



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
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White Salmon, WA 98672
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Board Meeting Agenda

Remote Location-join with the following ZOOM link:

<https://us02web.zoom.us/j/83786093899>

December 17, 2020

7:00 p.m.

1. Call to order
2. Flag salute
3. Additions/deletions to agenda
4. Adoption of agenda
5. Consent agenda:
 - a. Minutes
 - b. Bills:
6. Call for nominations for Chair of the School Board to serve during the ensuing year
7. Election of Chair
8. Call for nominations for Vice-Chair of the School Board to serve during the ensuing year
9. Election of Vice-Chair
10. Board Legislative Representative
11. Reports
 - a. District Sports Update
 - b. District Enrollment
 - c. District Reopening Hybrid Update
 - d. District Instruction and Learning
 - e. Construction Project Update
12. **Audience Comment: Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.**
13. Action items
 - a. WSVEF Grants
 - b. Resignations/retirements/leaves
 - c. New Hires
14. Exempt Session: Closed to the Public to Discuss Bargaining RCW 42.30.140 (4) (b)
15. Executive Session
 - a. Personnel per RCW 42.30.110(g)

The regular meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA was called to order at 7:00 p.m. Thursday, November 19, 2020 via a ZOOM public meeting per the Governor's proclamation 20-28 Open Public Meetings Act and Public Records Act. Present: Chairman Alan Reitz, Andrea VanSickle, Laurie Stanton, Paul Mosbrucker, William Gross, and Supt. Jerry Lewis, and guests.

Additions/Deletions to Agenda: None.

Laurie Stanton moved to adopt the agenda. Seconded by William Gross. Carried.

Laurie Stanton moved to accept the Consent Agenda; October 2020 minutes and general fund bills including checks 51563 through 51564, totaling \$1,745.57 and checks 51565 through 51645 totaling \$357,691.17. ASB fund checks 51646 through 51647, totaling \$62.52. Capital Project checks 51648 through 51649, totaling \$14,101.46 and checks 51650 through 51651, totaling \$13,573.24. Electronic deposits to the Department of Revenue of \$81.83, and \$10,562.39. Payroll checks 51655 through 51682 including electronic deposits and payroll tax in the amount of \$1,065,901.04. Seconded by Paul Mosbrucker. Carried.

Audience Comments:

Audience comment was provided by Laurie Stanton on behalf of a community member, and Brenda Hope.

Reports:

- a) **Enrollment Report:** Dr. Lewis updated the board regarding enrollment for November. Enrollment dropped by 16.73 for a total of 102.49 loss in FTE this year and a yearly average of 87.33 below the budgeted projection. The board discussed the funding amount per student, potential future action that may need taken with continued loss in funding, and the probability of some students returning to the district upon the start of in-person learning.
- b) **District Hybrid Reopening:** Dr. Lewis shared that due to the increased number of COVID-19 cases in the county, an in-person hybrid start is being delayed. Current numbers are at 107 per 100,000 and need to be at 75 or below for and elementary start. Positivity rates are also too high for a return to in-person education. The board discussed factors around reopening and talked with staff and administration during this time as well. Alan Reitz invited parents to reach out to the board through email if they had thoughts and information they would like to share. Dr. Lewis shared that the administration would be meeting Monday, and that he would like to schedule a special meeting that evening to present the update reopening plan to the board.
- c) **District Construction Update:** Dr. Lewis updated the board on the bond projects. The Health and Wellness Center is close to occupancy and the Multi-Purpose Facility construction of the building has begun.

Action Items:

- a) **Resignations/Leaves/ Retirements:** Laurie Stanton moved to approve the resignation of William Burrows, Bus Driver, and Samantha Moore, Bus Aide. Seconded by William Gross. Carried. Andrea VanSickle moved to accept the leave request for Casey Wykes, Bus Driver. Seconded by Laurie Stanton. Carried. Andrea VanSickle moved to accept the retirement of Paula Tropper, HMS/ WPSIS Librarian. Laurie Stanton seconded. Carried. The board thanked Paula for her years of service.
- b) **New Hires:** Laurie Stanton moved to approve the hiring of Alex Campbell, CHS Custodian. Seconded by Paul Mosbrucker. Carried.

At 7:58 p.m. Chairman Reitz adjourned the meeting with a motion by William Gross. Seconded by Paul Mosbrucker. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, December 17, 2020 held remotely via ZOOM.

ATTEST:

Chairman

Secretary

The Special Meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA. was called to order at 6:30 p.m. Monday, November 23, 2020 via a ZOOM public meeting per the Governor's proclamation 20-28 Open Public Meetings Act and Public Records Act. Present: Alan Reitz, Paul Mosbrucker, Laurie Stanton, William Gross, Andrea VanSickle, Superintendent Jerry Lewis, and guests.

Dr. Lewis updated the board regarding the latest COVID-19 information according to his meeting with the local Health Department. With the current data, Dr. Lewis recommended that the current reopening plan and timelines for returning in a hybrid model be put on hold, and that it be reevaluated in January. Upon reevaluation after the holidays, and the case numbers holding at the recommended level for return, the recommendation is to return in the hybrid model previously planned. Dr. Lewis also recommended that small pods be able to continue meeting in the buildings, upon approval from the local Health Department.

The board discussed the conversations that they have had with guardians and staff throughout the district, and the concerns that have been shared with them. There was discussion around continued pod instruction, how the groups are made up, how those pods could be extended to additional students outside the current populations, and concerns around operating small groups without approval from the Health Department. Transportation for students who need it to access the small group, in person instruction, was also discussed. The board spoke with administration for their input regarding these topics as well.

The meeting was opened for audience comment. Comment was given by; Tennille Sauter, Heidi Dent, Alicia Beyer, Dan Smith, and Ruth Juris. The board responded to the audience comments.

Action Items

Andrea VanSickle motioned that the district continues with online instruction, incorporating, as much as possible, small pods, pending the approval of the health authorities. The case numbers will be continually monitored. Once the cases reach approved levels for return to in person instruction and maintain for a week, the board will reconvene to set a date for the hybrid transition. Seconded by William Gross. Carried.

At 7:23 p.m. Chairman Reitz adjourned the meeting with a motion from Paul Mosbrucker. Seconded by Andrea VanSickle.

ATTEST:

Chairman

Secretary

10--General Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the White Salmon School District for the Month of November, 2020Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	5,000.00	
G/L 230 CASH ON HAND	7,160.36	
G/L 240 CASH ON DEPOSIT CTY TREAS	888,176.05	
G/L 250 CASH WITH FISCAL AGENT	.00	
G/L 450 INVESTMENTS	2,615,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	3,515,336.41	*
G/L 241 WARRANTS OUTSTANDING	832,582.38-	

A. Net Beginning Cash and Investments 2,682,754.03 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
REVENUES						
1000 LOCAL TAXES	3,105,971	346,450.03	1,101,830.15		2,004,140.85	35.47
2000 LOCAL SUPPORT NONTAX	481,441	403.92	40,435.62		441,005.38	8.40
3000 STATE, GENERAL PURPOSE	10,742,431	526,837.78	2,304,349.15		8,438,081.85	21.45
4000 STATE, SPECIAL PURPOSE	3,194,917	57,023.68	249,254.73		2,945,662.27	7.80
5000 FEDERAL, GENERAL PURPOSE	0	.00	.00		.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	1,670,082	62,406.43	189,829.79		1,480,252.21	11.37
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	146,000	.00	1,930.21		144,069.79	1.32
9000 OTHER FINANCING SOURCES	1,000	.00	.00		1,000.00	0.00
B. <u>Total REVENUES</u>	19,341,842	993,121.84	3,887,629.65		15,454,212.35	20.10

C. Beginning Net Cash and Investments Plus Revenues (A+B) 6,570,383.68 **EXPENDITURES

00 Regular Instruction	10,765,248	981,173.00	2,591,786.52	6,633,467.80	1,539,993.68	85.69
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	1,954,397	.00	.00	0.00	1,954,397.00	0.00
30 Voc. Ed Instruction	497,382	38,256.80	111,109.90	320,147.16	66,124.94	86.71
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,444,863	108,705.63	309,919.35	930,503.00	204,440.65	85.85
70 Other Instructional Pgms	1,134,786	40,266.54	60,899.49	70,997.09	1,002,889.42	11.62
80 Community Services	85,000	.00	3,314.23	35,000.00	46,685.77	45.08
90 Support Services	3,789,558	273,218.51	855,145.48	1,847,419.90	1,086,992.62	71.32
D. <u>Total EXPENDITURES</u>	19,671,234	1,441,620.48	3,932,174.97	9,837,534.95	5,901,524.08	70.00

Current Cash and Investments

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	5,015.86
G/L 240 CASH ON DEPOSIT CTY TREAS	1,357,182.77
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	2,171,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	938,145.85-
	2,600,052.78 *

