



## WSSDA Boards of Distinction Application

### GENERAL INSTRUCTIONS

1. The board should complete the application and narratives as directed below, and provide supporting evidence.
  - The date range for this year's application is 9/1/15 – 9/1/16.
  - We recommend you review the following resources on the Boards of Distinction webpage to help inform your essays: *WA School Board Standards; Descriptors* that show the types of information that might be pertinent to each benchmark; and *Standards that Support Equity and Access*.
2. Submit the application — as a single Word or PDF document — by **September 21, 2016**, to Connie Lauderdale at [C.Lauderdale@wssda.org](mailto:C.Lauderdale@wssda.org).  
Submission content:
  - a) This application with completed narratives and signatures. Please identify supporting documents by name within each essay, e.g. "Appendix A."
  - b) Supporting documentation for the narratives (no more than 3 pages each), ordered and titled to correspond with them.

### DETAILED INSTRUCTIONS

#### **Section I: District Information**

Please complete the basic district and contact information, and check the box to indicating your district's size.

#### **Section II: Application Certification**

Please answer "yes" or "no" to the questions about who completed the application, then have all the board members and superintendent sign to certify that the information given throughout the application is accurate.

#### **Section III: Boardsmanship**

All WSSDA Boards of Distinction must demonstrate a commitment to responsible governance. Please check the boxes that best describe your boards' governance style and strategic plan status, and insert the dates in answer to questions 2, 3 and 5.

#### **Section IV: Professional Development**

Professional development as a board is an important practice. Please indicate any professional development of the board done through or independently of WSSDA from 9/1/15-9/1/16 by checking the box indicating either 1-2 board members or 3-5 board members participated, or N/A if the PD is not applicable.

**Section V: Essays and Evidence**

For each sub-section (3 standards, plus opportunity gap):

- Please submit an essay of no more than 300 words explaining up to three ways in which the board supports that section’s benchmark or topic.
- Please consider mentioning whether this is an initial decision made by the board or you are monitoring progress towards goals.
- Please identify supporting documents by name within each essay, e.g. “Appendix A.”

**Immediately after each narrative, insert no more than three pages of evidence** (e.g., portions of board meeting minutes, protocols, policies, evaluation tools, communications, etc.) to support that narrative.

- The same piece of evidence may be used to support more than one narrative.

Where possible, address how your board meets the needs of diverse students and steps they are taking to close the opportunity gap.

**SECTION I: DISTRICT INFORMATION**

School District Name: Pasco School District 1

Street Address or PO Box: 1215 W Lewis Street

City: Pasco State: WA ZIP: 99301

Student enrollment:  1 – 1000  1001 – 9000  9001 and over

Board Chair: Scott Lehrman

[Redacted] [Redacted] [Redacted] [Redacted]

Superintendent: Michelle Whitney

[Redacted] [Redacted] [Redacted] [Redacted]

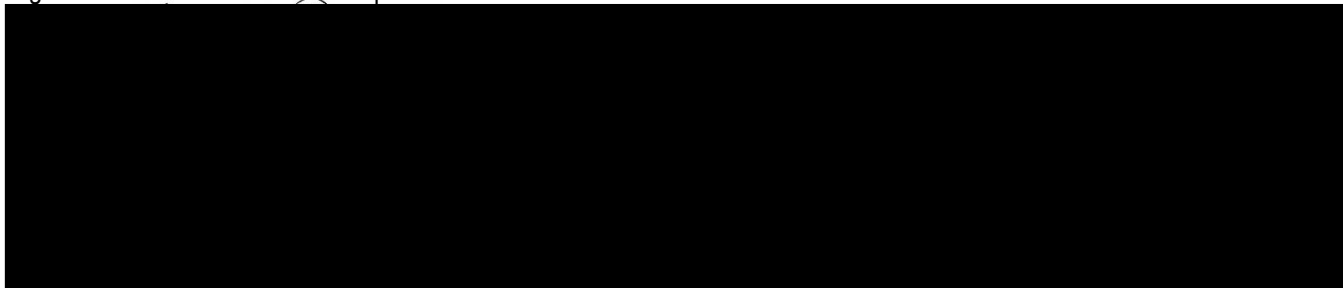
**SECTION II: APPLICATION CERTIFICATION**

1. All members of the board discussed and provided input and direction on the content of this application.  Yes  No
2. The narratives in this application were written by:
  - a. One or more board members  Yes  No
  - b. The superintendent  Yes  No
  - c. Other (please specify):  Yes  No

We certify the accuracy of all the statements and representations made in this application.

We hereby grant the Washington State School Directors’ Association permission to review and verify any information submitted as part of this application, and publish the content.

Signatures of the full board and superintendent:



**SECTION III: BOARDSMANSHIP**

1. How would you describe your board's governance:
  - Traditional
  - Balanced
  - Coherence
  - Policy
  - A blend
  - Other: please describe: \_\_\_\_\_
  
2. What was the date of your most recent superintendent evaluation? February, 2016
3. What is the date of your most recent board self-assessment? March 28, 2016
4. Do you have a current strategic plan?  Yes  No
5. What years does it cover? 2016-19

**SECTION IV: PROFESSIONAL DEVELOPMENT**

Event	1-2 Board Attendees	3-5 Board Attendees	N/A
1. WSSDA Annual Conference 11/15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Fall regional meeting 2014	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Spring regional meeting 2015	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Individual board workshop	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. WSSDA Webinar (live or archived)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Legislative conference 1/15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Legislative assembly 9/15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Book study	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. WA School Board Standards reviews at board meetings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Video conference coaching session with WSSDA	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other training or event (please list below)			
11. <u>Board Governance</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. <u>Bond Planning, Legal training</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. <u>PDC training</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. <u>District Communications Audit/Training</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. <u>Community Forums</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Standard 1: Provide responsible school district governance

Benchmark: ***Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.***

- Indicators:
1. Does board understand and comply with the Open Public Meetings Act?
  2. Does the board encourage the public to attend board meetings and provide input on topics before the board, including hosting informal opportunities for the public to discuss issues and district performance?
  3. Does the board make available to the public, with sufficient notice and time for input, information which supports board discussions and decisions?
  4. Does the board follow a defined process for gathering input from the community, staff and other stakeholders prior to making critical decisions?
  5. Does the board carry out annual evaluations of its own performance and set goals for improvement?
  6. Does the board solicit input from the public regarding its own performance?

