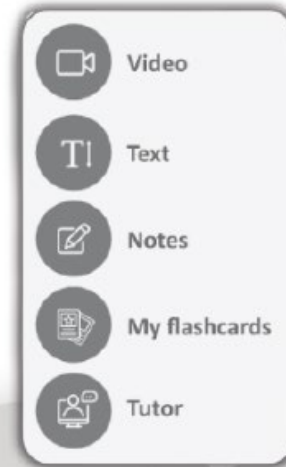
📅 Synchronous Benchmark Modules 1 - 6
1:59 am

TUESDAY, JUNE 21, 2022

📅 Warm Up and Cool Down Activity Log
1:59 am

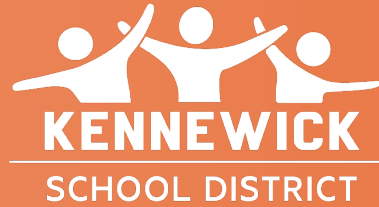
Personalized Learning Toolkit

Student Tools



Available Fall 2025 for Grades 6-12:

- Alternative **video** presentation of lesson content.
- Simplified **text** presentation of lesson content with lowered reading levels.
- **Guided notes** for student study guide creating.
- Personalized **flashcard** tool for self-study.
- On-demand **virtual tutor** with vetted feedback from Accelerate's learning object repository.



Elementary and Middle School Course of Study

Grades K-5

Language Arts
Math
Science
Social Studies
Health and PE
Art
Music
Technology

Grades 6-8

Language Arts
Math
Science
Social Students
Health and PE
Electives

High School Course Catalog							
Math	ELA	Science	Social Studies	Health & PE	Career Electives	Art & Music	Other
Pre-Algebra	9 th Grade	Biology	Government	Health	Accounting	Art Appreciation	World Language
Algebra	10 th Grade	Chemistry	American History	Physical Education	Web Design	Art History	
Geometry	11 th Grade	Earth	Civics		Business Law	Advanced Drawing	Honors
Financial Literacy	12 th Grade	Physical Science	Economics		Career Planning	Beginning Painting	Advanced Placement
Pre-Calculus	Creative Writing	Renewable Energy	World Geography		Computer Basics	Beginning Piano	
Integrated Math Options	Speech	Space Exploration	World History		Digital Media	Music Appreciation	
	Contemporary Novels	Anatomy & Physiology			Graphic Design	Theater Students	
					Intro to Business		
					Journalism Media and Communication		

Pilot: Teacher Feedback

- Elementary pilot teachers are excited about print materials being available for students
- More robust materials, students have to show their learning and explain their learning
- Customization options within courses
- Students were engaged in the coursework and liked it
- Updated content



Pilot: Student Feedback

MCP 2nd grader: *"It was easier to have my workbook ready than to figure out printing sometimes."*

SRHS Students:

"Helped me stay organized and understand math. Made me eager to come to class, take tests and get good scores."

"I really liked having it in Schoology it made it really easy to find all my notes and quizzes in the order in which they need to be done. I like how its all on the same program as my normal classes, so its all in one spot."

Endeavor Students:

"This program I would say is more engaging and understandable compared to others. There are fewer pages, but things are still broken down and made easy to learn. For example, almost every lesson contains a short video teaching you the material."

"I feel like I learned more because the assignments did go with the lessons whereas in Apex, the lesson didn't really fit with the assignment. I liked turning them in when it was a document inside Schoology it makes it easier than having to do other stuff to add it and turn it in."



Pilot: Parent Feedback

“We actually like this program much better than the previous language arts program on FlexPoint. I feel like this is more involved in helping the kids learn to spell and distinguish grammar and vocabulary. The writing assignments are much more manageable.”

“This program seemed to be more in depth than the previous program.”

“No frustrations. The accelerated program seemed to require more time to complete, but the educational results of that time has been successful.”

“By adding writing assignments like journal entries, poems, and letters, we have cut down on the meltdowns involving writing. I also feel like he’s learning more about spelling content and vocabulary compared to the old system.”

Pilot: Evidence of Impact

Grade Level	Winter Star % (FlexPoint)	Progress Monitor % (Accelerate)
2	71%	64%
2	81%	76%
2	77%	90%
2	89%	82%
2	16%	9%
3	63%	36%
3	65%	93%
3	96%	97%

Course	1 st Semester grade average (APEX)	3 rd quarter grade average (Accelerate)
Algebra 3	57%	76%
Algebra 4	47%	84%

Pilot: Evidence of Impact



REVIEWS OF WASHINGTON
DISTRICTS USING ACCELERATE

Additional Fact Gathering From:

- Clarkston School District
- Issaquah School District
- Ridgefield School District

CAOLA and Accelerate Education Partner with Over 100 Districts to Deliver Results

CAOLA – The Capital Area Online Learning Association

Districts served 107
Courses offered 200+

course credits issued
In SY 16-17 5850

Courses are available for
K-12 students

Accelerate Education's high-quality curriculum satisfied the rigorous requirements and constantly up-to-date standards alignment that CAOLA requires from their vendors. However, student success and a deep understanding of school needs are the hallmark of the partnership between CAOLA and Accelerate Education.

For example, CAOLA's districts expressed a need for text to speech and translation for digital curriculum to support their growing ELL student population. Accelerate Education was able to quickly respond to this request by integrating with a text to speech and translation tool. Now online students have text to speech and translation available in over 60 languages, including frequently requested Spanish and Hindi.

CAOLA asked for more electives and Accelerate added dozens to the catalog. Accelerate and CAOLA worked together to craft an elementary line that was congruent with the needs of districts and schools.

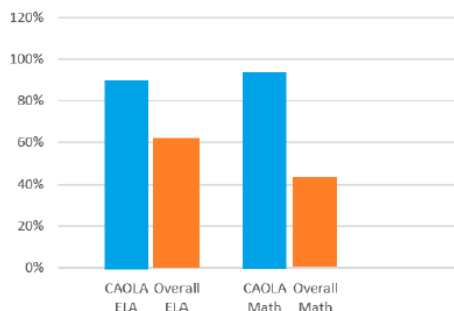
CAOLA (The Capital Area Online Learning Association) is the largest online learning consortium in Pennsylvania. CAOLA is structured specifically to make it easy for districts to provide online learning opportunities for their students. Their full suite of services – including implementation and enrollment support, staff and teacher training, as well as a responsive Help Desk – empower districts to offer unique online learning programs that work for their schools and students.

CAOLA has partnered with Accelerate Education to provide an extensive K-12 catalog with over 200 courses including elementary, middle school, high school, Honors, AP, credit recovery and blended options.

"Accelerate Education has been a great partner for CAOLA. I know we can give our districts the support they need to make their students successful because Accelerate's curriculum is rigorous and they respond quickly when extra support is needed."

-Holly Brzycki, Supervisor of Online Learning, CAOLA

5th Grade PSSA Passing Rates

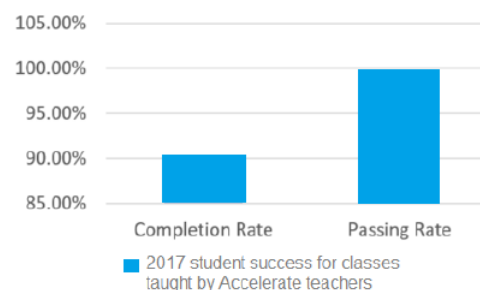


The proof is in the results. Elementary students taking Accelerate Education courses through CAOLA are more successful on the PSSA than other Pennsylvania students. CAOLA attributes their success to strong partnerships with the districts and vendors.

To support their districts, CAOLA hosts a monthly networking meeting with defined discussion topics relevant to digital curriculum implementations. There is also an annual conference hosted by CAOLA (and co-sponsored by Accelerate Education) for all members, free of charge. Peers can collaborate on problems they are facing, and they are all speaking the same language, because they are all using the same curriculum and tools.

CAOLA is able to share the great success that Accelerate teachers have had on course passing rates. In 2017 students completed over 90% of their courses with a nearly perfect passing rate.

Completion/Passing Rates



Accelerate Education

Districts served >400
students served >50,000
courses offered 200+

Courses are available for K-12 students

"Accelerate teachers are always responsive to our student needs. The above average passing rates on the PSSA for our students is evidence that the partnership between Accelerate and CAOLA is positively benefiting our students."

-Holly Brzycki, Supervisor of Online Learning, CAOLA

Classes taught by Accelerate teachers	Completion Rate	Passing Rate
K-12 Courses (2017)	90.3%	99.8%

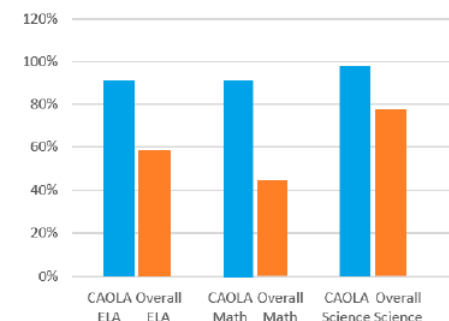
Additionally, districts are able to customize courses to meet their specific district needs using the Accelerate Education IDEAL Learning Library. The library provides access to over 10,000 digital lessons, assessments and learning objects that can extend the core course curriculum to meet district or state standards.