Ending Net Cash and Investments 2,638,208.71 **

Adjustments 38,155.93-

Total Ending Cash & Investments & Adjustments 2,600,052.78 **

Net Change in Cash Since Sept 1 82,701.25-

20--Capital Projects-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)For the White Salmon School District for the Month of November, 2020Sept 1 Beginning Cash and Investment Balance

G/L 200 Imprest Cash	.00	
G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	870,308.80	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	5,353,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	6,223,308.80	*
G/L 241 WARRANTS OUTSTANDING	534,534.52-	
A. Net Beginning Cash and Investments	5,688,774.28	**

<u>REVENUES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	161,000	794.19	42,596.13		118,403.87	26.46
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
B. Total REVENUES	161,000	794.19	42,596.13		118,403.87	26.46
C. Beginning Net Cash and Investments Plus Revenues (A+B)			5,731,370.41	**		

<u>EXPENDITURES</u>						
10 Sites	593,460	8,546.67	60,442.08	0.00	533,017.92	10.18
20 Buildings	5,470,344	12,001.70	971,222.07	0.00	4,499,121.93	17.75
30 Equipment	256,273	7,126.33	17,592.21	0.00	238,680.79	6.86
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
D. Total EXPENDITURES	6,320,077	27,674.70	1,049,256.36	0.00	5,270,820.64	16.60

Current Cash and Investments

G/L 200 Imprest Cash	.00	
G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	64,939.14	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	4,625,000.00	
G/L 451 Investment/Cash With Trustee	.00	
G/L 241 WARRANTS OUTSTANDING	27,674.70-	
	4,662,264.44	*
Ending Net Cash and Investments	4,682,114.05	**
Adjustments	19,849.61-	
Total Ending Cash & Investments & Adjustments	4,662,264.44	**
Net Change in Cash Since Sept 1	1,026,509.84-	

30--Debt Service Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the White Salmon School District for the Month of November, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 230 -- NEW ACCOUNT --	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	4,332.04
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	185,000.00
G/L 451 Investment/Cash With Trustee	.00
Subtotal - Cash and Investments	189,332.04 *
G/L 241 Warrants Outstanding	.00

A. Net Beginning Cash and Investments 189,332.04 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES</u>						
1000 Local Taxes	304,786	56,742.99	179,394.78		125,391.22	58.86
2000 Local Support Nontax	2,045	28.88	98.16		1,946.84	4.80
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00

B. Total REVENUES 306,831 56,771.87 179,492.94 127,338.06 58.50

C. Beginning Net Cash and Investments Plus Revenues (A+B) 368,824.98 **

EXPENDITURES

11 Matured Bond Expenditures	150,000	150,000.00	150,000.00	0.00	.00	100.00
21 Interest On Bonds	232,925	118,150.00	118,150.00	0.00	114,775.00	50.72
31 Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
41 Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
51 Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
61 Underwriter's Fees	10,000	.00	.00	0.00	10,000.00	0.00

D. Total EXPENDITURES 392,925 268,150.00 268,150.00 0.00 124,775.00 68.24

Current Cash and Investments

G/L 230 -- NEW ACCOUNT --	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	57,963.61
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	42,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 Warrants Outstanding	.00
	99,963.61 *

Ending Net Cash and Investments 100,674.98 **

Adjustments 711.37-

Total Ending Cash & Investments & Adjustments 99,963.61 **

Net Change in Cash Since Sept 1 89,368.43-

40--Associated Student Body Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the White Salmon School District for the Month of November, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	153.96
G/L 240 CASH ON DEPOSIT CTY TREAS	3,589.57
G/L 450 INVESTMENTS	124,000.00
Subtotal - Cash and Investments	135,043.53 *
G/L 241 WARRANTS OUTSTANDING	515.30-

A. Net Beginning Cash and Investments 134,528.23 **

REVENUES AND OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	129,600	18.99	242.28		129,357.72	0.19
2000 Athletics	166,900	.00	20.00		166,880.00	0.01
3000 Classes	34,000	.00	.00		34,000.00	0.00
4000 Clubs	95,000	.00	120.00		94,880.00	0.13
6000 Private Moneys	6,500	.00	.00		6,500.00	0.00
B. <u>Total REVENUES</u>	432,000	18.99	382.28		431,617.72	0.09

C. Beginning Net Cash and Investments Plus Revenues (A+B) 134,910.51 **

EXPENDITURES

1000 General Student Body	108,600	39.42	840.70	0.00	107,759.30	0.77
2000 Athletics	156,800	.00	.00	0.00	156,800.00	0.00
3000 Classes	23,500	.00	.00	0.00	23,500.00	0.00
4000 Clubs	94,500	10.10	352.66	0.00	94,147.34	0.37
6000 Private Moneys	6,500	.00	.00	0.00	6,500.00	0.00
D. <u>Total EXPENDITURES</u>	389,900	49.52	1,193.36	0.00	388,706.64	0.31

Current Cash and Investments

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	68.96
G/L 240 CASH ON DEPOSIT CTY TREAS	2,410.71
G/L 450 INVESTMENTS	124,000.00
G/L 241 WARRANTS OUTSTANDING	62.52-
	133,717.15 *

Ending Net Cash and Investments 133,717.15 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 133,717.15 **

Net Change in Cash Since Sept 1 811.08-

90--Transportation Vehicle Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2020 (September 1, 2020 - August 31, 2021)

For the White Salmon School District for the Month of November, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DPT. CO. TREAS	1,390.84	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	423,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	424,390.84	*
G/L 241 WARRANTS OUTSTANDING	.00	

A. Net Beginning Cash and Investments 424,390.84 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES AND OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	1,200	61.53	198.54		1,001.46	16.55
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	51,065	.00	.00		51,065.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	880.00		880.00-	0.00
From the General Fund	0	.00	.00		.00	0.00
<u>B. Total REVENUES</u>	52,265	61.53	1,078.54		51,186.46	2.06

C. Beginning Net Cash and Investments Plus Revenues (A+B) 425,469.38 **

EXPENDITURES

Type 30 Equipment	410,000	.00	.00	0.00	410,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>D. Total EXPENDITURES</u>	410,000	.00	.00	0.00	410,000.00	0.00

Current Cash and Investments

G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DPT. CO. TREAS	2,469.38
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	423,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	.00
	425,469.38 *

Ending Net Cash and Investments 425,469.38 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 425,469.38 **

Net Change in Cash Since Sept 1 1,078.54

***** End of report *****

Columbia High School



School Board Report 12/17/20
By Craig McKee & Brian Morris

PLC Groups

During our last three PLCs, CHS staff has been looking at the teaching model they will use for hybrid learning. We want to provide a quality education for students in A and B cohorts during in-person learning, A and B cohorts during Asynchronous learning, and D cohort students during full-time distance learning. CHS is looking at the following models.

FLIPPED MODEL

- Teachers
 - Create daily asynchronous video lessons (5 days)
 - Create daily asynchronous classwork/practice (5 days)
 - Use in-person/zoom time to assist students in completing classwork
- Students (all AA, BB, and Distance Learning (DL) Student Cohorts)
 - Watch synchronous videos as afternoon homework
 - Complete classwork/practice during in school (or zoom) sessions

ROTATING AA/BB (No homework on in-person days for students)

- Teachers:
 - Prepare two “live” lessons (in your classroom or via zoom to classroom)
 - Record two “live” lessons (if distance teaching, you may have DL students attend live lessons via zoom)
 - Prepare three days of asynchronous work for in-person & DL students*
 - Prepare activities for Distance Learning students to ‘participate’ in recorded lessons
- AA & BB Student Cohorts:
 - Come to class and participate in two live lessons per week
 - Complete three days of asynchronous work at home
- DL Student Cohort:
 - Watch and participate in two recorded lessons (or if the teacher is Distance Teaching, join zooms)
 - Complete three days of asynchronous work at home

*Note: Could also be used with daily homework, requiring five days of asynchronous work

STAGGERED AA/BB

- Teachers:
 - Prepare five days of asynchronous work for in-person and distance learning students per week
 - Drop for A cohort and DL cohort on Mondays
 - Delay B-cohort drop until Wednesday
 - Prepare two live lessons to be delivered to kick off the week (M/T for A cohort; W/Th for B), creating an offset schedule to repeat in-person lessons

	M	T	W	Th	F
AA Cohort	Wk 2 lesson 1	Wk 2 lesson 2	Wk 2 Async	Wk 2 Async	Wk 2 Async
BB Cohort	Wk 1 Async	Wk 1 Async	Wk 2 lesson 1	Wk 2 lesson 2	Wk 2 Async

- AA & BB Student Cohorts:
 - Come to class and participate in two live lessons per week
 - Complete remainder of week's asynchronous work at home
- DL Student Cohort:
 - Watch and participate in 2 recorded lessons (or if the teacher is Distance Teaching, join zooms)
 - Complete five days of asynchronous work at home

ALL DISTANCE LEARNING (easy to move online at any time)

- Teachers:
 - Continue building lessons as if full distance learning (5 days/week)
 - Attend in-person classes (live or via zoom) and help students with work
 - Offer zoom office hours to help DL students in the afternoon
- AA & BB Student Cohorts:
 - Continue working on work provided in Google Classroom
 - AA/BB cohorts come into class to get help on the work
- DL student Cohort:
 - Continue working on work provided in Google Classroom
 - Go to zoom office hours in the afternoon for help

Questions for teachers to consider:

- Which models support your content area and standards best?
- Which ones allow a move to distance learning for all (CL 2.0) if school shuts down?
- Which ones support DL students best when compared to in-person students?
- Which ones minimize your workload?