1. Each board member completed the required Open Public Meetings Act training. In addition, as a collective we participated in a board study session. We fully comply with all aspects of OPMA and feel blessed to serve in a community where many citizens are excited to be involved in the public school system.

2. The board posts the dates and topics of board meetings and study sessions on our district website in advance of board meetings. In the past year, there has been increased community interest in school board business. As a result, the board partnered with the City of Pasco and the local public cable channel to air previously recorded meetings and study sessions to increase ease of access for community stakeholders. Meetings are now broadcast on our local cable station, as well as on a school district YouTube channel. Since January 2016 there has been nearly 3,000 views of board meetings and study session.

The past year also included changes to board meeting protocol. In addition to regular audience comments regarding non-agenda times, audience members are invited to comment and/or ask questions after each board report and/or action item. This has led to significant and beneficial dialogue about issues affecting our school district. The board also began holding community forums throughout the year to discuss various topics like pre-kindergarten initiatives and potential bond projects, as well as open forums for general questions. These community forums take place at schools and are publicized well in advance. The board has proactively increased dialog with the community and is constantly seeking feedback to achieve continuous improvement of our school district.

Individual or board member pairs have also increased community outreach efforts including various meetings with the community at public places like parks or restaurants, attendance at school events, and school site visitations.

4. Our board follows a defined process for gathering input from the community, staff, and other stakeholders using community forums, stakeholder focus groups, and surveys. Community forums helped engage stakeholders around critical decisions like elementary boundaries, solutions to over-crowding, and ideas for increasing access to pre-kindergarten services. Stakeholder focus groups helped develop our 3-year strategic plan and helped outline parameters for our new superintendent. Surveys are a valuable tool for the board. During the 2016-2019 strategic planning process we received roughly 10,000 respondents to help us shape the districts key actions.

Task forces are an important tool for our school board. The Pasco Facilities Task Force spent a year carefully analyzing the facilities needs of our community. This work helped inform the board as to what may be the most important decision making around the next bond. This task force included district staff, teachers, parents, and community members.

Attachment 1:1

Study Session on Public Meetings (Slides 2-7)

### Open Public Meetings Act

- Ch. 42.30 RCW
- Enacted in 1971
- Includes governing bodies of special purpose districts
- Requires "meetings" to be open to the public
- Requires "action" be taken at public meetings

### Procedural Requirements

- Date and time of regular meetings may be established by resolution
- Special meetings may be called by presiding officer or quorum of the members
  - 24-hours written notice to members, the public, and media required
  - Notice must specify time and place and business to be transacted
  - May take action only on matters identified in the notice
  - Notice requirements for special meetings to not apply in an emergency

### What is a "meeting"?

- RCW 42.30.020(4): "Meeting" means meetings at which action is taken
- RCW 42.30.020(3): "Action" means the transaction of official business of a public agency by a governing body
  - Includes discussions and deliberations and final action
  - "Final Action" means a collective positive or negative decision or an actual vote by a majority of members

Meeting of a quorum conducting business is subject to the requirements of the OPMA

### Executive Sessions

- RCW 42.30.110
  - Executive sessions may be held during a regular or a special meeting
  - Portion of the meeting closed to the public
  - Attended by members of the board and others by invitation
  - Does not require minutes or recording
  - Must state allowable purpose and the expected duration
  - No voting or action allowed
    - Actions taken in violation of OPMA are null and void

### Procedural Requirements

- Regular and Special Meetings
- Open to the public
- No conditions on public attendance
- No public right to speak at meetings
- Disruptive attendees may be removed
- No secret ballots
- Meetings may be adjourned or continued
- May meet in executive session
- May meet for other purposes not subject to the OPMA

### Executive Sessions

- RCW 42.30.110(1) lists the permitted reasons for executive session. Most common for school boards:
  - (b) and (c) – Real estate acquisition/purchase or sale/lease
  - (d) Review negotiations on publicly bid contracts
  - (f) Receive complaints against a public employee
  - (g) Evaluate qualifications of applicant for public employment or to review the performance of a public employee
  - (h) Evaluate qualifications of candidate for public office
  - (i) Discussions with legal counsel

Attachment 1:2

Website view of Board Community Forums and Meetings Postings (leads you to individual dates/times and agendas)

The screenshot shows the website's navigation menu with 'MEETINGS AND FORUMS' selected. Below the menu, there are two columns of text. The left column is titled 'Board Meetings' and describes the schedule and study sessions. The right column is titled 'Community Forums' and describes their purpose. Below these descriptions are links to view agendas and past meetings, and a list of upcoming forums with dates and times.

**Board Meetings**  
are held on the 2nd and 4th Tuesday of every month. Study sessions are held prior to the board meeting, unless otherwise noted.

To view board agendas and minutes, [click here](#)

To view past board meetings on our Youtube channel, [click here](#)

**Community Forums**  
are focused on gaining the perspective of the community to help shape the direction of upcoming key district initiatives.

**Marie Curie STEM Elementary**  
October 20, 2016  
6:30-8 p.m.

**Ochoa Middle School**  
January 19, 2017  
6:30-8 p.m.

**Livingston Elementary**  
March 23, 2017

The screenshot shows a large green banner with the text 'get involved!' and 'Join us for SCHOOL BOARD MEETINGS & COMMUNITY CONVERSATIONS with the Board of Directors'. To the right of the banner is a search bar and a section titled 'Get involved with your School Board!' with a 'READ MORE' button.