For more information on Accelerate Education's breadth of services, please email: info@accelerate.education

- Online Courses
- Credit Recovery
- Personalized Learning
- Professional Development

www.Accelerate.Education

4th Grade PSSA Passing Rates



For program support or general questions about CAOLA's comprehensive offerings, contact:

Holly Brzycki, hbrzycki@caiu.org

DISTRICT CASE STUDIES





CURRICULUM PREVIEW

SHAPE THE FUTURE OF ONLINE LEARNING

Our community is invited to attend one of two upcoming meetings to review and provide feedback on Accelerate Education, an online learning platform.



Discover
personalized
online learning



Preview material
and give
feedback



Hear from
teachers and
staff

JOIN US!

Thursday, April 10 | 6:00 - 7:00 p.m.

Preview Locations:

Endeavor High School | 4624 W 10th Ave.

Mid-Columbia Partnership | 5980 W 12th Ave.

The curriculum adoption committee will present its final recommendation to the school board in spring 2025, with plans for implementation in the 2025-26 school year.

WWW.KSD.ORG



Projected Costs



Annual payment plan

10% discount for 3-year contract

About \$300 per student

About \$35 per credit retrieval course

Instructional Materials Committee



April 17, 2025

Review and Unanimous Recommendation

Recommendation

The Board approves Accelerate Learning as the core instructional materials for K-12 Online Learning.



Board Discussion and Decision



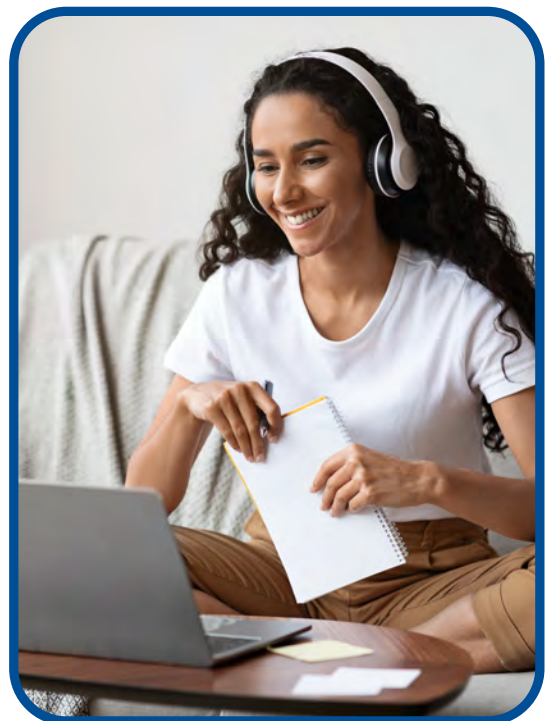
Program Design

Grades K-5

Our K-5 courses were built with the 21st-century student in mind. Courses integrate online and offline activities to support multiple learning styles and to ensure that students are able to show mastery of concepts down to the objective level.

All K-5 Courses include a Resource Module which includes the following:

- 1 Teacher Resources including Assessments, Answer Keys, & Rubrics
- 2 Information For The Learning Coach
- 3 A Getting Started Section For The Student
- 4 Materials Needed For The Course
- 5 Benchmark Assessments
- 6 Synchronous Presentations For Small Group or Individual Instruction





Key Features of
our lessons
include:

Interactives

Embedded interactives allow students to interact with newly learned concepts and receive immediate feedback.

Videos

Videos are used to support the understanding of new concepts throughout the course

Workbooks

Workbooks are included as another method of practicing each concept throughout the year

English Language Arts

Accelerate Education's K-3 English Language Arts curriculum has been carefully designed to meet standards. The five components of reading - Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension, and Fluency - are incorporated into each lesson of each course.

Language Comprehension

Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Word Recognition

Phonological Awareness

Decoding

Spelling

The theoretical model that grounds Accelerate Education's Language Arts instruction is Gough & Tunmer's (1986) Simple View of Reading. The Simple View of Reading was later incorporated into Scarborough's Reading Rope, created by Dr. Hollis Scarborough in 2001.





Elementary Math, Science & Social Studies

Accelerate Education's elementary courses grab students' attention and interest by inviting them into the world of hands-on activities, videos, projects, and experiments.

Accelerate Education's Instructional units are organized by Core subject areas and subsequently by course within the subject area. Developing instructional units begins with creating a curriculum map, where the standards for each subject area are unpacked. Using subject-matter experts, objectives are written according to the standards and grouped into course modules. A basic outline of authentic assignments and activities is determined based on the objectives. Finally, objective assessments are written, and the instructional unit is designed.

The course content of Science and Mathematics is presented sequentially, with skills building on knowledge learned in prior units. English Language Arts and Social Studies courses typically use a theme for each instructional unit to introduce new skills.



Elementary Electives

Accelerate Education's elementary electives include Art & Music, Health & PE, and Technology.

Art & Music

Accelerate Education's Art and Music curriculum provides an opportunity for children to develop the use of their senses directly.

Art Level 1

Art Level 2

Art Level 3

Art Level 4

Kindergarten Arts & Crafts

1st Grade Arts & Crafts

2nd Grade Arts & Crafts

Music- Recorders Level 1

Health & Physical Education

Accelerate Education's Health and PE curriculum helps young learners establish a basic understanding of health and fitness.

Health K-1 A & B

Health 2-3 A & B

Health 4-5 A & B

Physical Education K-1 A & B

Physical Education 2-3 A & B

Physical Education 4-5 A & B

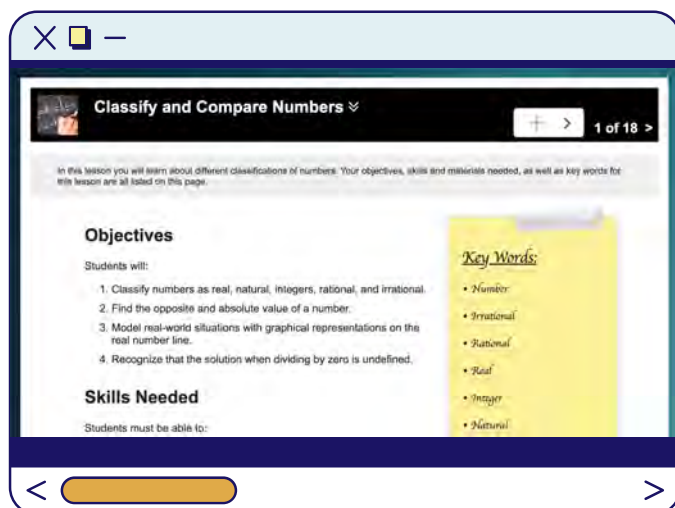
Technology

Accelerate Education's introductory technology courses help students with basic skills needed to be successful in future technology courses.