November Students of the Month

9th: Javier Castro & Lynnette Black

10th: Gavin Jostad & Alise Gimlin

11th: Nicco Matone & Wendy Urbano

12th: Steven Macrum & Nancy Cortez

Small-Group In-Person Learning

Monday, December 7, was our first day of small group in-person learning for CHS students. It was good to see students back in the building. We have two classrooms available for the students that participate in small group instruction. We also have an Internet Café available in the library for students that need better access to the internet. I want to thank all the staff members that volunteered to help with student supervision. Our small group instruction would not be possible without their help.

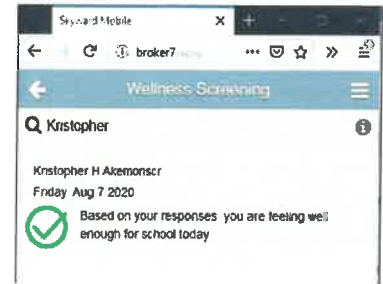
Below is a list of student expectations for small group in-person instruction.

On-Site Learning Support at CHS & The Internet Café

Student Expectations

- **Daily Screening at home using Skyward**

- Students or parents can complete the screening using an internet-connected device – phone, computer, tablet, etc.
- Students who have completed their screening at home and have a phone can show their results to the office staff at the service window.
- Students without a phone to show the office will need to be looked up to verify screening or fill out a paper screener.



- **Entering CHS Campus** - Doors open at 8:00, **please do not come early**

- All students must enter through the A Court main door (furthest on the right) and check-in at the service window before proceeding to a classroom or library.
- Students will be given a sticker that shows they have completed and passed the wellness screening process.

- **Safety Requirements**

- Appropriate face coverings are required, if using a neck gaiter, it must be two layers of fabric.
- Hand hygiene to occur upon entry into the building and classrooms, between each student/staff encounter, after using the bathroom, before and after eating/drinking, after touching contaminated surfaces, and as frequently as deemed necessary during the day.
- Social distancing will be practiced (6ft or more)
- Restrooms in A Court will have no more than 2 students at a time. Socially distance outside the restroom until someone exits. Restrooms in the library are a single user only.
- If a student presents any symptoms while at school, they will be isolated and will be sent home. Students must be picked up within 30 minutes of guardian contact. If the student drove themselves then they will be released after guardian contact has been made.

- **Materials and Items to bring**

- Their school-provided Chromebook or their own portable computing device. If a student does not have one, a school Chromebook will be checked out to them.
- Any textbooks, a calculator, pencil sharpener and other learning materials as needed
- Writing utensils and paper as needed
- Water bottles

- **Food**

- Students utilizing the Internet Café will be provided a lunchtime between 12:30 and 1:00. Students must bring their own lunch. No food or snacks will be allowed outside that time frame or in any of the classrooms.

- **Absences**

- If you are unable to attend on your scheduled days, please call the office, so we know not to expect you that day.

Columbia High School

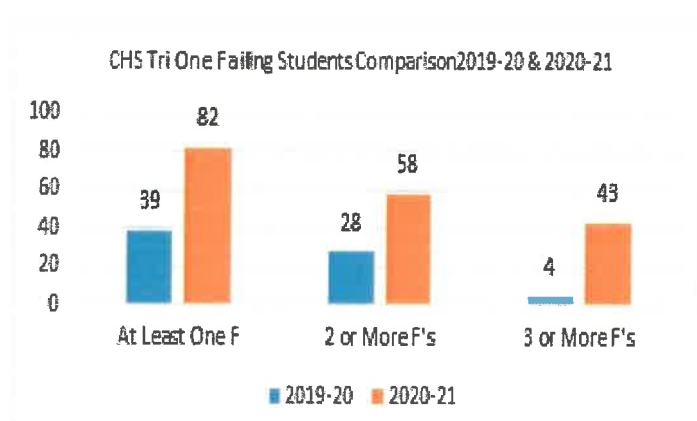
Questions 1 & 2

How many students are at benchmark; how these numbers compare to this time last year?

How many students are regularly engaging vs those rarely or not engaging?

To look at student success and engagement, CHS compared three data sources.

1. Students that have failed one or more classes
2. How many days students have been absent.
3. Our juniors and seniors who are not on track to graduate.



	2020-19	2020-21
Total Days Absent	2380	2896
Avg Days per Student	6.5	9
Students 5-10	121	72
Students 11-20	40	44
Students 21 -30	16	14
Students 31 - 40	0	17
Students 40 or more	0	9

Graduation Year	2019-20 School year Number of students not on Track to Graduate	2020-21 School year Number of students not on Track to Graduate
Class of 2021 (Seniors)	3 Students	3 Students
Class of 2022 (Juniors)	11 Students	11 Students

3. How well are we meeting IEP requirements

Special Education Question.

4. What are some preliminary ideas for how to address widening gaps and missed opportunities? This spring, summer 2021, following school year?

At this time we are continually making sure students are on track to graduate. If a student is credit deficient, we have opportunities for them to retake classes and do credit recovery through our digital learning department. On Monday, December 7, in an effort to narrow the opportunity gap CHS has invited students to take part in small group in-person support. We will continue small group in-person support until we bring students back to a hybrid schedule.

Many schools around the state and country are experiencing these same problems. We are collaborating with other districts, schools, and our own staff to develop solutions. We will also be looking for guidance from OSP! before coming up with plans for this summer and the following school year.

5. How do we stay connected to the students who left? Bring them back in spring or next Year?

We have a record in Skyward of students who have chosen to not attend CHS during distance learning. Before hybrid learning begins, we will reach out to the families and invite them back to Columbia High School.

Henkle Middle School December Board Report

Greetings WSVSD Board Members,

How many students are at benchmark; how these numbers compare to this last year?

Depending on the grade and subject area, students meeting standard ranges from 25-68% proficiency. The failing grades during the pandemic have also revealed how equity gaps in the education system are growing. English language learners and students with disabilities are among those with the largest increases in failing grades. We will be administering the MAP assessment in January to see benchmark data.

How many students are regularly engaging vs those rarely or not engaging?

This question is challenging for us to provide you concrete data as a building.

What Engagement Looks Like	Engagement Struggles	What we are doing
<ul style="list-style-type: none">• assignment completion• attendance• office hour meetings w/ teachers• zoom - chat and verbally sharing <p>Teachers at our level are unable to keep track of all of that data for 100+ students.</p>	<ul style="list-style-type: none">• Students learning from home skip assignments — or school altogether.• Our students are babysitters for younger siblings and/or neighborhood kids• Internet access is limited or inconsistent, making it difficult to complete and upload assignments• Teachers teach to black screens due to internet connectivity and/or teens not comfortable on the screen or showing their home - siblings in the background, loud, etc.• Teachers who don't see their students in person have fewer ways to pick up on who is falling behind, especially with many keeping their cameras off during Zoom sessions• Mental Health Concerns• Lack of physical movement and being outside or away from a screen (tv, phone, tablet, computer, video games, etc)	<p>Home Visits Small Group In-Person Support Behavioral Health Referrals Check-In w/ Kane Emails, phone calls, and texts home Weekly Communication through website, app, website, and email Standards Based Grading Google Classroom Alignment across content areas Assemblies Attendance Drawings La Leona Gift Cards (PTO grant) PBIS Incentives Newspaper Club Optional Electives Advisory SEL Lessons Student Voice Feedback Forms Weekly PLCs</p>

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How well are we meeting IEP requirements?

I have shifted this question to what are the supports/accommodations we have currently put in place to help support learning for our IEP students on an online platform?