**get involved!**

Join us for  
**SCHOOL BOARD MEETINGS & COMMUNITY CONVERSATIONS**  
with the Board of Directors

**Get involved with your School Board!**

Click "Read More" for the most current schedule


**READ MORE**

## Attachment 1:4

Board Study Session, March 22, 2016 (slides 1-6)

**Pasco Facilities Task Force Recommendations  
and Initial Bond Scenario Discussion**


March 22, 2016



**Pasco Facilities Task Force  
Recommendations**

The Pasco Facilities Task Force:

- Met 10 times between January and July 2015
- Studied and visited facilities to determine needs
- Report accepted by the Board on November 10, 2015
- Made a recommendation to run a bond as soon as reasonably possible
- Included 24 parents and community members, including representation of local and government agencies



**PASCO FACILITIES TASK FORCE MEMBERS**

Brian Ace	Randy Hayden	Chase Morgan
Steve Allen	Trisha Herron	Heidi Redfield
Alayna Bleazard	Steve Hitchman	Avigail Sanchez
Rebecca Clark	Richard Job	Jamie Southworth
Noemy Correa	Christina Johnson	Garrett Stark
Lance Dever	Sheri Mitchell	Brent Stenson
Lee Ferguson	Ian Mitz	Darrell Toombs
Richard Garretson	Charles Montgomery	Rick White



**2015 Pasco Facilities Task Force  
Recommendations**

**Task Force recommendations in priority order:**

1. Improvements to Support Services facilities
2. Additional K-6 capacity (elementary school #16)
3. Major systems upgrade needs related to safety and health
4. New middle school to serve central Pasco
5. Additional K-6 capacity (elementary school #17)
6. Major facility needs related to security and energy
7. Acquisition of land for future school sites

**Support Services Improvements**

- Build a new transportation office, to replace old portables
- Build two pull-through bus bays that will provide four new bays for the mechanics' work area
- Renovate the current maintenance office and replace obsolete controls



**Health and Safety Projects**

- HVAC Systems at Livingston, McGee, and Captain Gray elementary schools and McLoughlin Middle School to include boilers as needed
- Parking lots/playgrounds seal and coat to maintain a safe play surface
- Asphalt overlay at Robert Frost parking lot
- Playground pad replacement at five elementary schools
- Roof replacement at Gray, Markham, PHS C-Wing
- McLoughlin Middle School roof drain replacement
- Markham office renovation

## Standard 2: Set and communicate high expectations for student learning; include clear goals and plans for meeting those expectations

Benchmark: ***Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.***

- Indicators:
1. Does the board, in collaboration with staff and the community, formulate and maintain a current plan with goals and outcomes?
  2. Does the board incorporate educational research, local issues, educational legislative initiatives, and national and global trends in the district planning process?
  3. Does the board ensure that stakeholders, staff, and constituents have easy access to and understand the vision/goals/mission articulated in the district plan?
  4. Does the board base its ongoing policy development, decision-making and budgeting on the district plan?
  5. Does the board continually monitor implementation of the district plan and progress toward the plan's goals and outcomes?

1. The board, in collaboration with 150 community stake holders and in response to a 10,000 respondent survey, developed a strategic plan that spans 2016-2019 with four overarching goals with specific items under each goal to be accomplished each year. Yearly the board gets reports on the progress of each item under each goal.

With input from teachers, principals, our superintendent, and others, as well as key benchmarks research, the board identified five outrageous outcomes or Results Policies. These Results Policies are clear, easy to remember, and provide a clear focus for the district's efforts. A stakeholder workgroup will align the existing strategic plan with the Results Policies this Fall. We feel this will really help the vision of our district and its goals to be readily known and utilized throughout the district.

In addition to our focus on an authentic measurable strategic plan, we are in the final stages of implementing a board governance model. In the summer of 2015, we engaged in a book study focus on the book "Good Governance Is A Choice," by Randy Quinn and Linda J. Dawson and began the process of developing and implementing the layers of policies outlined in the model. We routinely listen to our community and translate their input into Operational Expectations Policies to frame and guide the district staff's decision making and focus.

2. We send out regular publications of *Your Pasco Schools* that inform parents what is going on in the district including our vision and mission. The board sends out an *Annual Community Report* that relates school district happenings and progress towards accomplishing goals in our strategic plan. All publications are send out in English and Spanish.

5. The board receives regular board reports throughout the year on various items of focus from the strategic plan. For example, based on regular board reports regarding the needs for pre-kindergarten services the board directed the district to form a task force to engage stakeholders in accomplishing this goal. Using the recommendations of the community team this year the board will implement pre-kindergarten program(s) and spend the capital needed to accomplish this goal. We are in the middle of this goal that is due to be completed by 2017. In addition to that kind of follow up on various goals, once a year the district staff presents to us where we are and what we have accomplished and includes work accomplished towards the following two years' goals that are also on our current strategic plan.



**Standard 2 evidence: insert up to three pages of evidence below this line**

**Attachment 2:1**

**2016 – 2019 District Strategic Improvement Plan**

### Initiatives in Progress

The ongoing initiatives will absorb district resources.

**Goal 1:**

- Develop a management plan to align standards, purchase instructional materials and equipment and provide professional learning
- Develop a district data dashboard
- Reimagine the high schools

**Goal 2:**

- Monitor fidelity to board-adopted approaches and foundational structures
- Implement online learning for elementary students
- Implement a three times per year assessment system
- Continue the new state teacher and principal evaluation implementation
- Implement STEM education
- Expand the Pre-Kindergarten program

**Goal 3:**

- Increase innovative strategies for staff recruitment
- Manage new state and federal mandates
- Open new schools
- Prepare for the next bond election

**Goal 4:**

- Continue the work of the Pasco Facilities Task Force

### System-wide Expectations

The following initiatives have been adopted by the board for implementation across the district.