Keyboarding

Scratch Coding

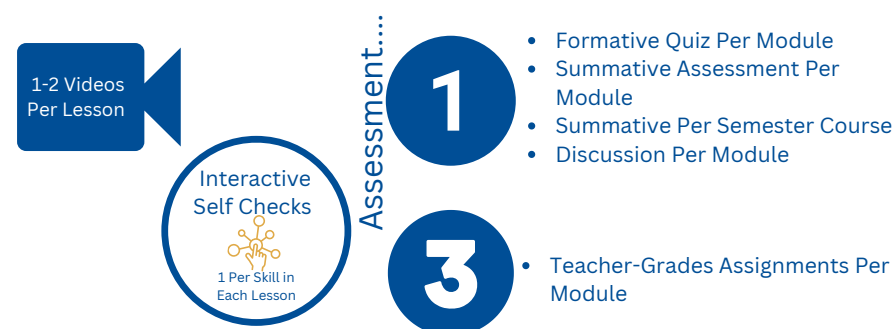
Grades 6-12

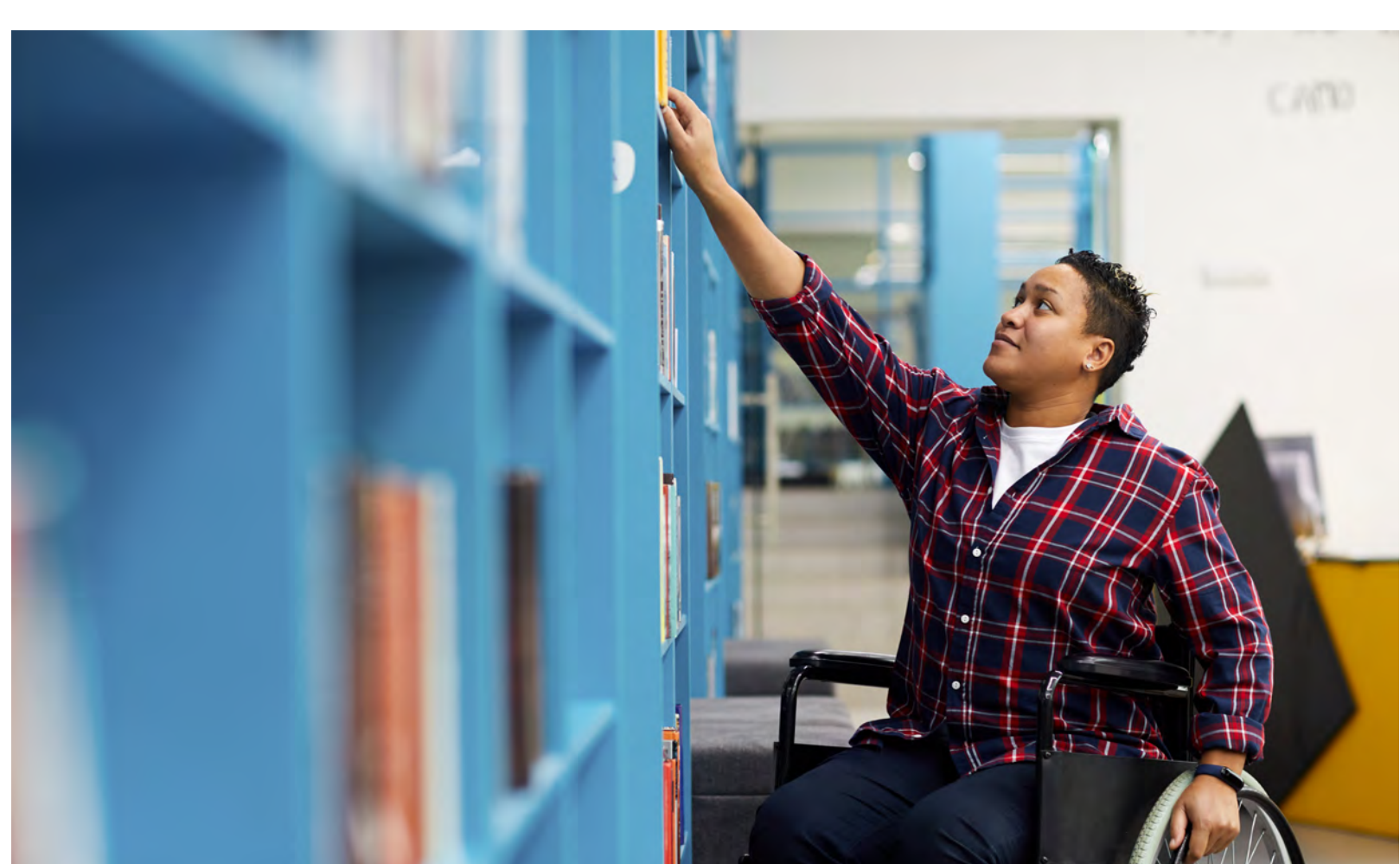


Accelerate Education's 6-12 courses are designed to engage students with different learning styles and abilities, utilizing rich, interactive learning assets that provide both visual and auditory stimulation. Using cutting-edge technology, the courses offer rich, rigorous, in-depth standards-aligned multimedia lessons.

Accelerate Education strives to develop lesson content with different asset types to provide a variety for students and keep them engaged. Additionally, interactive self-checks confirm understanding of new skills before formal assessments which are integral to the design approach.

Lesson Design Approach





Guided and Independent Practice Activities

Students will encounter many chances to practice and receive immediate feedback on their progress through a variety of guided and independent practice activities. Practice activities may include:

- 1 Interactive multiple-choice questions with immediate feedback and hints
- 2 Drag-and-drop diagrams, lists, charts, and illustrations
- 3 Graphic Organizers to review and organize thoughts

Explanation	Practice #1	Practice #2
<p>Read through the examples below. This is another explanation, similar to the video, showing expanded notation. When finished, click on the other tabs to try some practice questions on your own.</p>		
<p>1</p> <div>$3^2 \cdot 3^5$ $(3 \cdot 3)(3 \cdot 3 \cdot 3 \cdot 3 \cdot 3)$ $3 \cdot 3 \cdot 3 \cdot 3 \cdot 3 \cdot 3 \cdot 3 = 3^7$</div> <p>By expanding this equation, we can count all of the 3's to find that there are seven 3's.</p>		
<p>2</p> <div>$3^2 \cdot 3^5 = 3^{2+5} = 3^7$</div> <p>We can take this same equation and use the Product of Powers Property to write the expression more simply and more quickly. The property tells us we can add exponents when we multiply numbers with identical bases.</p>		

High School

Course Levels

Standard

Designed for students that are on grade level. Students are engaged in a variety of activities and assessments (including authentic assessments) appropriate to the field of study, such as labs, journals, written assignments, discussion activities, group and individual projects, formative assessments, objective tests, and written exams.

Honors

Honors courses are foundationally built on the same standards and concepts as our standard courses. Honors courses have students complete additional assignments that build focus on higher-level critical thinking and activities. These assignments make the students go above and beyond the curriculum content in creativity and application.

Advanced Placement

Advanced placement courses allow students to take special high school courses that can earn them college credit and/or qualify them for more advanced classes when they begin college. AP courses are taught at the college level and designed to prepare students to take the Advanced Placement Examination and score high enough to earn college credit in colleges that recognize the examination. Accelerate Education Advanced Placement courses are approved by the College Board.

Adaptive

Adaptive courses begin with adaptive pre-assessments. Students begin with a module assessment to first determine what they already know. If a student shows mastery of any strand, they are excused from that lesson.

Credit Recovery

Credit Recovery are independent study courses that are designed to serve students who need independent, self-paced, standards-based courses. These courses offer an option that removes all teacher-graded assessments and discussion board activities, with the exception to ELA which still contains some teacher-graded items, to shorten a course without permitting students to skip any key concepts. Independent Study courses may be a particularly good option for summer school as courses are 20-30 hours shorter in duration than Original Credit courses and they do require students to cover all content within the course.

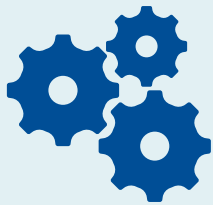


Implementation & Support

Accelerate Education understands that for true understanding training should not be considered one and done. To establish ongoing training opportunities and support Accelerate Education has established the following training subscriptions:

Year 1 Implementation & PD

- Initial domain configuration
- Administrator training (90 min webinar) & implementation support
- Individual administrator support sessions as needed
- Basic teacher training (120 min webinar)
- Advanced course modification & student accommodation training (60-90 min webinar)
- Post-training group Q&A sessions as needed
- Ongoing webinar series for administrators & teachers
- On-demand training resources & digital training materials



Comprehensive
Implementation
Planning



Monitoring &
Support



Product &
Leadership
Training



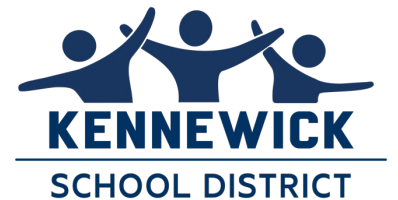
Board Meeting Presentation Overview

Date: April 23, 2025

Topic(s)	Digital Citizenship and Media Literacy Instructional Materials Artificial Intelligence (AI) Guidance	
Strategic Goal Focus		1. All students are safe, known and valued
	X	2. All students are engaged learners
	X	3. All students are ready for their future
		4. All staff members are safe, respected and valued professionals
		5. All community members are important collaborators
		6. All families are key partners
		7. The district is innovative, proactive and accountable
Rationale for Topic/Purpose of Agenda Item	A 2024-2025 objective aligned with our goal, “All students are engaged learners” is to conduct curriculum review of educational technology standards and instructional materials for digital citizenship and media literacy. In addition, an objective aligned with our goal, “All students are ready for their future” is to develop guidance for use of Artificial Intelligence in classrooms. Recommendations and updates aligned with these objectives will be presented.	
Board Meeting Focus	X	Review Information
		Hold discussion
		Provide direction
	X	Make decision
Relevance to Board’s Role	X	Policy
	X	System accountability
		Fiscal oversight
		Communication
		Advocacy
Key Considerations for Board Discussion	<ul style="list-style-type: none">Does the Board accept the recommendation for renewal of instructional materials?Does the Board have questions related to communication, training, and implementation?	
Next Steps	<ul style="list-style-type: none">N/A	

Digital Citizenship and Media Literacy Instructional Materials

April 23, 2025





Topic Overview

Topic(s)	Digital Citizenship and Media Literacy Instructional Materials Artificial Intelligence (AI) Guidance															
Strategic Goal Focus	<table><tr><td></td><td>1. All students are safe, known and valued</td></tr><tr><td>X</td><td>2. All students are engaged learners</td></tr><tr><td>X</td><td>3. All students are ready for their future</td></tr><tr><td></td><td>4. All staff members are safe, respected and valued professionals</td></tr><tr><td></td><td>5. All community members are important collaborators</td></tr><tr><td></td><td>6. All families are key partners</td></tr><tr><td></td><td>7. The district is innovative, proactive and accountable</td></tr></table>			1. All students are safe, known and valued	X	2. All students are engaged learners	X	3. All students are ready for their future		4. All staff members are safe, respected and valued professionals		5. All community members are important collaborators		6. All families are key partners		7. The district is innovative, proactive and accountable
	1. All students are safe, known and valued															
X	2. All students are engaged learners															
X	3. All students are ready for their future															
	4. All staff members are safe, respected and valued professionals															
	5. All community members are important collaborators															
	6. All families are key partners															
	7. The district is innovative, proactive and accountable															
Rationale for Topic/Purpose of Agenda Item	A 2024-2025 objective aligned with our goal, “All students are engaged learners” is to conduct curriculum review of educational technology standards and instructional materials for digital citizenship and media literacy. In addition, an objective aligned with our goal, “All students are ready for their future” is to develop guidance for use of Artificial Intelligence in classrooms. Recommendations and updates aligned with these objectives will be presented.															
Board Meeting Focus	<table><tr><td>X</td><td>Review Information</td></tr><tr><td></td><td>Hold discussion</td></tr><tr><td></td><td>Provide direction</td></tr><tr><td>X</td><td>Make decision</td></tr></table>		X	Review Information		Hold discussion		Provide direction	X	Make decision						
X	Review Information															
	Hold discussion															
	Provide direction															
X	Make decision															
Relevance to Board’s Role	<table><tr><td>X</td><td>Policy</td></tr><tr><td>X</td><td>System accountability</td></tr><tr><td></td><td>Fiscal oversight</td></tr><tr><td></td><td>Communication</td></tr><tr><td></td><td>Advocacy</td></tr></table>		X	Policy	X	System accountability		Fiscal oversight		Communication		Advocacy				
X	Policy															
X	System accountability															
	Fiscal oversight															
	Communication															
	Advocacy															
Key Considerations for Board Discussion	<ul style="list-style-type: none">Does the Board accept the recommendation for renewal of instructional materials?Does the Board have questions related to communication, training, and implementation?															
Next Steps	<ul style="list-style-type: none">N/A															

Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

©2021 Kennewick School District



GOAL: All students are engaged learners

- Provided relevant, rigorous and engaging instruction.
- Receiving individualized, equitable and inclusive supports.
- Accessing diverse course offerings, activities and athletics.
- Making progress, annual growth, and meeting grade level standards

2024-25 Annual Objectives

Literacy and Mathematics

- Strengthen understanding of the Science of Reading and the district's K-5 Literacy Plan.
- Evaluate and adopt new instructional materials for grades K-5 literacy.
- Conduct a review of the two-hour block for English Language Arts at middle school.
- Implement new ClearMath instructional materials for grades K-5.

