

DATE:

5-25-22

AGENDA ITEM (ACTION ITEM):

Consider/Approve 2022 Community Based Accountability System (CBAS) Annual Review

APPLICABLE BOARD POLICY:

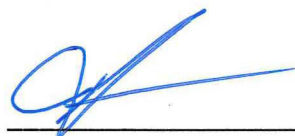
01.11 Powers and Duties of the Board

HISTORY/BACKGROUND:

The board of education adopted the CBAS model at the beginning of the 2022 school year. The CBAS model engages representatives to include staff, students, parents, business members and board members in the process of developing key questions for the district and then meeting quarterly to review the data/work to determine a rating of the progress or "signaling". This process has been extremely positive for our school district as we are valuing all facets of our district and we are now utilizing a holistic review of our work to ensure we provide a world-class education for our students. We will always value and utilize state assessments; however, this approach uses real time data/work to ensure we maintain a forward facing approach for growth. This annual review provides highlights from the work during the 2022 school year to include areas to celebrate, areas for growth and next steps. Perhaps the most important outcome of this work is the continued growth with the development and implementation of systems that ensures KCS D is a world-class school system and not a system of schools. We can provide additional data, information from the 2022 school upon request.

RECOMMENDATION:

Approve 2022 Community Based Accountability System (CBAS) Annual Review



Superintendent



CBAS Annual Report

School Year 2021-22

Introduction

The 2022 school year has been an outstanding year in the Kenton County School System even with the continued challenges of COVID during much of the year. This annual report outlines some of the highlights/achievements from our wonderful students/staff and we are extremely appreciative of the unwavering support we have from our TEAM KENTON community!

Our annual report is framed utilizing the [7 Pillars of our Community Based Accountability System \(CBAS\)](#) adopted by our Board of Education at the beginning of the 2022 school year.

The CBAS model does not replace the state assessment and we will continue to value those results for growth opportunities, however, we believe that no school system or school should be measured by an annual standardized assessment alone. Rather, *true accountability* is a systemic review of multiple measures identified at the local level to determine the progress of a school district. This work is grounded in “forward facing” progress versus annual summative reviews with regards to educating the whole child and ensuring a world-class educational system. The KCSD is proud to be a state leader in this work!

We trust you will find our annual report informative and hope you celebrate with us the wonderful achievements of our students/staff and the progress of our District of Excellence. Anyone seeking more information regarding our annual report or would like to become involved in our CBAS process should contact our district office.

The KCSD CBAS model is adapted from the work of John Tanner (BravEd) and districts he is working with across the nation.



Our Schools

School	Enrollment	School	Enrollment
Beechgrove Elementary	654	Scott High School	1051
Caywood Elementary	524	Simon Kenton High School	1851
Dixie Heights High School	1459	Summit View Academy	1400
Fort Wright Elementary	478	Taylor Mill Elementary	457
Hinsdale Elementary	533	Turkey Foot Middle School	1121
Kenton Elementary	589	Twenhofel Middle School	842
Piner Elementary	292	White's Tower Elementary	617
River Ridge Elementary	887	Woodland Middle School	646
Ryland Heights Elementary	441	Total District Enrollment	13,809

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

2022-23 Board Highlights



- Approved all-day preschool for 500 students

- Expedited our 1-to-1 technology program to ensure all students and staff have a new device every five years



- Improved our facilities to be in compliance with the Safety and Security Law known as Senate Bill 1.

- Approved a 5% raise for all KCSD staff



KCSD Board of Education

(pictured L-R)

Jessica Jehn, Vice-Chairman

Gene Dupin

Shannon Herold

Carl Wicklund, Chairman

Karen Collins

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

Our 7 Pillars

Pillar	Function
Pillar 1: Student Learning and Progress	Ensure academic success for all students, including but not limited to English Language Learners, special education students, recent immigrants, students with emotional and behavioral issues.
Pillar 2: Student Readiness	Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
Pillar 3: Engaged, Well-Rounded Students	Engage students in a way that contributes to their overall development and future well-being.
Pillar 4: Community Engagement	Ensure that local citizens are a meaningful, integral part of a school community and will support their local public schools.
Pillar 5: Professional Learning and Quality Staff	Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.
Pillar 6: Fiscal and Operational Systems	Ensure the district is using its resources to further its mission to educate the students it serves.
Pillar 7: Student Wellbeing and Safety	Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well the social/emotional needs of each student.