- One on One or small group support - at home, in person and/or online
- Asynchronous Videos
- Tech Tools
- Breakout Rooms
- Regular Check-Ins
- Strategic Scheduling
- In-Person Support
- Reading text and/or directions out loud
- Paper packets
- Leveled classes (resource reading and math)
- Same gen ed curriculum just at a different pace and more practice problems
- Flexible due dates

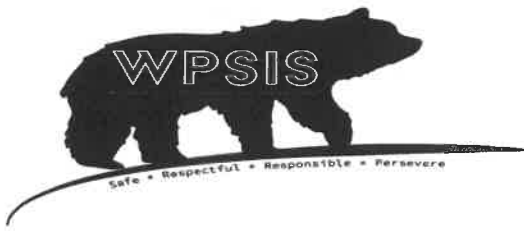
What are some preliminary ideas for how to address widening gaps and missed opportunities? This spring, summer 2021, following school year?

Ideas:

1. **Spring:**
 - a. Add additional hours to ELL staff who are not full-time to provide more support on Fridays (students would receive three days of in-person in hybrid model)
 - b. beginning planning CTE classes and focus to start at the middle school level
2. **Summer:** Allocate funding for staff to teach summer school, however, being intentional with who is hired for those positions to deliver interventions and supports. Create a summer plan with student and family with weekly check-ins, progress monitoring, and celebration of student growth. Connect reading and math instruction to woodshop and metal shop, agriculture, and real-life, hand-on experiences in our community. Internships? Community Partners? Field Trips? Provide yoga, meditation, and health classes in H&W Center.
3. **2021 -** Parents and students will drive what learning looks like in public education after the pandemic. We need to consider different learning options: full-time online distance learning, hybrid learning, and full-time in-person in order to regain our FTE and maybe even more with home school students. I am meeting with other middle school principals across the state next week to begin planning for what education can look like after the pandemic.

How do we stay connected to the students who left? Bring them back in spring or next year?

We begin reaching out once we have an idea of what we want learning to look like in the fall. However, each building principal needs to know what staffing will look like so decisions need to be made as soon as possible any shifts that are going to occur in restructuring.



BRIAN FRASER, PRINCIPAL

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Report to the School Board, December 2020
Wallace and Priscilla Stevenson Intermediate School

1. How many students are at benchmark; how these numbers compare to this time last year?

This has been difficult to measure as the demographics of our school have shifted, but we have some data to support that we roughly match the nationwide data that was reported last week- little difference in reading skills and some unlearned skills in math. Our math data shows that we have roughly the same percentage of kids at grade level, slightly below, and well below across the last 3 years. We are down in overall testing numbers and that may reflect more at-risk kids, but we know there are many on-level kids in private online schools now as well. We are down 17% over 3 years and 12% from last year in overall numbers of students assessed.

Our reading data is still coming in- we decided to use the data from last year until we were in hybrid, and began testing mostly remotely just last week. Right now we are focused on testing kids we knew were below grade level, and they still are, but there does not appear to be a significant slide backwards.

2. How many students are regularly engaging vs those rarely or not engaging?

This would depend on how you measure engagement. We have lots of kids who are attending Zoom and participating, but not turning in assignments, or turning them in blank. Kids are reading some materials and turning in assignments, but not watching the instructional videos. Some kids are doing everything they can, but still disappear for a week and then just show up again, or re-engage when we reach out. There are not many kids left who we know nothing about and have not seen, most have participated partially for some time in their own way. We did add a mark of Insufficient Evidence to our report cards since we cannot measure kids to standard without them producing the work to demonstrate their skills. Outreach continues and having kids in small groups has been an amazing boost to those who are here.

3. How well are we meeting IEP Requirements?

All students with IEPs are being offered extra support based on the needs defined in their most recent evaluation and IEP goals. It looks different for each student as those IEP are individual and student centered. Special Education students were the first to be brought into the school for in-person supports and are still given priority with dedicated space and staff to support their learning specifically, and they are being included in the general-education groups as well when appropriate.

4. What are some preliminary ideas for how to address widening gaps and missed opportunities? This spring, summer 2021, following school year?

Inclusionary Practice. I'll send more information on that to anyone who wants it, but the quick version is methodically creating and modifying assignments to ensure they are accessible to all students: firm goals, flexible means. It was designed to support access for Special Education students to the core curriculum, but like many scaffolding strategies it shows benefits to all students. There are specific protocols for implementing IP that we have a group at WPSIS learning about now and we are developing a plan to roll it out more comprehensively next year. It is not a silver bullet, but it has potential to strengthen our core content delivery. The gap might not widen as significantly as we feared (see #1.), but always have a wide spread of performance in each classroom and IP will be excellent training to have in all models of teaching and learning.

5. How do we stay connected to the students who left? Bring them back in spring or next year?

Once we go into a Hybrid Learning Model, we'll have to reach out to the entire community through all of the traditional channels, including radio and the newspaper. I'm sure they haven't forgotten about school, and we will be able to give information when we are able to invite kids back into the building. Some may still choose not to participate, but all will certainly be given the option. We'll have to do it all again when we return to the 'new normal' as well.

December 2020 Board Report - Hulan Whitson

All Time for HULAN L WHITSON ELEM

98,773

Posts Added

52,076

Comments Made on Student Work

40,887

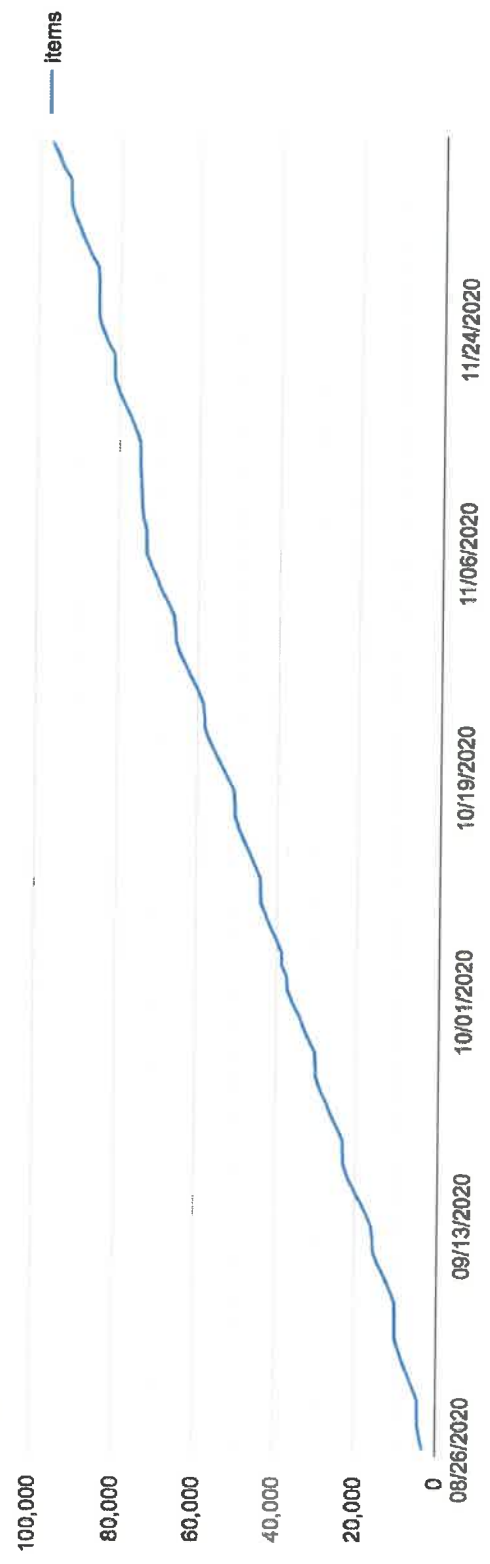
Likes of Student Work

3,480

Visits by Family Members

Start Date: 08/26/2020 End Date: 12/10/2020 Download

Total Items



It has been another incredible month of Distance Learning here at Whitson. The staff continue to work extremely hard in a very challenging job. I am absolutely blown away when I look at a number like **52,076 total comments made on student work**, which represents an increase of **12,685** comments from last month. Teachers also continue to Zoom, call, counsel, and connect with their families. They are working long hours every day to provide high quality Distance Learning. I am so grateful for their commitment to Whitson, and it's students and families. Thank you staff!

I would also like to highlight the *3480 visits from families*, which represents an increase of almost **700** visits this last month. Family engagement makes a tremendous difference in a student's learning and success. It is a crucial component of distance learning. Thank you families for your commitment and partnership.

The Board requested an update in several areas, by asking the following 5 questions.

1. How many students are at benchmark; how these numbers compare to this time last year.

Accurate data for primary school students who are developing foundational skills is a challenge to gather during distance learning. Work and assessments completed at home, often with a wide range of support from family members, can make it difficult to determine a student's exact level. Given that, we currently have about 50% of our students at benchmark, with a range of 20% in some classes to 70% in others, depending on the grade level. Across the board, most teachers(60%) are seeing less students at benchmark when compared to previous years, while some(40%) are seeing a similar number of students at benchmark when compared to previous years. It is also important to note that none are seeing more students at benchmark when compared to previous years.