Technology, Elementary Library, and Online Learning

- Conduct review of educational technology standards for grades K-12 to ensure instruction in digital citizenship and media literacy.
- Develop K-5 elementary library standards, aligned with state library program standards and library information and technology framework.
- Evaluate and adopt new instructional platform/materials for grades K-12 online learning.

Physical Education

- Review standards and evaluate instructional materials for K-12 physical education.

Assessment

- Implement Star assessments systemwide for grades K-12 for early literacy, reading and math.

Inclusionary Practices

- Strengthen inclusionary practices and implementation of high leverage practices for students with disabilities.

Dual Language, Highly Capable, and Choice Programs

- Continue unit development for grades 6-8 dual language using Open Educational Resources.
- Implement new literacy and math courses for newcomers.
- Implement highly capable cluster model systemwide for grades K-5.
- Continue review and refinement of alternative learning programs

Presentation Outline

Digital Citizenship and Media Literacy

- Policies and procedures
- Annual review and acknowledgement requirement
- Essential standards review
- Instructional materials review and recommendation

Artificial Intelligence Guidance

- Policies and procedures
- Staff and student guidance
- Communication, Implementation, and Training



New Policy: Digital Citizenship and Media Literacy

2315

INSTRUCTION

Digital Citizenship and Media Literacy

In recognition of the fact that students use technology to play, learn, and communicate while at home and at school, it is important that they learn how to use that technology responsibly. The district is committed to educating every student on how to use technology in ways that augment their learning experience, leading to analysis, evaluation, reflection, and enhanced skills of expression. As the district's educators guide exploration of the digital landscape, they will encourage students to be critical and creative thinkers. Students, in turn, are expected to actively engage with and express their voices in the digital landscape.

Definitions

The district is dedicated to promoting and instilling principles of digital citizenship and media literacy in each of its students.

A. Digital Citizenship

Digital citizenship includes the norms of appropriate, responsible, and healthy behavior related to current technology use, including artificial intelligence, digital and media literacy, ethics, etiquette, and security. Digital citizenship includes the ability to access, analyze, evaluate, develop, produce, and interpret media, as well as Internet safety and cyberbullying prevention and response.

Digital citizens recognize and value the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they engage in safe, legal, and ethical behaviors. Digital citizens cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. They advocate for themselves and others in their behavior, action, and choices.

B. Media Literacy

Media literacy is the ability to access, analyze, evaluate, create, and act using a variety of forms of communication, including communications developed with artificial intelligence. Media literacy includes the ability to understand how and why media messages and images are constructed and for what purposes they are used.

Media literate citizens examine how individuals interpret messages differently based on their skills, beliefs, backgrounds, and experiences. They also consider how values and points of view are included or excluded in various media. Media literate citizens remain continually aware of the ways in which media can influence beliefs and behavior. In addition, media literate citizens are effective communicators, able to demonstrate critical and creative

thinking as they utilize appropriate media creation tools. Further, they understand the conventions and characteristics of the tools they have selected.

Media literate citizens can adapt to changing technologies and develop the new skills required as they continue to engage in life-long learning. Media literacy empowers individuals to participate as informed and active citizens in a democracy.

Elements of Successful Implementation

The following practices to promote digital citizenship and media literacy for all students will be utilized:

A. Student Instruction

All students will be educated regarding appropriate digital citizenship, including appropriate use of artificial intelligence, interacting with other individuals online. Students will receive digital citizenship training throughout the school year.

In recognition of the fact that students are consumers and creators of information and ideas, the district promotes cross-curricular integration of digital citizenship and media literacy and leadership instruction at all levels. The district recognizes the importance of students as active participants, role models, and peer mentors in addressing the following topics:

1. Online Safety, Responsibility, and Security

Students will learn how to be safe and responsible digital citizens, and be educated about issues such as cyberbullying, social networking, online predators, and risky communications. Instruction on online safety, including cyberbullying awareness/response will be provided according to policy 2313 Electronic Information System, Electronic Resources, and Internet Safety.

2. Media literacy

Students will learn how to produce their own media; how to examine the ways in which people experience or interact with media differently; how to identify embedded values and stereotypes; how to analyze words and images critically; and how to evaluate the various sources of information with which they are presented.

3. Law, Fair Use, Copyright, and Intellectual Property

Students will learn about the importance of navigating the digital landscape in ways that are legal, including access to and use of copyrighted materials. Students will also learn how to access and create intellectual property legally.

4. Online Identity and Personal Brand

Students will learn about their "digital footprint" and the persistence of their digital information, including on social media. Students will also learn about the creation and maintenance of their self-image, reputation, and online identity.

5. Ethics, Digital Communications, and Collaboration

Students will learn about fairness and civil discourse in the digital environment, including the appropriate uses of artificial intelligence and the importance of collaborating and ethically interacting with others online.

B. Professional Development

The district endeavors to support teachers and instructional leaders in developing leadership skills and proficiency in the principles of digital citizenship and media literacy, both as an instructional imperative and as dynamic district policy and practice.

C. Policy and Practices

The district acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The district annually reviews its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The Board authorizes the superintendent to develop further procedures and guidelines if appropriate.

D. Communications and Engagement

The district acknowledges that parents and community stakeholders are partners in developing students as digital citizens and life-long learners. The district encourages parents' active engagement in the process of educating students to become media-literate digital citizens.

Legal Reference: [RCW 28A.650.045](#) Digital citizenship, internet safety, and media literacy – Best practices and recommendations – Annual review – Model policy update and checklist for future updates.
[RCW 28A.650.010](#) Definitions

Adopted: November 13, 2024

Updated Acceptable Use Policy (AUP)



INSTRUCTION

COMP

I, _____
Kennewick School District computer
by Kennewick School District, computer
files and data contained on any District
other electronic communications, and
conduct any such monitoring.

I acknowledge that I have read and
policy.

Date

Position

F-1 2313

INSTRUCTION

Acceptable Use Policy (AUP) for Network and District Issued Devices

1. Introduction

This Acceptable Use Policy (AUP) applies to all students, staff, and other users of the network and district issued devices within the Kennewick School District. It sets forth guidelines for access to the district network and the use of district issued devices to ensure safe, secure, and effective use of these resources.

2. Acknowledgment and Consent

Informed Consent: By signing this AUP, users acknowledge they have been informed about the conditions of using the district's network (includes wired and wireless devices and peripheral equipment, files and storage, email, and Internet content) and agree to comply with all terms and guidelines.

Waiver of Privacy: Users agree that the district has the right to monitor and review all electronic communications and content on the network, including email and internet usage. Users waive any right to privacy or confidentiality related to their use of the network and district devices.

3. Responsible Use

Educational Purpose: The district's network should be used to support education in alignment with the district's mission and goals.

Appropriate Conduct: Users must conduct themselves in a responsible, ethical, and legal manner. For acceptable and unacceptable uses, see 2313 R Procedure.

4. Security Measures

Personal Responsibility: Users are responsible for safeguarding their passwords and account information. Any actions taken under a user's account can be treated as actions by the user.

Safeguarding Data: Sensitive student and staff data must only be stored on solutions provided and approved by the district. Sensitive data includes but is not limited to personal identification, educational records, and health information.

Monitoring and Filters: The district employs monitoring systems and filters as required by law to block access to inappropriate materials and to protect the network from security threats. See 2313 R Procedure.

5. Violations and Consequences

Accountability: Violations of this AUP can result in disciplinary action, including suspension or termination of access to electronic resources, legal action, and notification of law enforcement agencies if applicable.

F-1 2313

Process for Handling Violations: Specific procedures for addressing violations are detailed in the district's disciplinary guidelines. See 3300 R3 Kennewick School District Discipline Matrix (student) and 5270 General Staff Responsibilities & Conduct (staff).










6. Signatures

User Agreement: All users must sign this AUP to gain access to the district's network resources.