Signaling Key

Maintain -
Satisfied with
current progress

Maintain -
Consider a
change

Minor change
needed - 12 to 18
months, no \$\$

Major change -
18+ months
and/or \$\$\$

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

PILLARone

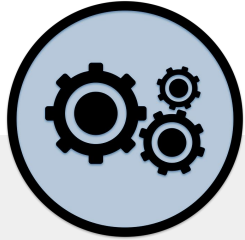
Student Learning and Progress



Pillar 1 Signaling

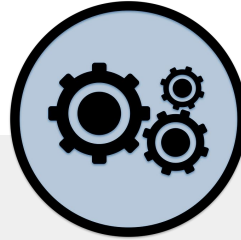
Question	November	February	May
1.1a: To what degree are all students demonstrating instructional benchmarks for and of learning?			
1.1b: To what degree are all schools demonstrating growth on instructional benchmarks on assessments for and of learning?			
1.1c: To what degree are we closing achievement gaps for students with disabilities and English Learners?			
1.2: To what degree are KCSD students provided opportunities to participate in accelerated/advanced coursework?			
1.3: To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity?			

Pillar 1 Highlights

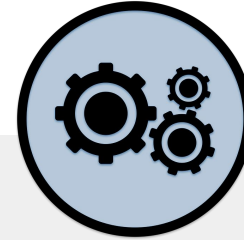


[KCSD 20-21 Kentucky Summative Assessment/ACT Score Comparison](#)

As with most school districts across the state, our assessment scores declined from 18-19 to 20-21 due to the interruptions caused from COVID-19. However the percentages of students scoring proficient and distinguished were well above the state in all content areas and at all grade levels. Additionally, the KCSD scores in all areas of the ACT were above the state as were graduation rate percentages.

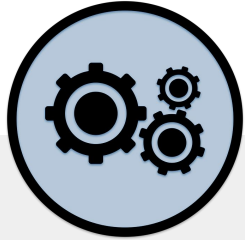


We have approximately 3,000 students from elementary, middle, and high who are participating in accelerated/advanced coursework. We expanded our District Prep/Prep Plus Accelerated Program by including teacher recommendations for this program.

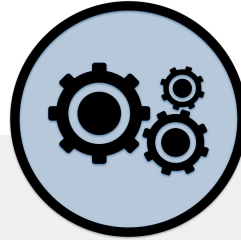


Students in the Kenton County School District now take district common assessments through an online system that generates data in real time for each student and by each standard. Additionally, this system allows our students to experience the features of online testing regularly throughout the school year that mirrors the state assessment system/platform.

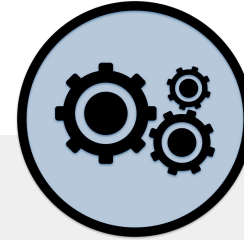
Pillar 1 Highlights



The district collaboration around curriculum, instruction, and student achievement is stronger than it's ever been. Through the structure of professional learning communities, district staff and teachers from all schools have been collaborating around teaching and learning in real time. We have utilized approximately \$45,000 from the federal ESSER funds we received to compensate teachers for this additional work after the school day.



Our team continues to improve and refine our approach to ongoing, high quality professional learning to support our staff. [Professional Learning Catalog](#)

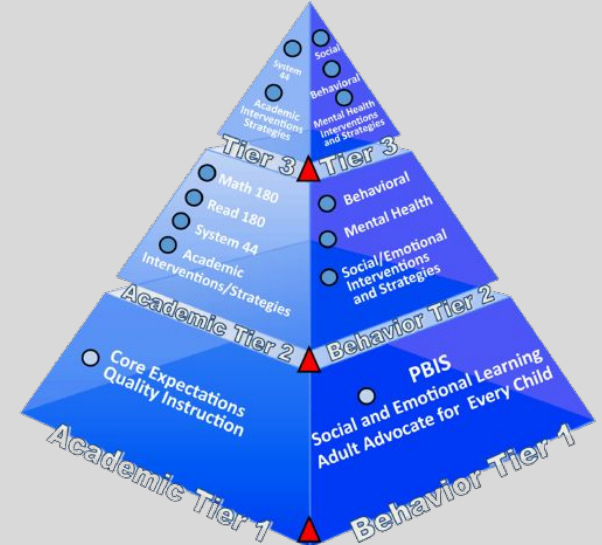


Our school leadership teams were in every teacher's classroom each month this school year providing feedback on instruction. This information provides us with the collective trends that we need to support instructionally.

Pillar 1 Highlights

As we work to further refine and improve our [Multi Tiered System of Supports \(MTSS\)](#) structure we implemented the following:

- A district Core MTSS Team
- A three year strategic MTSS plan
- Started to identify and define fidelity in this area to include a fidelity rubric that serves as a consistent structure to provide feedback for growth to individual schools.
- Plans for collaboratively establishing entrance and exit criteria for Academic and Social Emotional Behavior (SEB) interventions.



Pillar 1 Next Steps

- In an effort to better close gaps for students, specifically students with disabilities and English Learners, our team has created and strengthened several aspects in these areas that we believe in time will be evident in our data. Some examples include:

ONE

[Guidelines/Process](#) to evaluate the effectiveness of school interventions, special education programming, and English Learner programming.

TWO

Systemic process to ensure the individual student needs identified in plans are being met and addressed through scheduling and instruction. Using the data from progress on plans to appropriately adjust in real time.