2. How many students are regularly engaging vs those rarely or not engaging

Whitson's school wide average for regular daily student engagement in distance learning is at 80%. Teachers have put a tremendous amount of hard work into engaging students through instructional work videos on Seesaw, daily Zoom, and regular communication with families. Although we strive for 100%, 80% represents a significant improvement from last Spring, and is a number to be proud of. It also takes a significant commitment from families to prioritize school, and I thank them for all of their effort.

3. How well are we meeting IEP requirements.

I know Janelle Tuttle is providing a detailed answer to this question, but I have been very impressed with the level of service our special education team is providing. As always, our special education team has continued to collaborate with families, and our regular education teachers to ensure IEP requirements and student needs are being met. They are running regular small specially

designed instruction Zoom groups, as well as safely bringing in a very small number of one on one students when their needs can not be met through distance learning.

4. What are some preliminary ideas for how to address widening gaps and missed opportunities? This spring, summer 2021, following school year?

It is a challenge to identify ideas that will adequately address any learning or social emotional needs, because at this point we do not know the full extent of the pandemic's impact on our students. With that being said, I think the best answer is that we need to be willing to do whatever it takes. Each level is going to require very targeted solutions that address the diverse needs of their students, and that most likely won't be a one size fit all approach. It will require us to leverage successful strategies we have used in the past to address student needs, as well as be open to new ideas and pathways to supporting student success. Don't get me wrong, each of us have ideas(extended day, summer school, increased outreach, increased targeted intervention during the school day, increased access to credit recovery, smaller class size, increased access to mental health and social emotional supports...) to address the needs of our students. However, now more than ever we will need to work closely together to find a solution that best supports every student, and maximizes our resources.

The good news is that we have started already. Our staff has participated in significant training and professional development. They have learned and collaborated as they developed new skills and instructional strategies. They have reinvented, and transitioned their classrooms from a high quality in person instructional model, to a high quality distance learning model that we continue to refine and improve. We have carefully begun, as it is safe, to bring in small groups of students to support their learning needs in a variety of ways. We will continue to build on these small groups to reach more students, and when it is safe reopen in our planned hybrid model.

5. How do we stay connected to the students who left? Bring them back in spring or next year?

I think the best way to attract students back to our district is by focusing on doing an outstanding job of educating and caring for our current students that we have. As we are able to provide students a safe place to learn and grow, where we are able to meet their wide learning and social emotional needs, and offer them increased opportunities in a variety of areas, I have no doubt that our families will return over time. We will need to increase our communication, and do a better job than ever of telling our story

of success in multiple ways. Ultimately though I believe that story is best told by the families and students we have, who will talk with the families and students who left, and as a result many will come back.

Thank you Board for all of your support.

Go Cubs.

Board Report for December 2020

Welcome to December! I am feeling incredibly thankful for the mild winter; if we have to be isolated at least we can go outside comfortably. The Special Education department continues to see students live on campus. We currently have about 30 students coming in live. Those students were selected to come in for services based on the following criteria: the student could not benefit from virtual services due to the nature of the disability, the student was not able to access services delivered virtually, and/or the student was accessing virtual services but was not progressing/making gains. All other special ed students are receiving virtual supports at this time.

As per the last board inquiry about how special education is proceeding, I have done a quick survey of my staff regarding:

1. How many students on your caseload are coming in live?
2. How many students on your caseload are NOT participating or engaging in any offer of services?
3. What do you think is going well?
4. What worries you?

Given those four questions, I will breakdown the responses by building so you have an idea of the responses and concerns by grade and then I will finish up with motor and psychological services.

Preschool:

Preschool is open 4 days per week, 4 hours per day which is a normal schedule for the preschool. Most families in special education have opted for virtual services only. Parents are involved and participating in online services supporting their child. We only have 3 students in special ed coming live into the preschool now. The total class size is 9.

SLP preschool: 12 students in program, 9 families have chosen virtual services. The biggest concern is providing virtual services to preschooler's requires full parent support and burnout is a real concern for parents. It is a lot to ask.

Elementary:

K-3 has six students coming in for live services (Life skills and resource room combined). In Brenda McGowan's Resource room, routines are going well and students are engaged. Eighty-five percent of students are engaging (28 students in total caseload). Her biggest worry is inequity; the very students that need to be accessing are not engaging and are falling further behind. Parents are also reporting to Brenda that their children are developing a growing dislike of school and are becoming increasingly more resistant to zoom and seesaw activities.

K-3 SLP: At least 85% of students are engaging in on-line services. The biggest concern again is inequity. Direct quote below "What worries me? The inequity. The education of children (especially the younger ones) is dependent on the motivation, education, and ability of the parent and the quality of the internet. If the parent is motivated, determined, and has the time, the child gets the assignments done and learns. If the parent is overwhelmed, working, or not motivated, the child suffers."

Lifeskills Grades K-8

Ten out of the 17 students spanning between k-8 are served in-person. The remaining 7, the parents have chosen to do on-line school only for this year due to Covid concerns and medical fragility of

students or caregivers of the students. Student growth for those coming in live is much greater than the March-June period last spring. The greatest concern is trying to catch up the students that are not participating in live services.

Intermediate School

Five students are coming in live, 11 students are active on zoom and 3 are not accessing at all despite offer to come into school. For the three students not engaged, the pattern of involvement of those families over time has also been spotty or difficult. What's going well: Accessing general education materials to modify and student accountability for tuning items in; better than in normal circumstances. The greatest worry is that students are losing their skills to independently access materials without one-to-one teacher supports (for virtual students). Also, there are a great number of worries that behavior will be an issue (greater than before) upon return to in-person services due to lack of social contact.

SLP 4-12th grades

Sixty-five percent of the caseload is engaged. Of those students, they are making great gains and progress. Concerns are that parents have a misconception that live services trump virtual services even though a virtual service model for SLPs has been used in various districts for years. Parents aren't supporting student to log in and the students seem to forget without that guidance.

Henkle

Currently, we have a long-term substitute covering Phoebe's position as she is on maternity leave. Eighty percent of the caseload are participating in online services. No students of this group are coming in for live supports. The barriers seem to be reliable wireless access, student independence, and parental support to have students log in consistently. Also, some students are comfortable with an online platform while others are not. The biggest concern for this group is not being able to see students working on their skills in person and not being able to correct errors immediately with feedback. Mental health, specifically depression was also an area of concern.

High School

Resource: Three out of the 27 students are seen live one time per week. Out of the 24 remaining students, staff have daily or at least regularly scheduled contact with all students less one student who is not responding. Study skills virtual periods have been largely successful in supporting students to keep up with work in all their classes (even if that class is not a sped service area). The biggest concern involves poor grades and "F"s given to students who are struggling with mental health or are not having meaningful accommodations made in gen ed (ie one size fits all lessons).

Life Skills: Three out of 20 students are seen live 2x per week. Of the 17 remaining, one student is not engaged despite repeated efforts. What has been a surprise is that students with significant areas of impact are in fact engaging and benefiting from virtual services. Routine has been the key. The biggest concern is changing those routines—Heid worries about reopening and then having to close again and the disruption this will cause for this group of students who thrive with consistency.

Occupational Therapy

Seven of the 21 students are coming in for OT therapy. Six students or 29% are not engaging in virtual or in person offers for OT services. What has gone well is the ability to do parent coaching over zoom to

support students in their home environments. Concerns include: medical needs will prohibit therapeutic benefit (now and in future until vaccinations occur), student health and safety, regression.

Physical Therapy

Students seen mainly virtually and supported by para or teacher when the student is at school live or with the parent virtually in the home setting.

Psych

Randy feels that teams across all buildings have been successful in handling evaluations and reevaluations. We have been creative in using existing data whenever possible, using rating scales and interviews for some assessments, and in safely bringing in students for one-on-one testing when necessary. The decisions we make at evaluation results meetings seem solid, and team members are happy with the processes.

Let me know if there are additional questions I can answer for you.

Happy Holidays,

Janelle Tuttle
Director Special Education
206-841-5811

December 2020
Board Technology Report

It has been a busy few months in the Technology Department. We are continuing to provide support for staff and families with their technology challenges.

- The new Chromebooks have arrived. We are still waiting for the protective cases but, we were notified that they have shipped.
- COVID has really affected shipping, pricing and availability of technology.
- Repairs are being made to Chromebooks that have been returned damaged. We have several that came in recently with broken screens.
- We applied for a technology grant through OSPI for Coronavirus Relief Funds. Part of our grant was funded and we just purchased 125 Chromebooks and 18 laptops.
- I have been working with Haley Ortega on our new website. We are making some changes/updates so information is easier to find for our families. We hope to have the changes in place by January.