Date

Signature

Annual Review and Acknowledgement

Staff	Students
Annual Vector Training	Annual Review and signature in PowerSchool Student Portal (for example: Elem. Technology, MS Library, Homeroom)
<div><div></div><div><div>✓</div><div>Caduceus Telemedicine~ reporting an injury at work <small>Custom</small></div><div>Certificate </div></div></div> <div><div></div><div><div>✓</div><div>Child Abuse & Neglect <small>Custom</small></div><div>Certificate </div></div></div> <div><div></div><div><div>✓</div><div>Civility in the Workplace 5161 <small>Custom</small></div><div>Certificate </div></div></div> <div><div></div><div><div>✓</div><div>Computer Use Form (2313 F-1) <small>Custom</small></div><div>Certificate </div></div></div>	<div><div> PowerSchool</div><div>Student and Parent Sign In</div><div><div>Sign In</div><div>Create Account</div></div><div><div>Username</div><div></div></div><div><div>Password</div><div></div></div><div>Forgot Username or Password?</div></div>

K-12 Digital Literacy and Media Literacy Standards

Courses by Level/Where Standards are Addressed

Courses of Study and Subject Areas		
Elementary School	Middle School	High School
<ul style="list-style-type: none">• Technology Special• Library Special	<ul style="list-style-type: none">• Computers• Library• English Language Arts <i>Critical Analysis of sources and viewpoints</i>• Health <i>Online Safety/Healthy Relationships</i>	<ul style="list-style-type: none">• Computer Applications• Computer Science 1-2• Intro to Marketing• Multimedia• Social Media Marketing• Sports & entertainment Marketing• Web Design 1-2• English Language Arts <i>Critical Analysis of sources and viewpoints</i>• Health <i>Online Safety/Healthy Relationships</i>

K-12 Digital Literacy and Media Literacy Standards

	Digital Citizenship WA Ed Tech Standard 2 (Digital Citizen)	Productivity/Applications WA Ed Tech Standard 1 (Empowered Learner)	Computer Science/Coding WA Ed Tech Standards 1 and 5 (Empowered Learner and Computational Thinker)
K	Media Balance	Keyboard Skills	Mouse Skills
1	Online Safety (Recognizing Feelings When I'm Online)	Keyboard Skills	Parts of the Computer
2	Information Privacy (What is Private Information?)	Logging In	Coding - Sequence
3	Information Privacy - Strong Passwords	Word Processing	Coding - Efficient/Loops
4	Safe, legal, ethical behavior (cyberbullying)	Word Processing	Coding - Debug
5	Digital Footprints	Slideshow Presentations	Coding - Program Creation

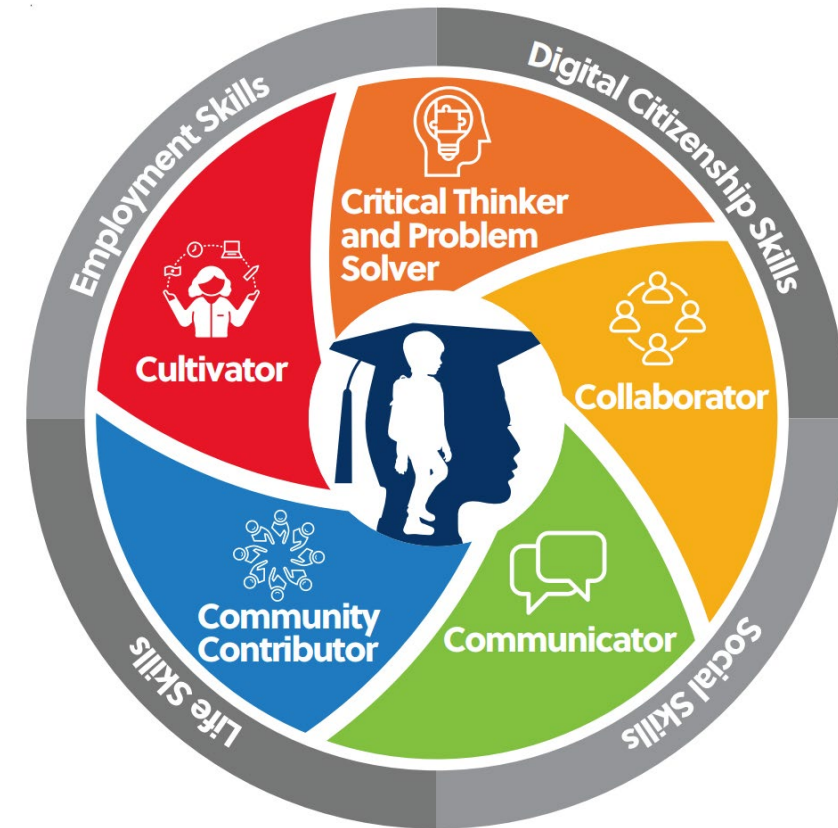
K-12 Digital Literacy and Media Literacy Standards

Middle School Library	<i>Digital Citizenship</i> WA Ed Tech Standard 2 (Digital Citizen)
6	Digital Footprint Protecting information online Cyber Bullying Don't talk to strangers Think before you post, should you post it? Social Media and the teenage brain
7	Protecting yourself online Cyberbullying Social Media and the teenage brain Bystander/upstander
8	Protecting yourself online Stranger Danger Online How to protect yourself from inappropriate behavior Think before you post, should you post it? Keep your private information private Social Media and the teenage brain

Middle School Computer Exploratory

Developed from the Middle School Educational Technology Standards

Empowered Learner	<ul style="list-style-type: none"> Set personal learning goals, choose and use tech to meet them, and reflect on progress. Seek feedback from teachers and digital tools to improve learning. Use and adapt to various technologies as needed.
Digital Citizen	<ul style="list-style-type: none"> Manage your digital identity and understand online actions are permanent. Practice and promote safe, legal, and ethical tech use. Respect intellectual property by using proper citations in media projects. Understand personal data privacy and how to protect it.
Knowledge Constructor	<ul style="list-style-type: none"> Use effective strategies to find digital resources. Evaluate sources for accuracy, credibility, and relevance. Organize resources for different projects and purposes. Investigate real-world issues and explore possible solutions.
Innovative Designer & Computational Thinker	<ul style="list-style-type: none"> Use design thinking to create solutions or products. Choose digital tools to support design and consider trade-offs. Break problems into parts and use those to problem-solve.
Creative Communicator	<ul style="list-style-type: none"> Choose the right tools and platforms to share ideas effectively. Communicate complex concepts using text, visuals, and graphics. Tailor content and tools to fit the audience.
Global Collaborator	<ul style="list-style-type: none"> Use digital tools to understand diverse perspectives and cultures. Collaborate with others (peers, experts, community) to explore issues and learn together.



Instructional Materials: Digital and Media Literacy

K-5 Technology and K-8 Librarians

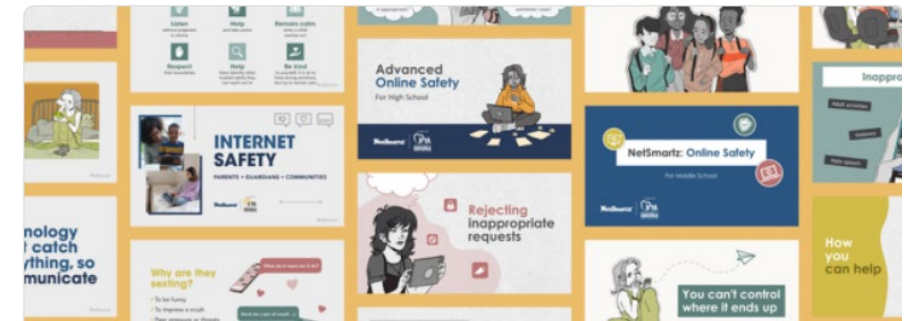


Previously reviewed in 2012



Began being used during COVID but never completed adoption review process

Middle School Computer Exploratory



NetSmartz



Code.org

Integrated into Career and Technical Frameworks (CTE) and aligned to CTE guidelines.

Current/Recommended Instructional Materials



Elementary Topics

Kindergarten: I know when and why to take breaks from device time.

Grade 1: I can pay attention to my feelings when I'm using a device, and I know what to do when I'm having a bad feeling.

Grade 2: I know that I should not give out private information online.

Grade 3: I know why having a strong password is important and how to create a strong password.

Grade 4: I know what cyberbullying is and strategies for dealing with it.

Grade 5: I know what my digital footprint is and how I am (and am not) in control of it.



Middle School Topics



Digital footprint

Cyberbullying

Social Media Safety

Protecting Yourself Online

Critical Thinking

Evaluating Online Sources

Available K-12



Common Sense Media aims to equip kids with critical skills to navigate online challenges like cyberbullying, privacy, and media balance.

Key Topics:

- **Media Balance & Well-Being:** Finding a healthy tech-life balance.
- **Privacy & Security:** Protecting personal info and understanding data rights.
- **Digital Footprint & Identity:** Managing online presence and reputation.
- **Relationships & Communication:** Building positive online interactions.
- **Cyberbullying & Digital Drama:** Preventing and addressing online conflicts.
- **News & Media Literacy:** Spotting credible info and avoiding misinformation.