**Foundational Structures**

- Late Exit Transitional Bilingual Model
- Aligned Curriculum
- Professional Development
- Data Driven
- Professional Learning Communities
- Personalized Learning Environment
- Leadership Development
- Learning Walks
- Parent and Community Partnerships

**Content and Instructional Approaches**

- Instructional Framework including interventions
- Balanced Literacy
- Developmental Writing Continuum
- Inquiry Science
- Problem-solving Math
- Guided Language Acquisition Design
- High Yield Instructional Strategies
- Danielson Instructional Framework
- Literacy Squared

For more information on work plans and the menu of suggested activities to support each action, contact:  
Michelle Whitney  
Deputy/Successor Superintendent

### Timeline

**Fall 2014:**

- Initiated core team plan
- Completed 10,187 student, parent, and staff surveys
- Established goals

**Winter 2015:**

- Participation of 201 parents, students, community members and staff in 15 focus groups
- Conducted two summits in English and Spanish with 160 participants

**Spring 2015:**

- Prioritized key actions based on triangulation of input from 22 core team members
- Board established time line for key actions
- Plan approved by board on June 23, 2015

**Summer 2015:**

- Initiated action planning


**Winter 2016:**

- Implemented Plan


**Spring 2018:**

- Renew and Stretch: Summit to review progress and identify remaining work for 2019

## Pasco School District 2016-2019 District Strategic Improvement Plan



**Mission**  
Putting students first to make learning last a lifetime.  
*Celebrating academics, diversity and innovation.*



**By 2019**  
Focus on work to be completed or revised.

Spring 2018—Review progress to focus on key actions to be completed or revised in 2019.

**Pasco School District**  
1215 W Lewis Street  
Pasco, WA 99301  
Phone: 509-546-6700  
Fax: 509-543-6781

Strategic Plan Key Actions by Year			
<p><b>GOAL 1: Leadership</b> Create a culture of inclusion and connection which challenges and values every student.</p>	<p><b>By 2016</b></p> <ol style="list-style-type: none"> <li>Leverage the Strategic Plan to unite PSD schools to provide equitable opportunities for all students.</li> <li>Develop and implement professional learning around culturally relevant practices that respect the needs of all PSD students.</li> </ol>	<p><b>By 2017</b></p> <ol style="list-style-type: none"> <li>Increase opportunities for student leadership at all levels.                             <ol style="list-style-type: none"> <li>Implement K-12 student-led conferences across the district.</li> </ol> </li> <li>Increase extra-curricular opportunities at all levels and develop a phase-in plan.</li> </ol>	<p><b>By 2018</b></p> <ol style="list-style-type: none"> <li>Develop a district-wide system to increase classroom walk-throughs. (Classroom walk-throughs are brief visits intended for collecting data on the implementation of instructional strategies and materials.)</li> </ol>
<p><b>GOAL 2: Teaching and Learning</b> Increase learning opportunities from pre-kindergarten to graduation that empower and inspire students to pursue post high school education and careers.</p>	<ol style="list-style-type: none"> <li>Develop a district-wide mentoring program.                             <ol style="list-style-type: none"> <li>Implement a mentoring program for adults (administrators and teachers).</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Develop a district-wide mentoring program.</li> <li>Implement a mentoring program for students.                             <ol style="list-style-type: none"> <li>Align standards-based instruction at all levels with skills and knowledge required for college and careers in the future and present.</li> <li>Engage community partners in the development and implementation of interactive and inspirational career readiness experiences.</li> </ol> </li> <li>Establish a vision for instruction that supports equitable, hands-on, and integrated instructional experiences with opportunities to publicly display successes.</li> </ol>	<ol style="list-style-type: none"> <li>Expand the PSD Dual Language program.</li> </ol>
<p><b>GOAL 3: School Environment/ District Systems</b> Leverage resources to maximize student support.</p>	<ol style="list-style-type: none"> <li>Define and expand academic and behavior intervention programs for students. Coordinate, communicate the models and monitor effectiveness.</li> <li>Define and communicate a system for purchasing classroom resources. Identify deficits and resources.                             <ol style="list-style-type: none"> <li>Materials: Ensure equal access to current materials</li> <li>Technology: Update current use of technology in the classroom.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Develop and implement a Pre-Kindergarten program for all incoming students.</li> </ol>	<ol style="list-style-type: none"> <li>Develop, implement and communicate district guidelines for maximizing physical space to support small and manageable classes and schools.</li> </ol>
<p><b>GOAL 4: Family and Community</b> Engage the whole community in the education of all students.</p>	<ol style="list-style-type: none"> <li>Establish and communicate protocols for collaboration with the community on decisions.</li> <li>Develop a mechanism to communicate the expectations and standards of the schools.</li> </ol>	<ol style="list-style-type: none"> <li>Expand the PSD outreach programs.                             <ol style="list-style-type: none"> <li>Increase parent participation in school events and activities.                                     <ol style="list-style-type: none"> <li>Consider transportation options for parents.</li> <li>Review and revise communication strategies.</li> </ol> </li> <li>Expand options for parents to attend; include parent education, workshops on district initiatives, and opportunities for parent conferences.</li> </ol> </li> <li>Increase participation by community partners across the district.                             <ol style="list-style-type: none"> <li>Expand field trip options for students.</li> <li>Invite partners to be career ambassadors.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>Identify opportunities for student service learning. Design a program to increase service learning participation by all students.</li> </ol>