Thank you for your continued support,

Rhonda Hardisty -Technology Director
White Salmon Valley Schools



GOFAN OVERVIEW FOR WASHINGTON STATE THIRD PARTY RECEIPTING

GoFan Overview

GoFan is a digital ticketing solution for high school events. GoFan partners with over 2,000 high schools across the country and 36 state associations, including the Washington Interscholastic Activities Association (WIAA).

GoFan Financial Overview

GoFan uses Stripe, a recognized global leader in payment processing technology for all of its transaction processing. Through the Stripe Connect product, Washington public schools, districts, and the WIAA will have direct sub-merchant accounts with Stripe that control the flow of funds directly from consumers to the hosting entity.

Selling Tickets: GoFan will process all charges on the GoFan platform and Stripe will subsequently allocate these funds to the appropriate sub-merchant account(s). A convenience fee (\$1.00 per ticket) will be charged to the consumer and the school/district will receive 100% of the face value of the ticket ("Ticket Sales"). Ticket sales will be reported and distributed to the school/district, while fees will be distributed to the vendor upon purchase. All major debit, credit and mobile payment options are available.

Reporting: Via GoFan Insider, schools will have real-time access to ticket sales and be able to download customizable reports per event, sport, time period, etc. Periodic transaction and audit reports are available that allow 100% transparency and reconciliation of each consumer transaction back to the proceed remittance received by the school.

Remittance of Proceeds: Following the card processing settlement period, funds will be made immediately available to the school/district via their Stripe sub-account. Schools can elect a daily deposit (ACH) into their account.

Compliance: Stripe possesses PCI DSS Level 1 Certification, the most stringent level of certification available in the payments industry and possessed all the necessary State and US licenses required to process payments transactions in the State of Washington.

Legal: Schools/districts are required to complete the standard GoFan licensing agreement and Stripe Connect agreement governing transaction processing.

Contact Information

BJ Pilling, CEO

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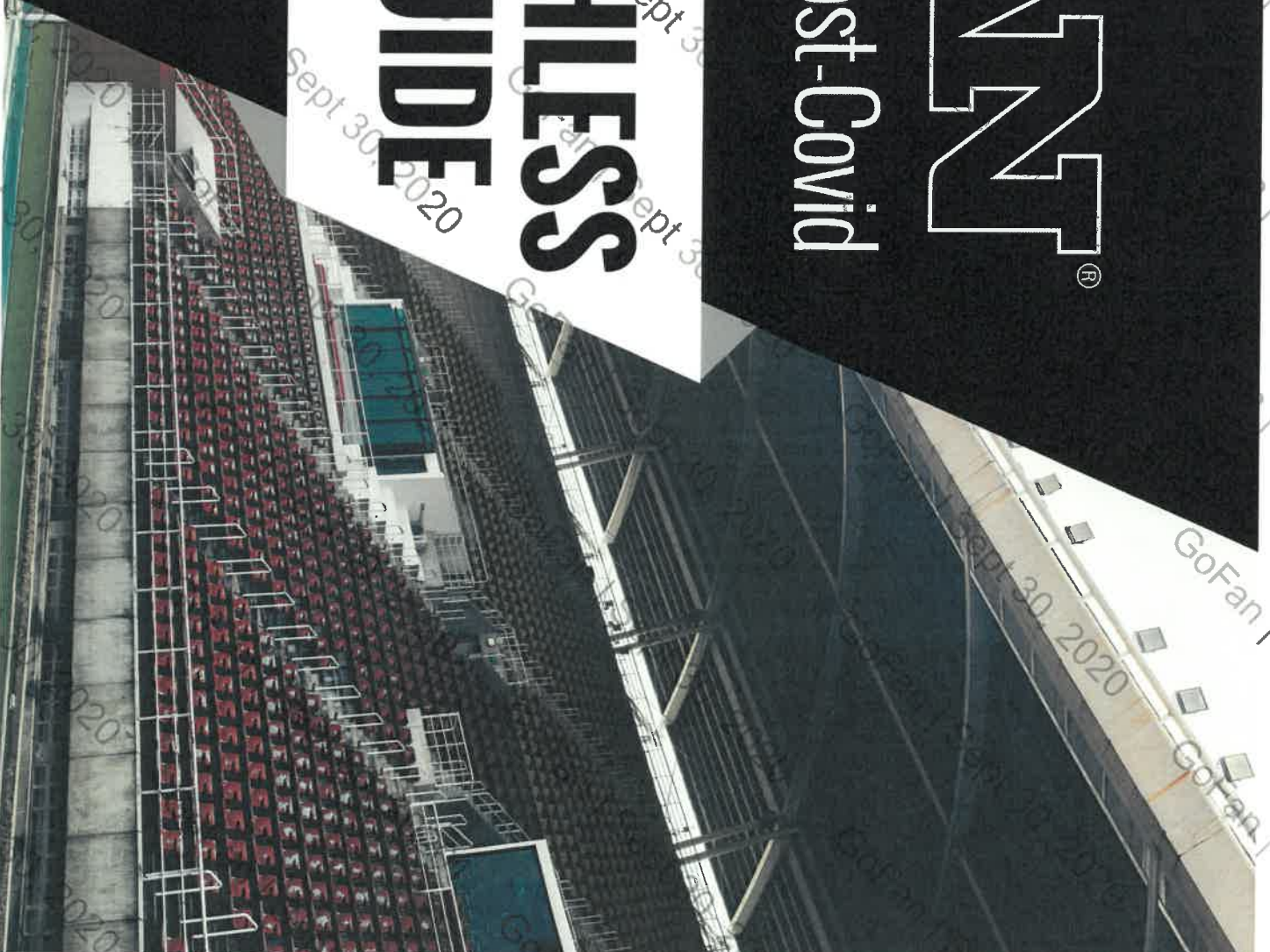
C: 678-800-8663

GO FAN

Event Management Post-Covid

GOFAN TOUCHLESS TICKETING GUIDE

by **Justin Petersen**
VP& Regional Sales Manager (Western US)





Covid changed everything for athletic administrators at school events.

There are new scheduling issues, new considerations around disinfecting facilities and most definitely new guidelines about how to manage athletic event sales on campus. While the situation is fluid and guidelines can vary by region, state and county, GoFan is honored to have supported states like Alabama, Tennessee, Florida and Georgia returning to play this fall. It took a lot of courage to kick off, and a little bit of luck as well! But these states have led a return to normal in the high school sports realm.

There is a long way to go, but GoFan wanted to share our learnings while supporting the launch in the south, with the hope that it can help athletic administrators in other regions as they come back to play.

One thing is certain: the pent up demand for sports and high school athletics is massive and ultimately leads to opportunities for schools. People are begging to get out of the house on a Friday night to support their community school. But first schools need to plan new protocols and procedures for event management.

Please enjoy this handbook, which outlines what we have seen around the country.



Pent up demand has created opportunities to improve operations.



**Pre-Covid: We cannot eliminate cash at the gate.
...But it sure would make work easier.**



**Post Covid: We have to eliminate cash at the gate.
...After this setup, life sure will be easier.**



DIGITAL TICKETING IS NOW A MUST HAVE

Everything's different now. Pre-Covid, the ability to offer digital ticket sales was a nice to have. Now - offering digital ticket sales is essential to operate school events. Most county guidelines suggest that cash can carry germs and that digital payments and reduced person to person contact is essential to keeping infection numbers low and under control. In addition, gate workers have been less than enthusiastic to take cash from strangers. There are fewer volunteers available and those that do volunteer tend to request no paper exchange.

In Alabama, an estimated 60% of all schools have transitioned to digital only event sales. And it has been wildly successful for school operators. The biggest challenge to adopting digital only processes were legacy rules around payments that districts and school sites were forced to work around over the past several years. While consumers charged ahead with digital payments around their community, from Walmart to home depot. While well intentioned, the former mandates were centered around a world of cash payment on campus.

Since Covid, schools have chosen digital only payment methods when faced with the decision about how to handle the concerns of staff at the gate and also consumer interactions.

Fans now demand digital and so do the government guidelines required of event hosts.

Previously, digital ticketing was nice to offer fans a convenient way to order tickets online. The average community member was already using digital payments at the grocery store or ordering online. If a high school administrator sensed a large crowd, selling tickets online could help reduce the time to count cash and even help fans with convenient ordering.



- Fans don't want to stand in line with other fans!
- Digital ticket sales reduce germs and person to person interaction.
- Digital ticket sales are in compliance with county guidelines.

CAPACITY MANAGEMENT HOW TO THINK ABOUT IT

For schools that have launched football ticket sales, Covid guidelines for events have limited capacity. Capacity refers to the number of people that are allowed to attend games.

Consider the process in Alabama. At first, Alabama schools didn't know if they were going to play. Then came the Governor's mandate: sports will happen. Then came the county guidelines: 2 tickets per student. Then, came the first game. Then came a revision on the schools' parts. Now, the rules are set. They have landed on 25% capacity available. Most schools require that all tickets be sold online.