Be Internet Awesome (Grades K-6)

Unit 01: Share with Care

- Lesson 1 When not to share
- Lesson 2 Keeping it private
- Lesson 3 That's not what I meant!
- Lesson 4 Frame it
- Lesson 5 Who is this person anyway?
- Lesson 6 How do others see us online?
- Lesson 7 Interland: Mindful Mountain

Unit 02: Don't Fall for Fake

- Lesson 1 Popups, catfishing and other scams
- Lesson 2 Who's this 'talking' to me?
- Lesson 3 Is that really true?
- Lesson 4 Spotting untrustworthy information online
- Lesson 5 If we were a search engine
- Lesson 6 Practicing internet search
- Lesson 7 Interland: Reality River

Unit 03: Secure Your Secrets

- Lesson 1 But that wasn't me!
- Lesson 2 How to build a great password
- Lesson 3 Keep it to yourself
- Lesson 4 Interland: Tower of Treasure
- Lesson 5 What is digital privacy?
- Lesson 6 How is my data used?
- Lesson 7 Protecting your privacy online

Unit 04: It's Cool to Be Kind

- Lesson 1.1 Noticing feelings
- Lesson 1.2 Practicing empathy
- Lesson 2.1 Your kindness gram
- Lesson 2.2 Ways to show kindness
- Lesson 3 From negative to nice
- Lesson 4 About your tone
- Lesson 5 How words can change the whole picture
- Lesson 6 Interland: Kind Kingdom

Unit 05: When in Doubt, Talk It Out

- Lesson 1 What does it mean to be brave?
- Lesson 2 From bystanders to helpers
- Lesson 3 Helpers have options!
- Lesson 4.1 Seeing upsetting stuff: What do I do?
- Lesson 4.2 Upsetting stuff online: What do I do?
- Lesson 5.1 What to do about mean stuff on screens
- Lesson 5.2 Handling mean behavior online
- Lesson 6 When to get help
- Lesson 7 Report it online, too



Family Guides, Letters, and Activities

- Available in multiple languages
- Options for different grades and ages

GRADE 5: DIGITAL CITIZENSHIP FAMILY ACTIVITY

Privacy & Security

Digital citizenship: Thinking critically and using technology responsibly to learn, create, and participate

Instructions
The internet is full of catchy headlines and outrageous images, all to make us curious and get our attention. But sometimes what you see is not what you get. Which would you click? Get one or family members together to help. Read the setup before doing the activity together!

Setup
Read aloud: Clickbait is an image or headline that tries to get you to click on it, usually when trying to sell you something or collect your data. How can we avoid clickbait? You can usually avoid clickbait because it is impossible, unbelievable, or shocking! Clickbait might refer to celebrity photographs. another popular topic; it might be a list, contest, or quiz; and it might include attention-grabbing photographs.

Activity
Read aloud: Let's read the headlines below, then talk about which ones might be clickbait and each headline, talk about: How is it trying to grab our attention? Does it seem impossible? Is it shock us?

- This video will prove aliens exist. You won't believe what happens next!
- Teen raises \$2,000 to fund new community garden
- 10 cats it exactly li favorite!
- Scientists debate evidence of UFOs
- Take this quiz to find out which TV character you are
- Man tries to rescue dog from lion. The reason why will make you cry.

Why do people make clickbait? What are the risks of clicking on it? If you see a headline you're interested in but aren't sure if it's clickbait, what are some things you can do instead of clicking on it?

Learn more about how to protect your privacy online at [commonsense.org/family-tips-on-privacy/](https://www.commonsense.org/family-tips-on-privacy/)

common sense education

Shareable with attribution for noncommercial use. Banning is permitted.

[commonsense.org/education](https://www.commonsense.org/education)



Share with Care

Family Activity

Scenario 1

Privacy scenarios: What would you do?

Your kids are really excited about a trip you've planned to visit their grandparents, and you are too. One of them used your smartphone to post about the trip on your social media profile – when you're going and where, posting photos and "tagging" everyone, including the grandparents – in the post. Do you...

- Tell them to delete the post because it's unwise to post vacation dates and locations in social media because they're basically "telling the world" that no one will be home during that time?
- Ask them if they received permission from their grandparents if it's okay to post those photos and tag them in social media?
- Remind them always to ask permission of anyone they photograph and talk about online before posting something about them?
- Tell them they can always come and ask you if they're not sure if it's okay to share something online?

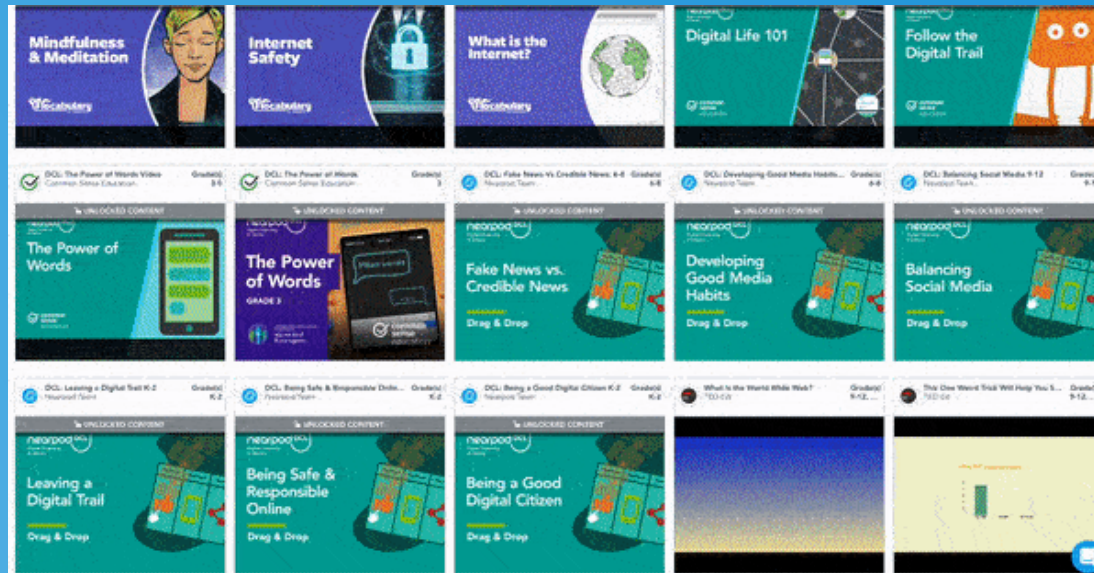
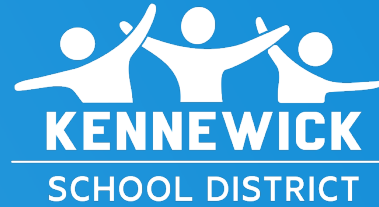
Guidance for parents: All of these are good things to talk about as a family. You're probably already telling your kids that it's not a good idea to notify the world that nobody's home, but it's also important for kids to realize that everyone has a different comfort level around what gets shared publicly about them.

Your sister has just announced to the family that she's pregnant, and your kids are thrilled they're going to have a little cousin. Your oldest tells you he posted a photo of their aunt and uncle with the news that they're going to have a baby, but you hear this only after you get a text from your sister: "Hey, how do Mom and Dad know I'm pregnant? I didn't tell them yet!". Do you...

- Talk with your kids about how having a baby is wonderful, but also very personal information...you know they're excited, but it's up to the person who's pregnant to decide when, how, and with whom they'll share the news?
- Tell your son (and all your kids) that you know he didn't mean any harm, but he needs to take the post down immediately and call the aunt to apologize for posting something about her without her permission?

g.co/BeInternetAwesome 7

Examples and how Be Internet Awesome looks in class





K-12 PARENT CURRICULUM PREVIEW



Review Proposed Curriculum



TUESDAY, MARCH 4, 2025



Join us at 5:30 or 6:00 p.m.



Administration Building, Boardrooms B & C
1000 W 4th Ave. | Kennewick, WA

Find out more about:



**Be Internet Awesome
Digital Citizenship**



**Common Sense Media
Media Literacy**



**Focused Fitness - Five for Life
PE Instructional Material**



To leave a public comment, visit or scan:
bit.ly/K12CurriculumPublicReview



Instructional Materials Committee



April 17, 2025

Review and Unanimous Recommendation

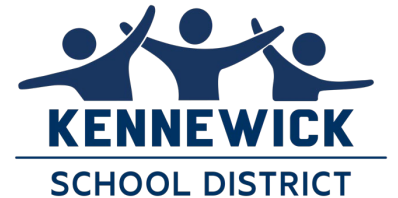
- Common Sense Media
- Be internet Awesome

Recommendation



- The Board approves renewal of Common-Sense Media for K-12
- The Board approves adoption of Be Internet Awesome for K-6

Artificial Intelligence (AI) Guidance



Our Vision

All KSD Students are Known Well, Safe and Destined to Reach their Highest Potential



STRATEGIC GOALS



Our Mission

To provide a safe environment in which all students reach their highest potential and graduate well prepared for success in post-secondary education, work and life.

©2021 Kennewick School District



STUDENTS

SEE LEARNER
PROFILE
Page 11



GOAL: All students are ready for their future

- Learning digital citizenship, social, life and employment skills
- Provided the opportunity to become bilingual and biliterate
- Graduating with a personalized plan for their post-secondary pathway

2024-25 Annual Objectives

College and Career Readiness

- Complete a feasibility study to explore potential ways to provide more opportunities for students to earn credit, engage in High School and Beyond and career and college readiness activities, and learn financial literacy.
- Expand and strengthen implementation of SchoolLinks to support High School and Beyond Plan processes.
- Review implementation of Comprehensive School Counseling Program to assess program alignment with the essential components of academic, career, and social emotional development.
- Expand Family Hub video library and resources.
- Strengthen efforts to build awareness and understanding of the Learner Profile.
- Publish a Career and Technical Education (CTE) course catalog.
- Implement new performance-based graduation pathway option.
- Publish a student and family-friendly "Path to Graduation" planner.
- Provide no-cost PSAT and SAT tests for all high school students at school sites.

Dual Credit and Running Start

- Provide students in grades 9-12 and parents with information and costs for each available dual credit program.
- Provide students in grades 10-12 information about Running Start enrollment during the summer academic term

Dual Language

- Develop plan for expanded middle school dual language programs

Artificial Intelligence (AI)

- Convene a work team focused on developing students' AI literacy, ensuring ethical and safe AI use, aligning AI solutions with best practice and principles of learning, and skills within the Learner Profile.