Attachment 2:3

Cover of Your Pasco Schools (YPS) and Annual Community Report

**YOUR PASCO SCHOOLS**  
**Boletín para la Comunidad**  
 Poniendo a los estudiantes primero para hacer que el aprendizaje dure por toda la vida.  
*Celebrando las materias académicas, la diversidad y la innovación*  
 FALL 2016

**¡Bienvenidos de Regreso!**

**WELCOME BACK!**

**YOUR PASCO SCHOOLS**  
**Community Newsletter**  
 Putting students first to make learning last a lifetime.  
*Celebrating academics, diversity, and innovation.*  
 FALL 2016

Pasco School District #1  
 C.L. Booth Education Service Center  
 1215 W. Lewis Street  
 Pasco, WA 99301

NON-PROFIT ORGANIZATION  
 U.S. POSTAGE PAID  
 PASCO, WA  
 PERMIT 189

\*\*ECRWSS\*\*  
 POSTAL CUSTOMER  
 PASCO WA 99301

**YOUR PASCO SCHOOLS**  
 2015-2016

**ANNUAL COMMUNITY REPORT**

- Putting students first to make learning last a lifetime
- Celebrating academics, diversity and innovation

**PASCO SCHOOL DISTRICT #1**

Pasco School District #1  
 C.L. Booth Education Service Center  
 1215 W. Lewis Street  
 Pasco, WA 99301

NON-PROFIT ORGANIZATION  
 U.S. POSTAGE PAID  
 PASCO, WA  
 PERMIT 189

\*\*ECRWSS\*\*  
 RESIDENTIAL POSTAL CUSTOMER  
 PASCO WA 99301

**SUS ESCUELAS DE PASCO**  
 2015-2016

**INFORME COMUNITARIO ANUAL**

- Poniendo a los estudiantes primero para que el aprendizaje dure para toda la vida.
- Celebrando los estudios académicos, la diversidad y la innovación.

**PASCO SCHOOL DISTRICT #1**

Pasco School District #1  
 C.L. Booth Education Service Center  
 1215 W. Lewis Street  
 Pasco, WA 99301

NON-PROFIT ORGANIZATION  
 U.S. POSTAGE PAID  
 PASCO, WA  
 PERMIT 189

\*\*ECRWSS\*\*  
 RESIDENTIAL POSTAL CUSTOMER  
 PASCO WA 99301

**Attachment 2:5**  
(Pre-K Study Session, January 12, 2016)

**Preschool and Kindergarten  
Programs  
Study Session**

January 12, 2016



*Putting students first to make learning last a lifetime:  
Celebrating academics, diversity, and innovation*

**Goals for Workshop**

- Review entering kindergarten data
- Share information on current district and community preschool programs
- Provide recommendations



**Kindergarten**

- Full-day program offered at all sites
- Required to participate in WaKIDS
  1. Family Connection Meetings
  2. Whole-child Assessment
  3. Early Learning Collaboration
- Opted for half-day:
  - 10 fall
  - 7 currently
- Developmentally Appropriate Program



**Kindergarten...a Transition Year**



**Whole-child Assessment**

- Teaching Strategies Gold observational tool
- Developing Skill Areas:
  - Social-emotional
  - Physical (fine and gross motor)
  - Cognitive
  - Language
  - Literacy
  - Mathematics



**2015-16 Entering Kindergarten Data**

<u>West Side</u>	<u>Central</u>	<u>East Side</u>
Franklin	Chess	Robinson
Livingston	Emerson	Whittier
Markham	Frost	
Angelou	Gray	
McClintock	Longfellow	
McGee		
Twain		



### Standard 3: Create conditions district wide for student and staff success

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Benchmark: ***Employing and supporting quality teachers, administrators and other staff and providing for their professional development.***

- Indicators:
1. Does the board require and support recruitment of highly effective staff?
  2. Does the board have policies in place to hire, evaluate and retain qualified staff to meet the needs of students?
  3. Does board policy support and promote continuous staff development and mentoring?
  4. Does the board celebrate and publicize staff successes?

1. The district adheres to a values based hiring philosophy that is dedicated to the training, recruitment and retaining of qualified staff. This helps us recruit people whose values align with our organization. We are also committed to recruiting nationwide. We identify candidates that adhere to our values system and invited them to spend a day in Pasco to see if we are a mutual fit. This year the district staff mirrored value based hiring in hiring a new assistant superintendent. This outside candidate's values aligned with our district. The usual practice of hiring from within, is changing because it doesn't align with our values based hiring model.

3. This board is supportive and encouraging of continuous staff development and mentoring. As one of the fastest growing districts in the state we have an unusual number of teachers new to the profession, our district has implemented a mentoring program for these first time teachers.

Our staff training this year included T-Pep training, Curriculum training, and multiple other topics. A list is attached.

4. The board is proud to celebrate excellence on a regular basis. Whether our teachers are recognized nationally, at a state level, or locally, we like to recognize them in our board meetings or in other meetings throughout the district. Often these are published in our *Your Pasco Schools* publications that go out to our community quarterly. They are also often placed on the district website on our news bar or in our *Positively Pasco* publication. We honor our National Board Certified teachers every year in our board meetings. Our North Star award winners can be any staff and are nominated by anyone in the community. Our Staff Achievement Awards are given out annually at our huge all staff rally at the beginning of the school year. It is an award that is staff nominated and the staff member receives \$1500 toward a professional development opportunity. We are committed to our teachers being well represented in the region and we consistently have a large number of Crystal Apple Award winner and have constantly had someone as a regional teacher of the year.

Attachment 3:1

Postcard created for recruiting



## Do you see our bright future?

Thank you for your interest in Pasco schools.

For a list of job openings and information about how to apply, visit the *Human Resources* page on the Pasco School District web site,

**[www.psd1.org/page/425](http://www.psd1.org/page/425).**

Or, contact our Human Resources Department at (509) 543-6700 for more information.