THREE

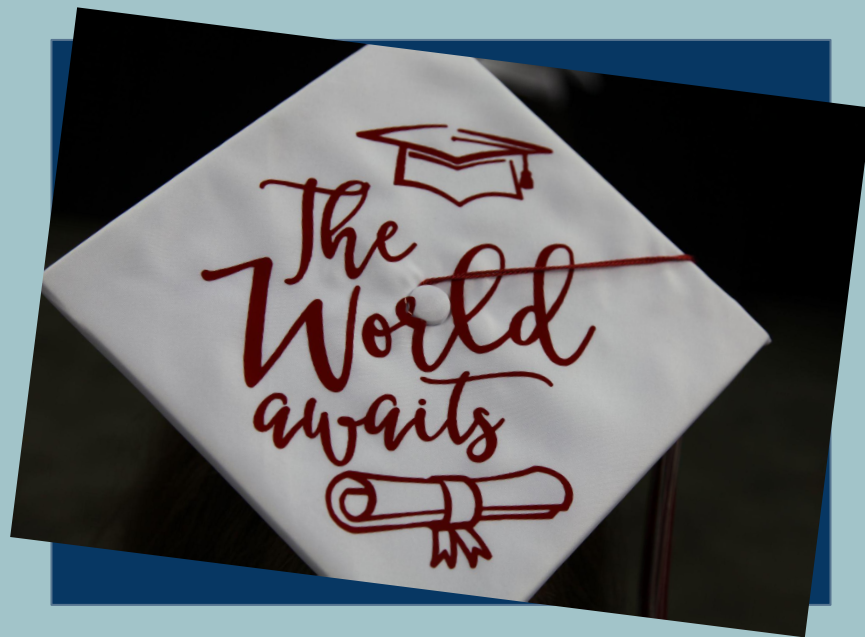
Building capacity for all in better understanding how we teach and improve English for our English Learners.

- We progress monitored our English Learners throughout the school year with a tool that shows growth in English proficiency. Knowing this data in real time allows for appropriate adjustments.
- Establishing district wide systemic structures for our English Learners ensuring equity.

- We will continue to analyze our district standards based data to know any potential changes or adjustments that need to be made to any of our curriculum, instruction, or assessment work.

PILLAR **two**

Student Readiness



Pillar 2 Signaling

Question	November	February	May
2.1: To what degree are students Transition Ready (college and/or career) exiting High School?			
2.2: To what degree are students Transition Ready exiting primary?			

86.24% - Current Rate of Transition Readiness for exiting seniors

This is an increase of **26.44%** over the state Transition Ready Rate of 59.8% for the 2020-2021 school year.

Pillar 2.1 Highlights



	2021 KCSD Juniors	2021 State Data	2022 KCSD Senior Superscore
KCSD ACT Composite	19.0	18.0	19.4
KCSD Senior Average Benchmark Score by Subject			
English	18.4	17.1	18.8
Math	18.7	17.7	19
Reading	19.5	18.5	20.2
Science	19.1	18.3	19.6

- Shows growth over time with the progression of ACT scores from the 2021 junior year, as compared to the state, and as compared to the 2022 senior year for the same students.
- KCSD students continue to perform above the state benchmark average.
- Senior ACT scores represent a combined benchmark for the highest score obtained (i.e. superscore).

KCSD Top ACT Percentage

KCSD	ELA	Math	Reading	Science	Composite
Top 10%	30.3	28.5	32.2	29.7	29.9
Top 20%	28	26.2	29.7	27.4	27.6
Top 50%	23.5	22.4	25.3	23.9	23.7

Pillar 2.1 Highlights

- 76.74%** of seniors are Career Ready.
- An increase of **45.64%** since **2020**.
 - An increase of **70.53%** since **2021**.



The adopted AASA Transition Readiness model allowed for students to demonstrate Career Readiness with the addition of Community Service hours, Military Enlistment/ASVAB data, One Organized Co/Extra-Curricular Activity, and redefining Workplace Learning.

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

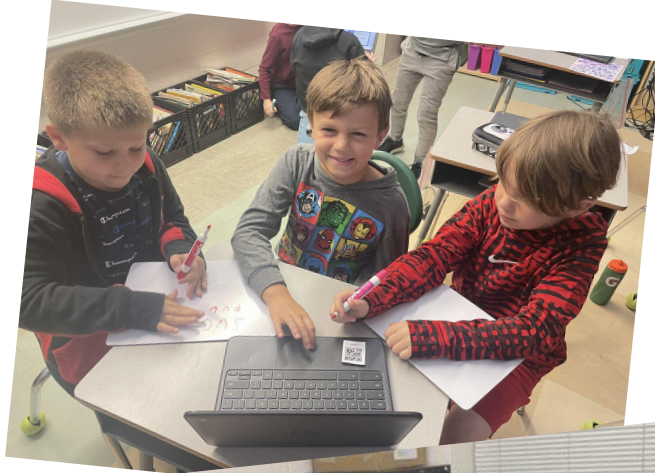
PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

Pillar 2.2 Highlights



56.67%

Current Rate of Transition Readiness
for exiting primary
First year of capturing this data.