Summarized, there are two ways capacity is limited most commonly however.

The first way to establish capacity is by implementing a multiplier on student athletes. For example, the home school calculates that each student athlete is entitled to 2 tickets. In football, the assumption is that there are 150 players per school - 75 underclassmen and 75 upperclassmen. It varies by school, but keeping the discussion high level simplifies the thinking. Two tickets are reserved for each player at the school for a total of 150 300 tickets. The same logic applies to the visiting school. The total available ticket capacity becomes 600 tickets.

The second way to establish is by limiting to a % of capacity based on many of the initial guidelines have already been altered and updated for efficient event management. As the country returns to play, one thing is certain: fans want to watch their teams in person



GOFAN METHOD

GoFan offers a proprietary method of inventory management. Here's how it works:

A school official makes decisions on the following variables for each event.

- How many tickets to offer at the event, based on the local guidelines. (for example: 1000 total tickets).
- How many tickets do you want to offer the home team? (for example: 750)
- Of home team tickets, how many tickets do you want to offer to preferred audience members. (for example: 50)
- How many tickets do you want to offer the visiting team? (for example: 250)

GoFan configures the event in the following way:

- Private link for home team
- Private link for visiting team
- Private link for preferred home team

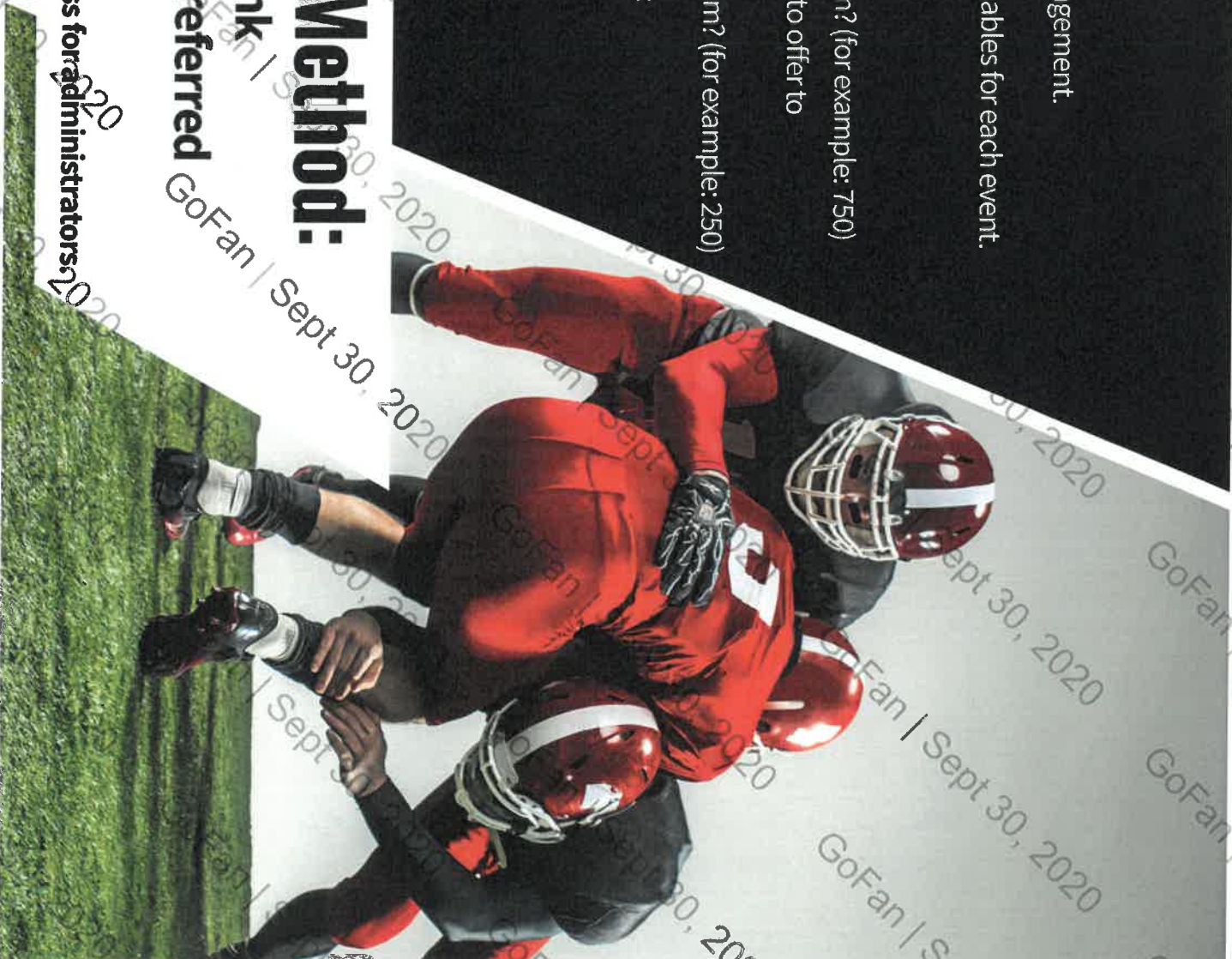
The system automatically shuts down each link as inventory counts reach the assigned capacity.



The GoFan Method:

1. Home team link
2. Home team preferred
3. Visiting team

Private, limited capacity for each group. Seamless for administrators.

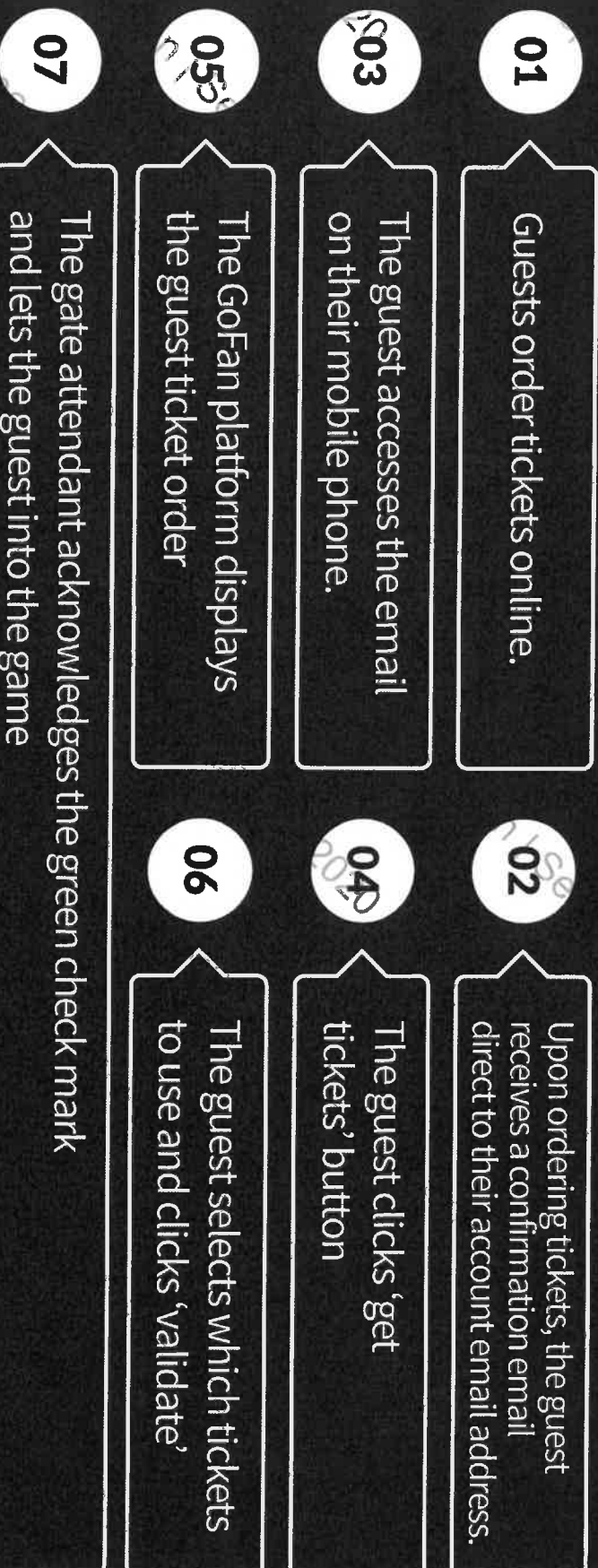


EVENT STAFF & VALIDATION

Digital only event sales require one person at each point of entry. There is no technology required at the gate, in terms of scanning tickets or swiping a card. The person formerly known as ticket taker can be positioned six feet away from the guest entering the venue.

The consumer is now the cash handler. The phone is now the paper ticket.

PROCESS:



FREQUENTLY ASKED QUESTIONS

- Can the ticket be reused?
- What if guests show up at a different time?
- Can the guest share the tickets by text or email?
- How are we paid?
- How much does this cost?
- Is this safe?