Pasco School District No. 1  
C.L. Booth Education Center  
1215 W. Lewis St.  
Pasco, WA 99301  
(509) 543-6700  
[www.psd1.org](http://www.psd1.org)

Putting students first to make learning last a lifetime. Celebrating academics, diversity, and innovation.

### Attachment 3:3

#### New Teacher Training

New teachers had two days of training prior to the start of school. One day was for TPEP, the other for classroom climate and culture, classroom management tools, and engaging instructional strategies with suggestions for the first day and week of school. Each month we meet for one hour. In September we discussed positive parent/family communication. I also model engaging instructional strategies during every monthly meeting along with our topic. Future topics for the monthly meetings include providing effective feedback to students, report cards for elementary teachers, training in working with students in poverty (Eric Jensen research), formative and summative assessments and differentiated instruction.

## PSD NEW TEACHER TRAININGS 2015-2016

<p><b>AUGUST- Classroom Climate &amp; Beginning of Year Strategies</b></p> <p><b>SEPTEMBER</b></p> <p>Family/School Connections</p>	<p><b>OCTOBER</b></p> <p>Secondary: Student Data and Assessment (with Enid Flynn) Elementary: Report Cards (with Mark Powers)</p>	<p><b>NOVEMBER</b></p> <p>Classroom Management</p>
<p><b>DECEMBER</b></p> <p>Special Education (with Tracy Wilson)</p>	<p><b>JANUARY</b></p> <p>Eric Jensen: Engaging Students with Poverty in Mind (Part 1)</p> <p><b>PEAK Strategies</b></p>	<p><b>FEBRUARY</b></p> <p>Eric Jensen: Engaging Students with Poverty in Mind (Part 2)</p> <p><b>PEAK Strategies</b></p>
<p><b>MARCH</b></p> <p>Differentiated Instruction <b>PEAK Strategies</b></p>	<p><b>APRIL</b></p> <p>Formative vs. Summative Assessment <b>PEAK Strategies</b></p>	<p><b>MAY</b></p> <p>End of the Year Celebration and Evaluation. How to prepare your classroom for summer</p>

#### Professional Development Offerings

- TPEP- Danielson Framework Training
- CPI Training
- ELA Pacing and Lesson Vetting
- Leadership Academy for Administrators
- STEM Training 101 and 201 and 301
- Elementary PE Health and Curriculum
- 6<sup>th</sup> Grade Bootcamp
- NGSS Curriculum and Assessment
- New Teacher Training
- Primary Writing Training for K-2
- Homeroom Training
- TPEP Evaluation Training Process
- Compression Planning Institute
- Investigations 101
- How to take a Running Record
- GLAD Trainings- various
- WAVE Science Kit Training
- Administrative Crisis Planning Training
- Intro to Robotics
- Advanced Robotics
- Ensuring Mathematical Success
- Kinder Push Pull, and Position
- Investigations 102
- Science Notebooking
- Kinder HiCap Gifted Training
- SBAC Mathematics 201 & 202
- Learning Standards and Grade Level Requirements
- Implementing Number Talks
- Administration Legal and Law
- Librarian Scope and Sequence
- STEM Science Girls
- CCSS and Science Literacy
- IMET Training for math and ELA
- Meeting the Needs of Advanced Learners
- Fraction Addition and Subtraction
- Science Formative Assessment
- Fractions multiplication and division
- GLAD strategies in the STEM Curriculum
- NGSS 101
- Content Topic Study- Science
- TPEP Rater Agreement
- CCSS Kickstart
- WEA CCSS Jumpstart
- RCD Training

*The North Star Award*  
Celebrating district employees shining brightly.



**Did you catch a star  
shining brightly?**

Name of employee who went above and beyond:

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Work Site:

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Why you would like to recognize this shining star for a North Star award?

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Your name: \_\_\_\_\_

Role: \_\_\_\_\_

School or work site: \_\_\_\_\_

Phone number: \_\_\_\_\_ Date: \_\_\_\_\_

*Celebrating academics, diversity, and innovation.*

## Opportunity gap

The benchmarks addressed above may or may not allow for the best examples of how your board addressed the opportunity gap over the past year, so please answer the following questions:

1. What decisions did your board make this past year to positively change the opportunity gap?
2. What evidence of success resulted from previous decisions by the board?
3. Demonstrate how you analyze data and how you apply the results towards closing the opportunity gap.

1. We began holding forums in our highest poverty areas and had an all-Spanish forum where we had interpreters for the board who didn't speak Spanish. The board adopted Results Policies that will hold the district accountable for gains with our lowest achieving students. We are in the process of installing a "Data Dashboard" that will show at a glance where our district stands on scores. We are changing to a more results oriented culture with our new superintendent. We now have a student representative from our alternative high school (New Horizons) to help represent students that need that opportunity gap filled.

Additionally, we have continued to develop our partnership with Columbia Basin College; plans are going forward to repurpose a building on CBC's campus to become the new home for the alternative high school. We believe that this will help bridge the high school to college transition for students that seek continued education after high school at a much lower rate. The anticipated move has instilled much pride in these students who are feeling inspired by the increased attention and focus on their unique needs.

As mentioned before, the district is in the middle of implementing a Pre-K program that should dramatically help our lowest scoring kids start school ready for kindergarten level material.

2. Graduation rates have continued to climb in the last several years as the board has focused on supports to help kids graduate high school. We have opened new elementary schools to alleviate overcrowding and better meet the needs of our kids. Class sizes are smaller now. We have multiple math and reading interventions at the various levels to get our students caught up. Schedule changes at the middle school now allow intervention during school hours as well as better accommodating PLC's.

The board has adopted curriculum that is a comprehensive bi-literacy model that has been designed to accelerate the development of bi-literacy in Spanish-English speaking children. The board just adopted new curriculum that will work well with this bi-literacy model. The new curriculum comes in both Spanish and English. It will also be easier to use for our large population of new teachers. It is much better aligned with the Washington State Learning Standards than our previous curriculums and will provide more rigorous instruction to our kids that are most behind.