Through a collaborative process, Elementary Schools developed criteria for the 22-23 school year that allows for Transition Readiness data at the district level to be captured at the 5th grade. This provides for a consistent approach and for alignment with the exiting Middle School and exiting High School models.

Through a collaborative process, Middle Schools developed criteria for the 22-23 school year that allows for Transition Readiness data at the district level to be captured for 8th grade. This is a new process for the 22-23 school year.

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

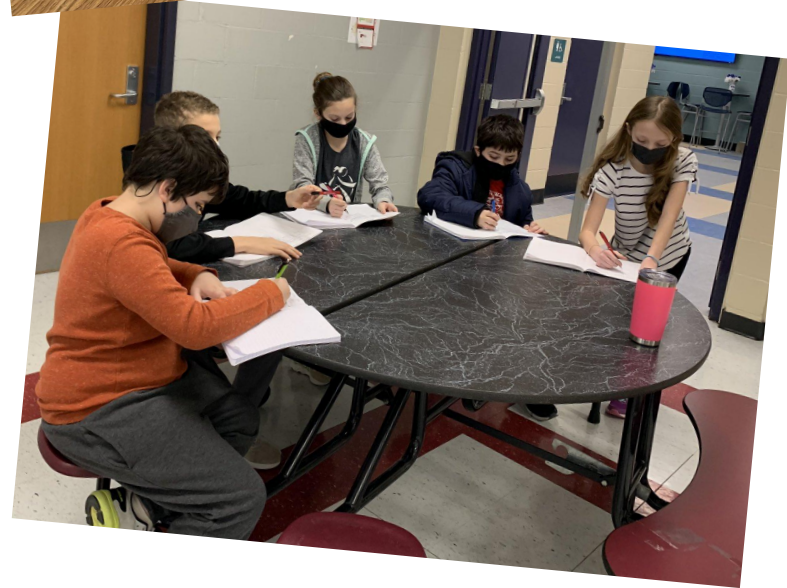
PILLAR 6

PILLAR 7

Pillar 2 Next Steps

Continue to build the culture around the importance of **Transition Ready**.

- Communication with **ALL** stakeholders and ensuring all can define Transition Ready (i.e. parents, students, teachers, counselors, etc.).
- Ensuring students understand whether they are Transition Ready and next steps for them.
- Continual school development and use of dashboards to regularly monitor progress for all grade levels. Transition Ready impacts all students at all grade levels, P-12.
- Celebrations regularly and consistently take place to recognize students that achieve Transition Readiness.



INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

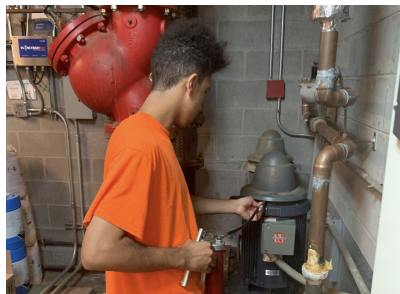
Student Readiness

Our Young Scholars Academy celebrated its inaugural class of 71 scholars from Kenton County High Schools, with 35 scholars earning Associate of the Arts degrees in Integrative Studies.



This was the first year of our Aviation Maintenance Technology Program with Cincinnati State. 15 juniors began a program that will give them an early start on completing a degree in aviation maintenance technology and become certified drone pilots in the process.

We began internship programs in our district departments that are giving students the opportunity to gain valuable career experience in **maintenance, nursing and technology**



CAREER
PATHWAYS

Dixie Heights	8
Ignite	7
Scott	11
Simon Kenton	8
Gateway	2

Number of Career Pathway programs offered by school

32

KCSD students were named to the Governor's Scholars Program

70

KCSD students participated in our JROTC program and volunteered in areas such as Color Guard, Flag Retirement, General Labor, Parades and Veteran events.

\$17.5 million

...and counting!
The amount of scholarship money earned by the class of 2022.

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

PILLAR three

Engaged, well-rounded students



Pillar 3 Signaling

Question	November	February	May
3.1: To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?			
3.2: To what degree are KCSD students provided with opportunities in related arts classes (including elective classes)?			
3.3: To what degree do students have positive school experiences?			

Pillar 3 Highlights



Overall, students in grades 3-11 report that they have positive school experiences

- Grades 3-5: **92%**
- Grades 6-8: **89%**
- Grades 9-11: **87%.**



The Kenton County School District offers over 400 related arts and elective opportunities for students in grades K-12.



Schools were able to increase the percentage of students participating in Clubs, Activities and/or Co-Curricular throughout the school year. One elementary school has over **86%** of their students involved in activities.