How to validate a guest ticket

- 1 - Guest presents mobile phone
- 2 - Verify Green Check Mark
- 3 - Grant entry to venue

TICKETING PROCEDURE PROMOTIONS / SIGNAGE

Fans really want to watch the game in person. Schools control the message to fans that want to watch the game. School ticketing procedure is the one piece of information that fans need in order to access what they want.

It is important to understand this fact set as schools re-launch events post covid. Gone are the days of light demand for your school events. People want to get in because there is a limited capacity and because they have literally been holed up without outdoor privileges for more than half a year.

Fans want what you have!

With this understood, it is important that schools take time to make a ticketing procedure that works for your staff, financial well being and for the fans comfort.

Re-write your ticketing procedure by using an established format that has worked in Alabama, Tennessee and Georgia.



POST-COVID TICKETING PROCEDURE

- Limited quantity
- Digital sales only
- First come, first serve
- No exceptions

No refunds, unless event is cancelled due to Covid
**The procedures are designed to keep yourself
and maintain fairness for our special event guests.



- Establish ticketing procedure
- Post it on website as an article with a prominent link to buy tickets
- Promote website article by email and text
- Post signage at gate with QR code

REFUNDS / CANCELLATIONS

GoFan manages refunds for school and association partners. Remember this when stress hits as you return to play.

Everybody knows that the Covid era is a challenging time and while we are all courageously returning to play, the fact remains that challenges will present themselves. One challenge that is known will be cancellations and re-schedules in the athletic arena. During Covid you can expect around 10% of all contests to be rescheduled.

Re-schedules happen because students are tested regularly based on most county guidelines. Inevitably a student or more will come up positive and games are cancelled as a result. We have seen some schools find a dance partner and quickly re-schedule but many times the games are simply cancelled indefinitely.

GoFan manages refunds with the click of a button. School administrators simply need to notify GoFan support and we can manage customer communications and refunds. This feature is especially useful for all digital customers. The massive customer support task can be resolved the same day on the GoFan platform.

REFUND



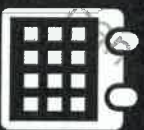
Expect 10% of Games to be altered or cancelled during the return to play. State guidelines often require rigid testing and cancellations will happen as players test positive.

GoFan automatically handles refunds.
No work required by schools.

SCHEDULE SETUP

Send us your schedule to start digital ticketing. Simply complete the form based on your preferences to offer ticket sales, following local community guidelines and GoFan support will create the events the same day. If changes come up, you are able to edit the site yourself with a self-service tool that allows you to edit ticket prices, inventory and event start/end times.

SETUP YOUR SCHEDULE TODAY



Input schedule on GoFan form

Review web page

Make any edits needed in admin portal



DECISIONS TO MAKE

Prior to re-launching school events, you will want to make the following decisions. Use this copy as a checklist to get started.

- Are we going all digital
- What is our ticketing procedure
- How will we handle the small number of people that do not adhere to updated ticketing procedures?
- How will we communicate regularly with opponents and fans?

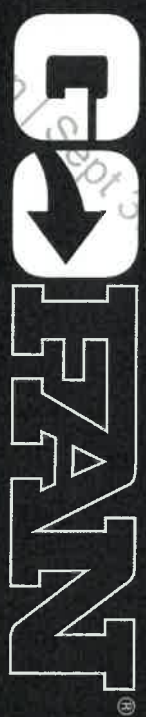


TIMELINE TO LAUNCH

- 4 months: plan ticketing procedure
- 3 months: plan event schedule & promotion calendar
- 2 months: launch season ticket campaign
- 1 month: start promoting game sales

Result: sell out your season before it starts!





THANK YOU

www.gofan.co



State of Washington
Superintendent of Public Instruction

Summary of Full-Time Equivalent Enrollment as Reported on Form P223 for School Year Ending 2021

White Salmon Valley S.D. No. 405			Klickitat County No. 20			ESD-112	
Grades	September	October	November		December		January
Half-DY.	63.00	61.00	-2.00	61.28	0.28	62.28	1.00
First	84.00	84.00	0.00	80.00	-4.00	79.00	-1.00
Second	89.00	89.00	0.00	87.00	-2.00	88.00	1.00
Third	94.00	94.00	0.00	93.27	-0.73	93.27	0.00
Fourth	94.00	91.07	-2.93	88.07	-3.00	90.07	2.00
Fifth	90.00	87.00	-3.00	86.00	-1.00	86.00	0.00
Sixth	82.00	82.18	0.18	81.25	-0.93	81.25	0.00
Seventh	109.84	108.84	-1.00	108.84	0.00	109.84	1.00
Eighth	99.36	100.02	0.66	99.18	-0.84	97.02	-2.16
Ninth	85.98	84.86	-1.12	84.98	0.12	82.01	-2.97
Tenth	71.26	70.98	-0.28	71.55	0.57	72.72	1.17
Eleventh	82.05	82.36	0.31	79.64	-2.72	82.13	2.49
Twelfth	84.75	81.93	-2.82	79.45	-2.48	79.42	-0.03
Kindergarten	63.00	61.00	-2.00	61.28	0.28	62.28	1.00
Grades 1-3	267.00	267.00	0.00	260.27	-6.73	260.27	0.00
Grades 4	94.00	91.07	-2.93	88.07	-3.00	90.07	2.00
Grades 5-6	172.00	169.18	-2.82	167.25	-1.93	167.25	0.00
Grades 7-8	209.20	208.86	-0.34	208.02	-0.84	206.86	-1.16
Grades 9-12	324.04	320.13	-3.91	315.62	-4.51	316.28	0.66
District Total	1129.24	1117.24	-12.00	1100.51	-16.73	1103.01	2.50

The Vocational/Secondary and Skill Enrollment Below is Included in Grade 9-12 Enrollment:

Voc-Secndry	50.46	50.03	-0.43	52.30	2.27	59.14	6.84
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The College Enrollment is Reported Below and is not Included in Enrollment Reported Above

Nonvoc	30.22	29.08	-1.14	29.08	0.00
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	20-21 Budget	December	Year to Date	Over/Under
Whitson	354.00	322.55	-31.45	325.53 -28.47
Intermediate	279.00	257.32	-21.68	259.72 -19.28
Henkle	214.00	206.86	-7.14	208.24 -5.76
Columbia	356.00	316.28	-39.72	319.02 -36.98
Total	1203.00	1103.01	-99.99	1112.51 -90.49
Running Start		29.08		
Total		1132.09		

State of Washington
Superintendent of Public Instruction

Summary of Full-Time Equivalent Enrollment as Reported on Form P223 for School Year Ending 2019

White Salmon Valley S.D. No. 405	Klickitat County No. 20			ESD-112	
Grades	February	March	April	May	June
Half-DY.					
First					
Second					
Third					
Fourth					
Fifth					
Sixth					
Seventh					
Eighth					
Ninth					
Tenth					
Eleventh					
Twelfth					
K					
Grades 1-3					
Grades 4					
Grades 5-6					
Grades 7-8					
Grades 9-12					
District Total					

The Vocational/Secondary and Skill Enrollment Below is Included in Grade 9-12 Enrollment:
Voc-Secndry

The College Enrollment is Reported Below and is not Included in Enrollment Reported Above
Nonvoc

	18-19 Budget	February	Year to Date	Over/Under
Whitson	382.00			
Intermediate	302.00			
Henkle	174.00			
Columbia	376.00			
Total	1234.00			
Running Start				
Total	1234.00			

White Salmon Valley Education Foundation

Approved Grants

Grant	Who benefits?	Amount requested	Amount recommended to fund	School
#4 WPSIS/HMS Art Supplies	All 4th-8th graders	\$3,600	\$3,600	WPSIS / HMS
#13a PearDeck license for District	All	\$3,500	\$3,500	District
#12 CHS Wood Shop Tools	CHS Woodworking students	\$2,242	\$2,242	CHS
#1 1st Grade STEAM	All 1st graders	\$1,662	\$1,662	WES
#13e Kami License	CHS teachers/students	\$4,200	\$1,400	CHS
#16 2nd Grade Play Materials	2nd graders	\$800	\$800	WES
#17 HMS Sewing Elective	24 HMS students	\$740	\$740	HMS
#13b GimKit License	20 classes	\$600	\$650	District
#15 WPSIS Tech Help Funding	12 parents per month	\$650	\$650	WPSIS / HMS
#13c Classwork Zoom License	4-12th graders	\$550	\$490	District
#13d ThingLink Teacher	10 Teachers	\$350	\$350	CHS
#2 Henkle Math Manipulatives/Kami	7th & 8th graders	\$318	\$318	HMS
#10 HMS Geography Maps	Students in World Geography	\$100	\$100	HMS
		TOTAL	\$16,502	