✓ Performance Indicators and Targets [View 2023-24 results at www.ksd.org/strategicplan](http://www.ksd.org/strategicplan)

- ≥90% of students, families, and staff report that students have opportunities to learn the digital citizenship, social, life and employment skills within the KSD Learner Profile.
- The % of students and families interested in dual language who have access to the program is increasing by ≥2% each year.
- The % of high school students completing at least one dual credit, college-level course by the end of grade 12 is increasing by ≥3% each year over the next three years.
- The % of students graduating in four years and in five years is increasing by ≥1% each year.

Presentation Outline

Artificial Intelligence Guidance

- Policies and procedures
- Staff and student guidance
- Communication, Implementation, and Training



Updated Procedure: Electronic Information System, Electronic Resources, and Internet Safety

Administration Regulation No. 2313

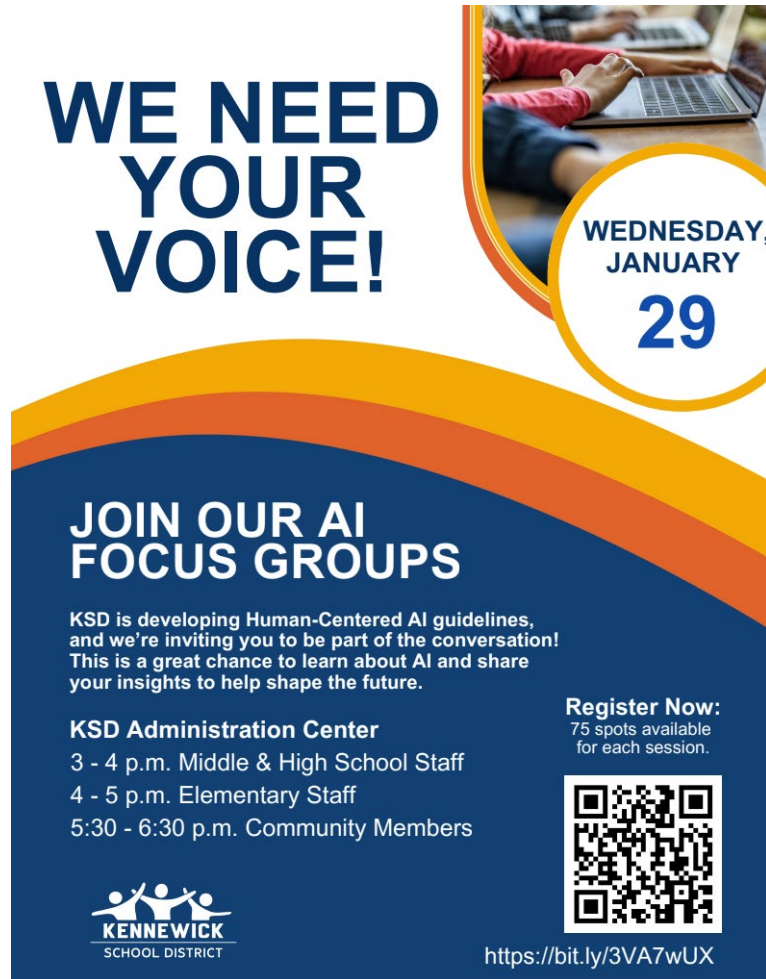
Electronic Information System, Electronic Resources, and Internet Safety - Continued

Emerging Technologies

Emerging technologies, including artificial intelligence, are a rapidly advancing set of technologies for capturing data to detect patterns and automate decisions. These technologies are becoming increasingly ubiquitous, and it is essential for students to understand effective, ethical and safe use. Emerging technologies can enhance classroom learning, and implementation will be guided with proper training, ethical considerations, and responsible oversight. When utilizing emerging technologies to create or support the creation of texts or creative works, students and staff are expected to adhere to district policies and procedures, guidelines, the district's AUP, and any additional guidance provided by their classroom teacher.

Updated February 11, 2025

Community Engagement



WE NEED YOUR VOICE!


WEDNESDAY, JANUARY
29


JOIN OUR AI FOCUS GROUPS

KSD is developing Human-Centered AI guidelines, and we're inviting you to be part of the conversation! This is a great chance to learn about AI and share your insights to help shape the future.

KSD Administration Center
3 - 4 p.m. Middle & High School Staff
4 - 5 p.m. Elementary Staff
5:30 - 6:30 p.m. Community Members

Register Now:
75 spots available for each session.




KENNEWICK
SCHOOL DISTRICT

<https://bit.ly/3VA7wUX>

Feedback:

35 Staff Members

8 Community Members

Student Advisory Committee

Main Topics of Conversation:

- Staff use and training opportunities
- Academic integrity
- When and how will students be learning to use AI tools
- Feedback on KSD vision for AI use

Overview: Artificial Intelligence Use in KSD

- KSD staff and students can use the power of AI to improve learning outcomes, and ensure all students are ready for a future where AI plays an integral role in all fields. Empowered teachers can harness the potential of AI, ensuring that our students are well-prepared for the future. This commitment reflects our belief in the transformative power of AI to enrich the educational experience and support academic success.
- In the field of education, Artificial Intelligence (AI) presents opportunities to enhance teaching and learning processes and foster personalized education. The usage of AI in educational settings requires careful consideration of ethical, legal, and practical aspects to ensure it serves the best interests of students and staff.
- The Kennewick School District is committed to supporting AI use in alignment with the district's mission and goals.
- The district will offer professional development opportunities that focus on the ethical use of AI, enhancing classroom instruction, and fostering student engagement.

Staff Guidance

Artificial Intelligence is increasingly accessible to staff, students, and other stakeholders in education. AI can streamline grading, written communication, material development, and facilitate individualized learning opportunities. Additionally, AI can provide numerous ways to keep learners engaged, ensuring a dynamic learning environment receptive to their interests and motivations. While AI can enhance teaching practices, all interactions with AI should be **human-centered**, meaning use of AI should always start with human inquiry and end with human reflection, human insight, and human empowerment.ⁱⁱⁱ AI will never be a substitute for excellent instructional practice and professional judgment.






Staff should keep the following in mind when using artificial intelligence in their work:

- **Protect Privacy:** Private, sensitive, or confidential information should never be entered into an AI system without first making sure that it complies with FERPA^{iv}, COPPA^v, SUPER^{vi}, and CIPA^{vii}, as well as other federal and state laws.
- **Human-Centered:** Decisions made with the assistance of AI should be subject to a human-centered approach, especially those affecting student assessments, placements, or significant outcomes. AI shall supplement, not replace, interactions between students and educators in a way that enhances the learning experience for students.
- **Educational Use:** The use of AI should be aligned with culturally-relevant, engaging, standards-based teaching and learning practices. AI integration into teaching practices should support and enhance learning objectives, critical thinking, and digital literacy.
- **Media Literacy:** Information and media literacy skills should be used to check sources and find independent facts to confirm accuracy of AI-generated content.
- **Verify information:** AI can unintentionally create false information, so data should be checked for accuracy. AI tools should also not be used to create misleading or inappropriate content, take someone's likeness without permission, or harm another person or the community at large.
- **Respect copyrights:** Copyrighted material should not be entered into AI tools, unless prior permission has been obtained. For further guidance regarding copyright, see the [copyrighted materials section](#).
- **Avoid bias:** Steps should be taken to mitigate bias when using AI. Use a critical eye to identify false, unfair or inequitable representations, perspectives, and scenarios.

Teachers are encouraged to explore AI tools for their own work, being careful not to share personal or private information about themselves or students. If staff would like to use an AI tool with students or with student data, the tool must first be approved through the Instructional Materials Adoptions Process to ensure student data privacy and compliance with terms of use.^{viii} Staff must never sign students up for AI services without prior approval. Many AI tools require verifiable parental consent, and some have restrictions on the age of the person using the tool.

Suggested Classroom Guidelines

Staff should be clear regarding the permissibility of using AI in assignments and projects. The 5 Step Scaffolding Scale is an example of clear AI levels and could be shared with students and families to clarify when it is appropriate to use AI. Staff should explain the reasoning behind the use or restriction of AI in assignments to aid students in understanding objectives and goals for learning. For more specific guidance and examples, please review OSPI's *Implementing AI: A Practical Guide for the Classroom*.^{ix}

5 Step Scaffolding Scale for Students				
Level 1 No AI Assistance	Level 2 AI -Assisted Brainstorming	Level 3 AI-Supported Drafting	Level 4 AI-Collaborative Creation	Level 5 AI as Co-Creator
				
No AI tools are used at any point. Students rely solely on their knowledge and skills.	AI tools can help generate ideas. Final content must be created by the student without direct AI input. AI assistance must be cited.	AI can help with drafting initial versions. The final version must be significantly revised by the student. Clear distinction between AI input and student's contributions.	AI-generated content can be included. Student must critically evaluate and edit AI contributions. AI usage must be transparent and cited.	Extensive use of AI in content creation. Student provides a rationale for AI use and ensures original thought. Work adheres to academic integrity with proper citations.

If a teacher has not specifically indicated whether AI is recommended or permitted for an assignment, students should ask their teacher(s) before using AI. When AI is recommended or permitted, students should rely on their classroom teacher to provide further guidance on the tools to use and the extent to which students may make use of it in the context of the specific assignment.