In addition to athletics, schools offer a wide-variety of clubs and activities for students to participate in before and/or after school. Over 100 different clubs and activities are offered to kids.

Pillar 3 Next Steps

- Create a streamlined approach to collecting activity participation data at each school. We want this data to be accurate so schools can create a plan to increase activity participation.
- Assist schools in creating and running reports that identify the students not involved in activities. This will allow schools to have the ability to follow up with specific students.
- Create promotional materials (video, brochure) that highlights the importance of kids being involved in activities. The various activities being offered in the Kenton County School District can also be highlighted.



Engaged, Well-Rounded Students

NKY Education Council Excellence in Education Student Winners



Academic All-Stars

Mark Dugan, Dixie Heights
and Kailynn Hans, Simon
Kenton



Career Technical All-Star

Noah Roark,
Ignite/
Dixie Heights

Against All Odds

Mia
Robinson,
Scott



Dixie Heights Speech and Debate Team

Evangeline McGaha and **Charlie Wilson** were named alternates for Nationals and **Abby Kane** qualified to compete at NSDA tournament in June. Kane was also the state champion in Poetry.



Athletic Achievements

Gabby Ocasio, Simon Kenton, was a state champion in wrestling; **Mason Hammons**, Simon Kenton was a state runner-up in archery; **Alex Warning**, Dixie Heights, was a state runner up in diving; **Scott Girls Cross Country** was Class 2A state runner-up



Student Leaders

Ava Coleman and **Laine Morman**, Scott, were chosen to serve on the KHSAA Student Advisory Panel for the state of Kentucky and were invited to participate in the NFHS National Student Leadership Summit.



Ben Bumgarner, Dixie Heights, **Samantha Hirsh** and **Charlie Woodring**, Scott and **Alexis McKinley**, Simon Kenton, were chosen for the 2023 NKY Chamber Youth Leadership Class.

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

Engaged, Well-Rounded Students

16.3%

Minority Enrollment

44

Different languages
spoken in our District

546

EL students served this
year



INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

PILLAR four

Community Engagement & Partnerships



Pillar 4 Signaling

Question	November	February	May
4.1a: To what degree does the district provide opportunities for families and the community to support student academic and SEL success?			
4.1b: To what degree do our schools engage families and the community to support academic and SEL success?			
4.1c: To what degree do our schools engage families of at risk students to support academic and SEL success?			

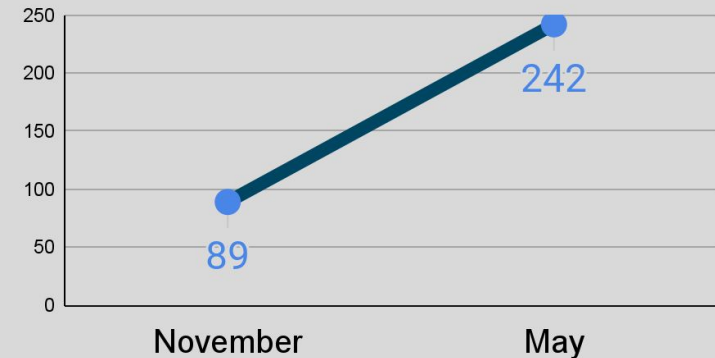
Pillar 4 Highlights

FACT: The Kenton County School District made over **75,000** individual contacts to families between August- May.

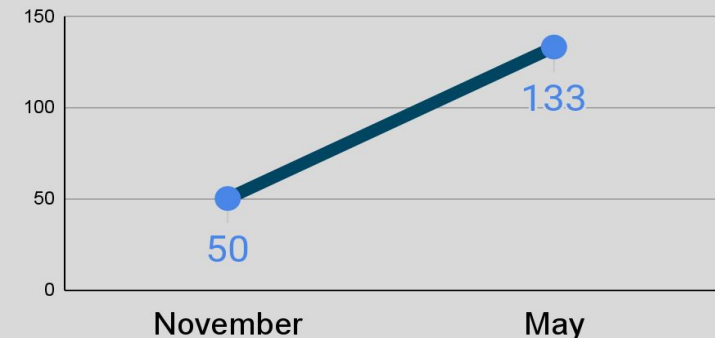
In the course of a year, schools increased the number of volunteer experiences and learning opportunities for families.

- During the first signaling period in November, schools identified 89 volunteer opportunities for families and the community. This increased to 242 volunteer opportunities in May.
- During the first signaling period in November, schools identified 50 learning opportunities for families and the community. This increased to 133 learning opportunities by May.