The board is also in the process of implementing a more effective superintendent evaluation that will focus more on data, communication, and meeting critical benchmark goals for our students.

3. Pre-K is a great representation of how we use data to close the opportunity gap. Through data we learned that about 1/3 of our kids are ready for kindergarten in reading and less than 1/10<sup>th</sup> of our neediest kids are ready for math. As a result we are in the process of opening a new early learning center to increase our EACAP placements and as listed before we have a stakeholders group that is exploring the research of effective Pre-K programs that can help all of our kids but especially those who need it most. The board set a goal to increase Pre-K opportunities for all students of Pasco, understanding that this would help close the opportunity gap. The board and district administrators have worked on communicating the opportunity gap to our public and to state legislators. Board members have made numerous trips to Olympia in the past several years, leading to a Legislative Capital Project award of \$300,000. The board will continue to expand Pre-K opportunities to close the opportunity gap by increasing community partnerships and expanding services.



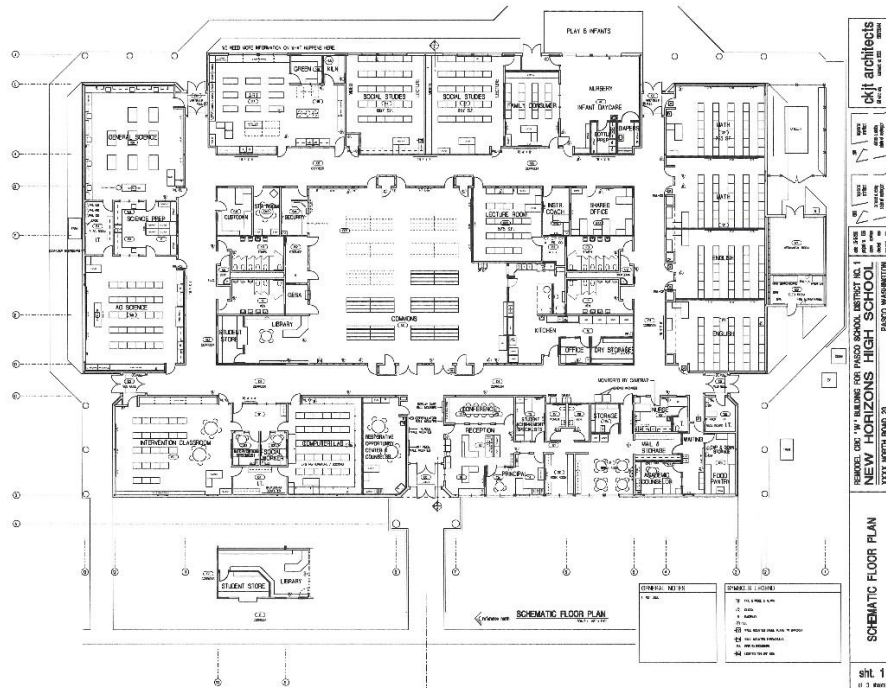
### OG Attachment 1

#### Results Policies approved by Board

PASCO SCHOOL DISTRICT NO. 1  
Agenda Item Summary

AGENDA ITEM NO. : 10A	BOARD MEETING DATE: September 13, 2016
TOPIC: Board Governance-Results Policies	
CABINET ADMINISTRATOR: Michelle Whitney	
PRESENTER: Michelle Whitney	
<b>REPORT</b> <input type="checkbox"/> 1 <sup>ST</sup> READING <input type="checkbox"/> DISCUSSION <input type="checkbox"/> 2 <sup>ND</sup> READING <input checked="" type="checkbox"/> ACTION REQUIRED	
<b>OBJECTIVE:</b> To obtain board approval of the Results Policies as they pertain to the new Board Governance Model.	
<b>BACKGROUND: (Pertinent past action/events)</b> The last major component to the Board Governance Model is the Results Policies. These policies define the outcomes for our direct clients (students) by clarifying the expected organizational outcomes. These policies provide a framework for decision making and focus.  Based on the existing District Strategic Improvement Plan which was developed through a collaborative process using: <ul style="list-style-type: none"> <li>• survey results from over 10,000 students, parents, and staff,</li> <li>• input from 201 parent, student, and staff focus groups,</li> <li>• and 160 summit participants</li> </ul> The school board worked with district staff and building principals to identify 5 outrageous outcomes for Pasco School District. <b>Results Policies</b> 100% of all 3rd graders will read on grade level in their language of instruction 100% of students will pass Algebra by the end of 9th grade 100% of students are engaged in extracurricular activities 100% of 9th graders will end the school year on track for graduation 100% of students graduate and have a career path	
<b>POSSIBLE ALTERNATIVES:</b>	
<b>PROJECTED COSTS:</b>	<b>BUDGET CODE:</b>
<b>SUGGESTED MOTION:</b>	
I move to accept the Board Governance-Results Policies as presented.	
<b>NEXT STEPS:</b> Next steps will include aligning the current strategic plan with the Results Policies through a collaborative stakeholder workshop in late fall.	