Student Handbook Updates



Student Use of Artificial Intelligence

In today's fast-paced digital world, AI can be an incredibly valuable tool for students, enhancing their learning experiences and expanding their academic opportunities. By using AI, students can access personalized learning resources that help them understand subjects more deeply. Whether it is improving study habits or boosting research skills, understanding and using AI tools ethically can support academic success and prepare students for the future. However, it's important to use AI responsibly and thoughtfully. Here are some guidelines to follow:

- **Use AI responsibly:** Always follow the school's acceptable use policy* when using AI tools. Don't use AI to cheat or plagiarize.
- **Be respectful:** Do not use AI to create misleading or inappropriate content, or to harm, harass, or bully others.
- **Think critically:** AI is a helpful tool, but it cannot replace your own critical thinking, creativity, or problem-solving skills.
- **Avoid bias:** Take steps to ensure that AI is used fairly and without bias. Use a critical eye to identify false, unfair, or inequitable representations, perspectives, and scenarios.
- **Protect your privacy:** Don't share personally identifiable information (PII) like your name, birth date, or address with AI technologies.
- **Verify information:** Use information and media literacy skills to check sources and confirm the accuracy of AI-generated content.
- **Give credit:** When using AI tools, make sure to properly credit and cite the sources of the tools or techniques.
- **Seek guidance:** If you are unsure whether using AI is appropriate for a particular assignment or project, ask your teacher for advice.
- **Respect copyrights:** Do not enter full text of copyrighted material into AI tools unless you have permission. For more information, refer to the [copyrighted materials section](#) or your school librarian or media specialist.

Artificial Intelligence for All

When permitting the use of AI tools, staff should recommend the use of district-supported and approved tools to ensure equitable access and data privacy for all students. Staff should model the use of approved AI tools for all students and provide guidance to promote AI literacy skills. AI tools have the potential to assist in providing [accommodations](#) and supports when appropriate.

Artificial Intelligence and Academic Integrity

It is crucial to maintain academic integrity while integrating AI into the classroom. Educators must ensure that AI is used to support students' learning rather than replace their efforts. For instance, AI tools can assist in research and provide personalized learning experiences, but students should still engage critically with the material and produce their own work. AI guidelines and policies should be discussed, included in course syllabus, and explained for classroom activities or assignments to prevent plagiarism and misuse of AI resources. Encouraging ethical use of AI fosters a culture of honesty, responsibility, and respect for intellectual property, preparing students for future academic and professional environments. Staff should take appropriate steps to communicate clear expectations and consequences of AI misuse and technology in general.

Plagiarism

Knowing your students individually is your best defense in recognizing plagiarism.

For example:

- Ask students to describe and/or demonstrate their process and talk about how they produced the paper, project, or material, placing the emphasis on process instead of the final product.
- Whenever possible, use the document revision history to look at the evolution of a student's document to see if there is evidence of a large amount of copy/paste.
- Create assignments that are not easily replicated with the use of AI tools. (Debate and discussions, collaborative learning, project based, peer reviews, simulations, etc.)

AI Detectors

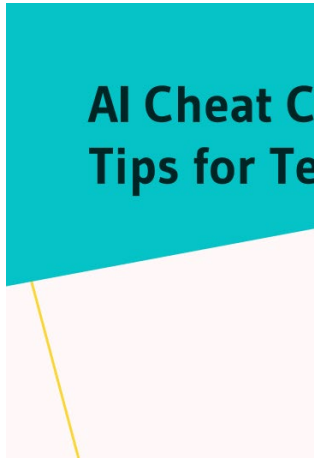
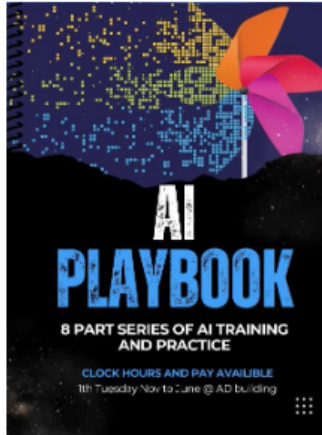
Staff may be inclined to use AI detectors to determine the authenticity of a student's work. AI detectors are generally inaccurate and can lead to false positives of plagiarism. The best detector of plagiarism is a comparison of previous student work to the work in question.

Copyrighted Materials

Many generative AI tools are based on an algorithm that pulls information from a large dataset. In some AI tools, that dataset grows as more people put information into the model. For example, in some AI tools like large language models (ChatGPT), when staff or students use a piece of text from a novel in their prompt to the AI tool, that text becomes part of the dataset that improves the large language model's functionality. For this reason, staff and students should never enter copyrighted material into an AI tool prompt, as it most likely violates the copyright license held by the author.

- Do not enter large amounts of copied information from a publisher.
- Do not enter large portions of a published novel or work of nonfiction unless it is in the public domain.
- While Fair Use Doctrine does allow for portions of copyrighted material to be used in the context of education practice, Fair Use does not apply to giving that content away by adding it to a large language model dataset.

Staff Training



KENNEWICK
SCHOOL DISTRICT

Artificial Intelligence

HomeVision and GuidanceResourcesAI Tools

Artificial Intelligence

Vision and GuidanceResourcesAI tools

What is Artificial Intelligence?



You may hear terms like "AI", "Chatbots", "GPT", and "Machine Learning" when learning about this topic. Here are some brief explanations:

- Artificial Intelligence (AI) is computer programming that learns and adapts, with systems taught to mimic intelligent human behaviors. (Examples: Playing against a computer at a video game; grammar check)
- Machine learning (ML) is the technique that allows machines to learn autonomously from data (Examples: Snapchat filters and facial recognition)
- Large language models (LLMs) are machine learning models that can understand, predict, and generate human language (Examples: Customer service chatbots, predictive text on your smartphone)
- Generative AI (Gen AI) refers to the use of AI to create new content, like text, images, music, audio, code, and videos (Examples: ChatGPT, Midjourney, DALL-E, Magic School)

For a deep dive into AI terminology, you can visit the [AI/PRM Glossary](#).

Why Would I Use AI In My Work?

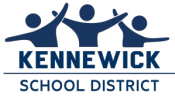
The Kennewick School District believes that technology can offer new ways for us to be creative and efficient in our work. Like computers and the internet, AI is a tool that should be learned and embraced by staff and students.

By incorporating AI into our curriculum, we open up new avenues for learning and problem-solving. AI technology allows for personalized learning experiences, where students can receive tailored feedback and guidance based on their unique strengths and weaknesses. Additionally, AI can assist educators in identifying areas where students may need extra support, allowing for more targeted instruction and ultimately better student outcomes.

Furthermore, AI has the potential to revolutionize the way we approach administrative tasks, such as scheduling and record-keeping. By automating these processes, staff can free up more time to focus on the important work of teaching and supporting students.

We are committed to staying at the forefront of educational innovation, and embracing the potential that AI has to offer is just one way we are doing so. We believe that by incorporating AI into our classrooms and offices, we can better prepare our students for the rapidly-evolving workforce of the future.

Using AI in KSD



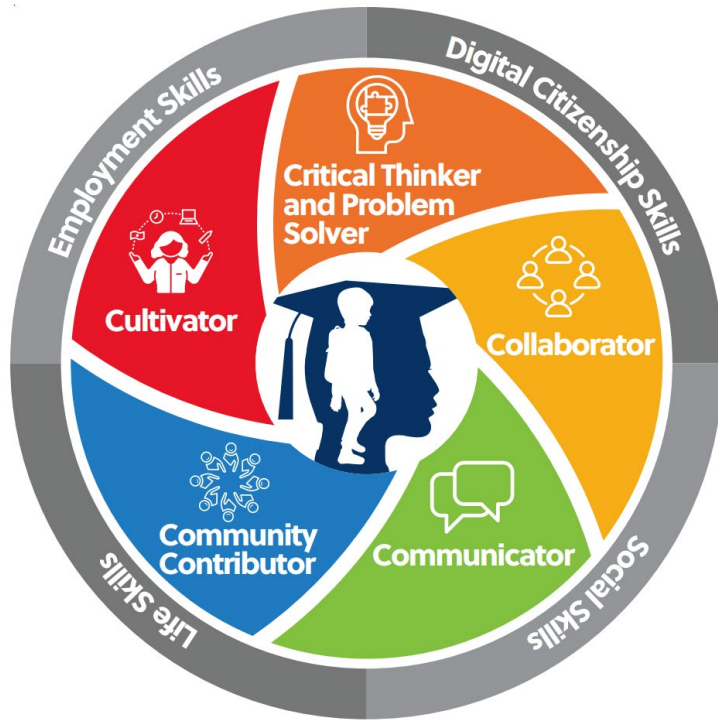
BRING A LIGHT ON AI TRAINING QUILTS

Clock hours available
CLOCK HOURS
CLOCK HOURS

ct
owered tools can save you
tudent learning, and
load in this hands-on
ng series. In partnership
AI, Colleague AI, and Magic
in features expert-led
om the company. Whether
refining your skills, you'll
dy-to-use strategies and
ite to enhance your
ces.

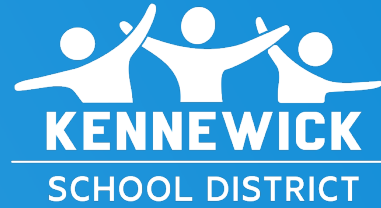
REGISTER TODAY

Next Steps for 2025-2026



Communication and Training

- Staff, Parent, and Student Communication
- Training and Professional Development



Board Questions and Discussion