Number of Volunteer Opportunities

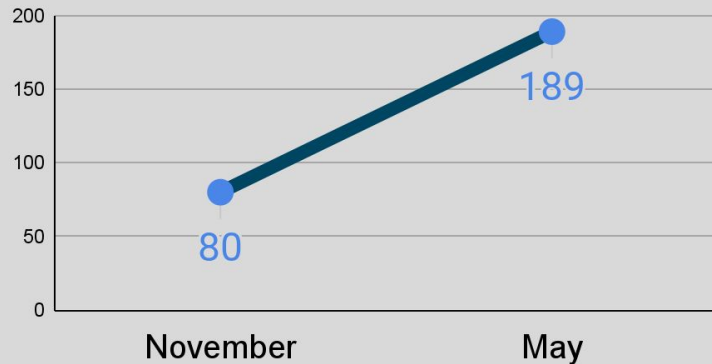


Number of Learning Opportunities

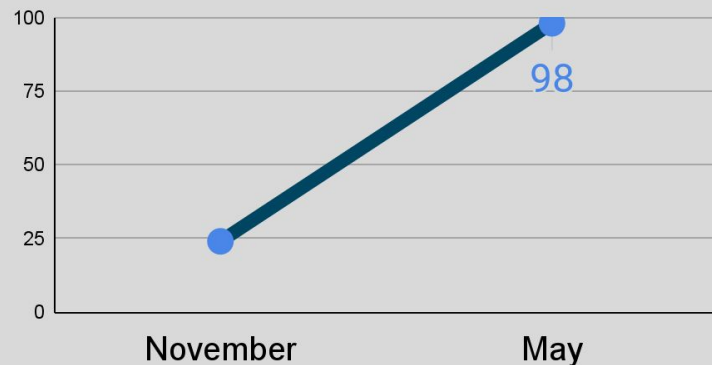


Pillar 4 Highlights

School and Community Partnerships



Job embedded or career exposures



In the course of a year, schools increased the number of opportunities for the community to engage with schools through business partnerships or job embedded or career exposure experiences.

- During the first signaling period in November, schools identified 80 school and community partnerships. This increased to 189 school and community partnerships in May.
- During the first signaling period in November, schools identified 24 job embedded or career exposure experiences occurring in our schools. This increased to 98 job embedded or career exposure experiences by May.

Pillar 4 Next Steps/Adjustments

- Currently we are measuring the number of contacts a school makes with a parent/guardian versus the quality of the contact.
- A school contact does not equal family engagement. Our current data collection method does not measure if we are improving the quality of our relationships with families and the community.
- Our team's goal for making changes to data collection is to move toward a more impactful measurement of community engagement and family partnerships.
- The changes in data collection will result in more meaningful action steps for the district which would support schools in deepening their relationships with all stakeholders.



PILLAR five

Professional Learning / Quality Staff



Pillar 5 Signaling

Question	November	February	May
5.1: To what degree are we maintaining quality staff?			
5.2: To what degree are we able to fill positions with high quality staff?			
5.3: To what degree are staff completing professional learning plans?			
5.4: To what degree are new staff provided necessary supports to grow and become high quality staff?			
5.5: To what degree are struggling staff provided necessary support to grow and become high quality staff?			

Pillar 5 Highlights

INTRO

PILLAR 1

PILLAR 2

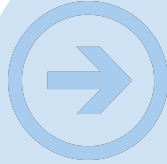
PILLAR 3

PILLAR 4

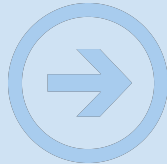
PILLAR 5

PILLAR 6

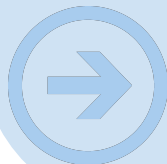
PILLAR 7



The average monthly percentage of high-quality staff retained has been **98.5%** in comparison to Commonwealth of Kentucky at a 95.5% monthly average.



The KCSD New Employee Surveys administered after 1 month, 1 semester, and 1 school year highlight positive feedback results within all categories, and include a rating over **98%** of all employees feeling as though they had the ability in their role to make a positive difference. This same survey with our new employees showed a higher overall rating of results in each category than that of the Kentucky state average for the Impact- Working Conditions Survey.



1st Annual KCSD Teacher Job Fair was a great success with 132 applicants in attendance (this attendance rate exceeded the SW Ohio/NKY).

Pillar 5 Next Steps

- With the creation of a “Stay Survey” for all employees, we hope to gather information to drive action plan steps for further Working Conditions growth beyond new employees.
- Continue recruitment through additional new videos for the newly created Employment Landing Page.



Professional Learning and Quality Staff



Director of Health Services
Paula Rust won the 2022 Kentucky Education Support Staff Professional (KESSP) Award



Early College Supervisor
Amanda Dempsey won the Emerging Leader Award at the NKY Chamber's Outstanding Women of NKY Ceremony. She was also named to Leadership KY's ELEVATE Class of 2022.



Rebecca Heineke, Scott, won the Kentucky Association of School Resource Officers (KYASRO) 2022 Educator of the Year.