Blueprint of New Horizons High School at Columbia Basin College



# OG Attachment 2

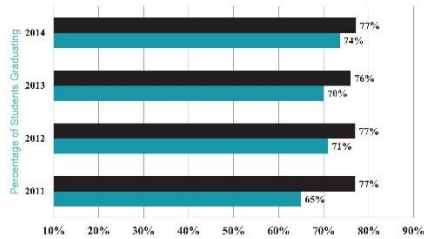
## Graduation Rates published in the Annual Report

Pasco School District

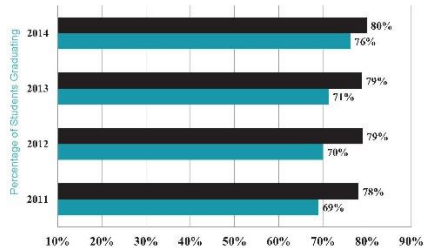
Annual Community Report 2016-2016

### GRADUATION Data

#### Overall 4 Year Cohort Graduation Rates



#### Overall 5 Year Cohort Graduation Rates



■ WA ■ PSD

Since 2011, Washington state has used a *cohort* method for tracking graduation rates for students in public high schools. Students are considered to be part of a cohort based on the year they enter ninth grade for the first time.

Students are counted among the four- and five-year cohorts based on how many years it takes them to complete high school (whether four or five years). Only students completing high school within five years are counted in this reporting system.

The overall cohort graduation tables on this page show how Pasco students compare with statewide averages. The tables on the facing page show how graduation rates among Pasco schools' three primary ethnic categories compare with statewide averages within those categories.

Other demographic factors, such as household information and the type of educational program in which the student is registered, are included in the overall totals but are not broken out separately in this report.



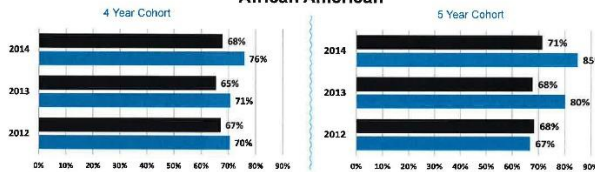
Pasco School District

Annual Community Report 2015-2016

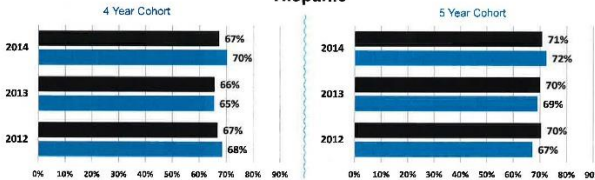
### GRADUATION RATES BY ETHNICITY

The graduation rates shown in these tables have been disaggregated (or pulled out separately) from the overall totals reported on the left.

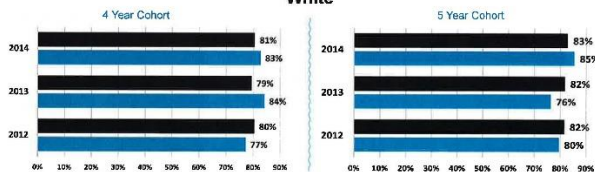
#### African American



#### Hispanic



#### White



### OG Attachment 3

#### New Appropriations Project List – LEAP/Home

This is the link to the list of funded projects:

[http://leap.leg.wa.gov/leap/Budget/Detail/2016/CCNewAppropsProjList\\_0328.pdf](http://leap.leg.wa.gov/leap/Budget/Detail/2016/CCNewAppropsProjList_0328.pdf)

**New Appropriations Project List  
2016 Supplemental Capital Budget  
Proposed Striking Amendment to SHB 2380 (H-4769.3)  
Includes Alternately Financed Projects\*  
(Dollars In Thousands)**

New Appropriations	State Bonds	Total
Pasco Early Learning Center (Pasco)	300	300
Pepin Creek Realignment (Lynden)	400	400
Performing Arts & Event Center (Federal Way)	52	52
Riverwalk Trail Phase VI (Puyallup)	500	500
Scott Hill Park of Woodland WA (Woodland)	500	500
Shelter and Navigation Center (Seattle)	600	600
Skagit County Children's Advocacy Center (Mount Vernon)	318	318
Skyline Community Meeting Space (White Salmon)	172	172
South Kitsap High School NJROTC (Port Orchard)	30	30
SR542 Kendall, Columbia Valley Trail (Kendall)	77	77
Tenino Depot Museum Roof (Tenino)	22	22
Westport Marina Dredging (Westport)	200	200
Bridgeview Education and Employment Resource Center (Vancouver)	750	750
Holocaust Center for Humanity (Seattle)	200	200
<b>Community Behavioral Health Beds - Acute &amp; Residential</b>	<b>12,399</b>	<b>12,399</b>
Parkside Conversion to Behavioral Health Beds	1,000	1,000
Navos Behavioral Health Center for Children, Youth & Families	-2,000	-2,000
Competitive Grants	5,000	5,000
State Mental Hospital Diversion Projects	7,552	7,552
Crisis Triage Centers - Clallam Co. Respite Center	847	847
<b>Disaster Emergency Response</b>	<b>1,809</b>	<b>1,809</b>
Pateros Water System	1,100	1,100
Twisp City Hall/Emergency Response	500	500
Chelan Emergency Operations Center	209	209
Housing Trust Fund Appropriation	5,000	8,000
JBLM North Clear Zone BRAC Preparation	50	50
Rapid Housing Improvement Program	0	225
Saint Edward Feasibility Study	50	50
<b>Total</b>	<b>30,671</b>	<b>33,896</b>
 <b>Office of Financial Management</b>		
Approp to Public Works Acct for Previously Authorized Loans	-11,000	-11,000
Cost Effective K-3 Classrooms Assessment	125	125
Cross Laminated Timber Pilot Project	125	125
Emergency Repair Pool for K-12 Public Schools	1,216	1,216
Emergency Repairs	2,000	2,000
Equipment Benchmarks for Capital Projects Study	-125	-125
Oversight of State Facilities	142	142
Water Infrastructure Investment Analysis	250	250
<b>Total</b>	<b>-7,267</b>	<b>-7,267</b>
 <b>Department of Enterprise Services</b>		
Minor Works Preservation	-1,000	60
Capitol Lake Long-Term Management Planning	250	0
K-3 Modular Classrooms	5,500	5,500
<b>Total</b>	<b>4,750</b>	<b>5,560</b>