NKY Education Council Excellence in Education



Dixie Heights
Principal **Nate Niemi**, AD Albright Administrator of the Year



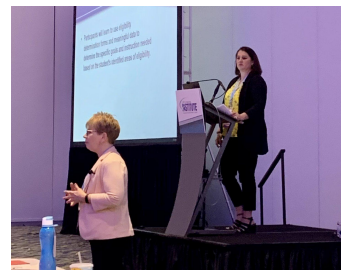
Pam Hanson, Woodland, Golden Apple winner



Fort Wright's **Ashley Milar** won the Clements Award



Erin Weaver, Fort Wright, and **Toni Moore**, Simon Kenton, won awards at the Outstanding School Media Librarians Conference.



Our **Special Education Team** presented at LRP's National Institute conference in Louisville



Melissa Currin, Simon Kenton, won the Carolyn Quire Service Award from the KY Association for College Admission Counseling

24 new teachers completed the KC-NET program

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

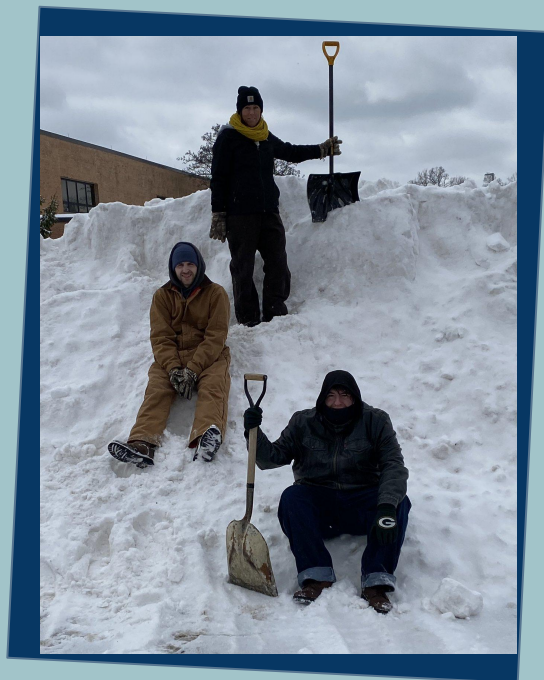
PILLAR 5

PILLAR 6

PILLAR 7

PILLAR **six**

Fiscal and Operational Systems



Pillar 6 Signaling

Question	November	February	May
6.1: To what degree does KCSD financially support the action plan and remain fiscally solvent?			
6.2: To what degree does the district plan for and practice good stewardship of our current and future facilities and capital assets?			
6.3: To what degree is the district able to assess and solve/address needs in transportation regarding fleet size, condition, and associated repair costs?			
6.4: To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?			
6.5: To what degree does KCSD design and maintain energy efficient buildings?			

Pillar 6 Highlights - Finance & Facilities

INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

FINANCE



2022 Budget dedicated to CBAS Pillar objectives was **\$115,718,161**; represents **72%** of the Total 2022 Operating Budgets for the year.

2022 General Fund Contingency of **\$14,249,259** was maintained and will be available for 2023 budget.

- 11.2% of 2022 Operating Budgets; 2% is required by State of KY
- Approximately 2 months of operating expenditures

Resource Management System implementation began and will continue in 2023 for Fixed Asset tracking.

The District currently has 7 schools under major renovation. All project contracts have been issued and are currently under budget.

The 7 projects have a total budget of **\$79,983,583**.

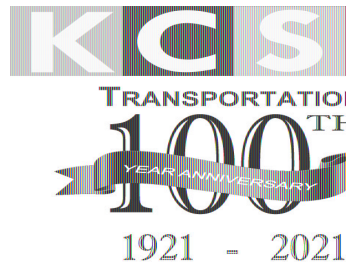
\$1.3 million dollars was allocated out of the Capital Outlay Fund for targeted large maintenance and improvement projects. As of the middle of May, 77% of these funds had been encumbered or expended district wide covering 67 requests.



FACILITIES

Pillar 6 Highlights - Transportation & Food Service

TRANSPORTATION



The number of regular bus routes decreased from 113 in fiscal year 2021 to 98 in fiscal year 2022. This is attributed to better scheduling and larger sized buses.

The average age of the bus fleet (regular bus route buses only) went from 6.02 years old in 2021 to 5.51 years old in 2022.

The KCSD Transportation Department celebrated its 100 year anniversary in August.

A 6-question survey was conducted between October 19th and October 29th, 2021. A student from every grade level was included in the responses with 6th grade being the best represented.

Questions regarding eating times for breakfast and lunch and food options were asked. As a result of the survey, new menu options were added with success.

New serving options to improve food warmth were tried, but had to be removed due to increased wait times in the serving lines.



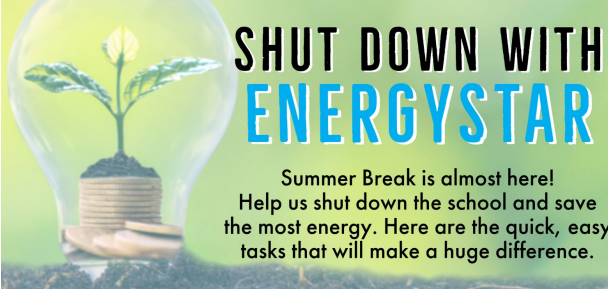
FOOD SERVICE

Pillar 6 Highlights - Energy



The District has a 3-tiered approach to Energy Management including Construction, Energy Monitoring, and Education.

Since 2005 the District has avoided energy costs of approximately \$19.9 million.



SHUT DOWN WITH ENERGY STAR

Summer Break is almost here! Help us shut down the school and save the most energy. Here are the quick, easy tasks that will make a huge difference.

ALL STAFF SHOULD....

- 5 Close drapes and/or blinds to reduce heat loss over Summer Break
- 4 Turn off classroom lights and remove decorative lighting, including ALL string lighting and lamps
- 3 Empty all refrigerators, unplug and prop door open
- 2 Turn off all computers, printers, smart boards and projectors
- 1 Turn off and unplug every personal appliance

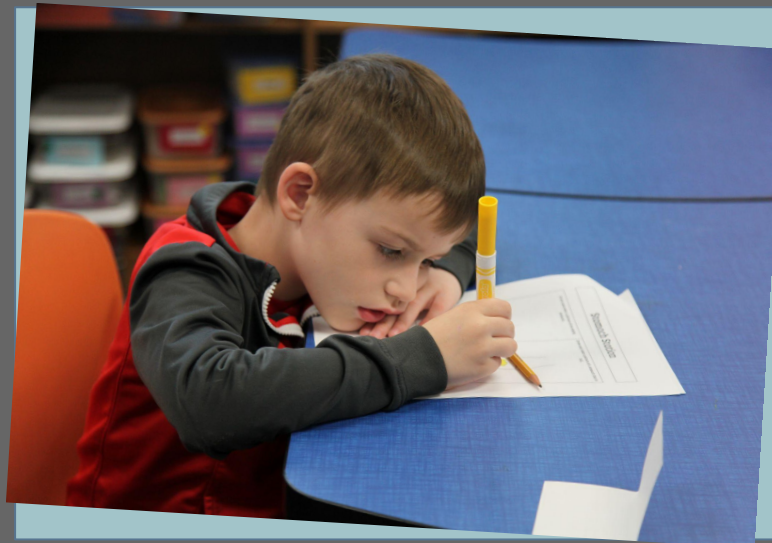
ENJOY YOUR BREAK!



The District was awarded the 2022 Energy Partner of the Year for the 9th time.

PILLAR seven

safety and well-being



Pillar 7 Signaling

Question	November	February	May
7.1 To what degree do students feel safe and secure in a positive school environment?			
7.2: To what degree do students perceive themselves in a positive mindset as it relates to their social, emotional, behavioral, and physical wellbeing?			
7.3: To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?			
7.4: To what degree are students provided with safe learning spaces/facilities?			
7.5: To what degree are we prepared to both mitigate and effectively respond to crisis situations?			

Pillar 7 Highlights



KCSD worked with the City of Independence, City of Taylor Mill, City of Edgewood, City of Villa Hills, Kenton County Police Department, and the Kenton County Sheriff Office to install School Resource Officers in every school within the District. KCSD pays partial expense with Boone County to secure a Resource Officer from the Boone County Sheriff Office for the Ignite Institute.

KCSD prepared a measurement dashboard in order to summarize and analyze all State Security Marshal Assessment reports. Each report received from the Security Inspector is monitored for compliance with the Safety and Security Law known as Senate Bill 1. All KCSD facilities are in compliance with this recent piece of legislation. Any deficiencies noted were corrected immediately and follow-up inspections were completed by the State Assessor.

Pillar 7 Highlights



Terrace Metrics mental health and personal wellbeing screening assessments are now being administered to all students in grades 3 – 11 grades. KCSD has intervention strategies and teams in place to immediately manage any students that are identified with personal crisis. Moving forward KCSD staff will be evaluating trends with the assessment results and prepare intervention strategies designed to affect positive change.



KCSD conducted training with all school level Principals and Central Office Staff for the recently coordinated Family Reunification Plan. All school level emergency plans contain written procedures to evacuate staff and students to the Lakeside Christian Church for organized release and reunification with parents and guardians. We have a plan in place for district staff to mobilize and manage the reunification process with staffing relief being provided by school level teams not affected by the incident.

Pillar 7 Next Steps

Moving forward, the focus will be centered around training and implementation for the systems we now have in place. We have inserted many new safety and security elements in recent years. Our goal is to focus on the things we have in place until our systems and processes become second nature and safety and security is the culture for all staff and students. We now have data regarding these new programs and are better able to perform diagnostics and establish trend data. This new data can lead to the development of targeted interventions being established that will positively impact change.



Template Created by: SlidesMania



Free themes and templates for
Google Slides or **PowerPoint**

NOT to be sold as is or modified!

Read [FAQ](#) on slidesmania.com

Sharing is caring!

