



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
FAX No. (509) 493-2275

Board Meeting Agenda

In-Person Columbia High School Library

Remote Location-join with the following ZOOM link: <https://us02web.zoom.us/j/89727952951>

May 27, 2021

7:00 p.m.

1. Call to order
2. Flag salute
3. Student Presentation: ELL/A-List Adventures & Makerspace
4. Additions/deletions to agenda
5. Adoption of agenda
6. Consent agenda:
 - a. Minutes
 - b. Bills:
7. Reports
 - a. Enrollment
 - b. District Instruction and Learning
 - i. 2021-2022 OSPI Academic and Student Well-Being Plan
 - c. First Reading of Policies
 - i. Policy No. 1250: Student Representatives to the Board of Directors
 - ii. Policy No. 3112: Social Emotional Climate
 - iii. Policy No. 2125: Sexual Health Education
 - iv. Policy No. 2413: Equivalency Credit Opportunities
 - v. Policy No. 3432: Emergencies
 - vi. Policy No. 6000: Program Planning, Budget Preparation, Adoption, and Implementation
 - vii. Policy No. 6600: Transportation
8. **Audience Comment:** *Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.*
9. Action items
 - a. Resolution No. 20/21-05: Delegating Authority to WIAA
 - b. Resolution No. 20/21-06: Academic and Student Well-Being Plan
 - c. 2021-2022 School Year Calendar
 - d. K-12 Literacy Initiative
 - e. Resignations/Retirements/Leaves
 - f. New Hires
10. Exempt Session: Closed to the Public to Discuss Bargaining RCW 42.30.140 (4) (b)
11. Executive Session
 - a. Personnel per RCW 42:30.110(g)

May 2021
Board Technology Report

We are continuing to provide support for staff and families with their technology needs and challenges.

- Reviewed all purchase orders from July 2020 to current for possible COVID relief reimbursement
- New Emergency Connectivity Funding from E-Rate available for Summer/Fall
 - Still waiting for rules and next steps
 - Funding is not guaranteed but there will be approx. \$7.17B
 - Rural district get a 5% bump when approving
- Repairs are being made to Chromebooks that have been returned damaged.

Thank you for your continued support,

Rhonda Hardisty -Technology Director
White Salmon Valley Schools

Board Report for May 2021

I hope this letter finds all of you well and you have some fun summer plans to look forward to....June is just around the corner. Our special education staff (teachers, paras, specialists etc.) have worked incredibly hard and are ready for a break. ESY (Extended school year) service plans and Recovery Service plans are being offered to families as we speak. The Recovery Service plans require IEP meetings and a formal offer for each student; our teachers are doing great with the extra add and we should have numbers and staffing sorted out soon. All in all, we are offering about a month more service time to help maintain skills and bridge gaps for our most vulnerable students.

Highlights:

- TPEP will be wrapping up in the next few weeks
- WA-Aim testing is done and submitted
- Staffing is improving for shortages; we're not quite there yet but one step at a time. If you know of anyone who would like to be a para professional or a special education nurse, please send them my way!
- I continue to have grave concerns re: our Chidfind obligations. We have had so few referrals this year that I worry about students needing to be identified and getting required therapies. If you know of families with children aged three – five years, and parents have developmental concerns, please share my number with them.

Thank you for all your support, please let me know if I can provide any additional information.

Janelle Tuttle

Special Education Director ESA

Janelle.tuttle@esd112.org

206-841-5811

Columbia High School



School Board Report 5/27/21
By Craig McKee & Brian Morris

Homecoming

I want to thank Peter Knowles and our ASB officers for an outstanding homecoming week. From the Monday morning assembly to our dress-up days to the Friday night assembly, kickball competition, and bonfire. CHS students enjoyed a spirited week.



CHS Royalty

Freshmen: Madeline Allen, Luke Miller

Sophomores: Sophia Acosta, Jed Meinzer

Juniors: Chanele Reyes, Ben Allen

Seniors: Yasmin Cortez, Ali Sisson, & Shelly Slater

Garrett Hogberg, Jaxon O'Gorman, & Marlon Ovalle

Queen & King: Mya Aman & Juan Martinez

Final Homecoming Standings

1 st	Seniors	162 pts
2 nd	Freshmen	161 pts
3 rd	Juniors	132 pts
4 th	Sophomores	127 pts



Students of the Month

9 th	Paula Briones	John Stennett
10 th	Una Simmons	Milo Huntington
11 th	Ivan Ruiz	Gavin Plumb
12 th	Sydney Thornton	Yami Rodriguez
WSA	Austin Mitchell	

Staff Appreciation Week

CHS celebrated staff appreciation week the week of May 3 through May 7. Staff enjoyed treats throughout the week which ended with a pizza celebration. During the pizza celebration, I would like to thank Kelsey, Caitlin, P.J., and Del for giving out [paper plate awards](#). They were a big hit with our staff.

Athletics

Our Athletic Director, Howard Kreps, is the District IV Athletic Director of the Year for the 2020-21 school year. Howard has been the CHS athletic director for thirty years, and he has worked in the WSVSD since 1988.

FFA

Mollie Ritoch placed first in the District 8 FFA Extemporaneous Public Speaking Career Development Event. In addition, Emily Gehrig was named district eight advisor of the year, and our FFA Chapter has been named the district eight chapter of the year. Great job, FFA!

FBLA Recap for the 20-21 School Year

Fortunately, during the fall, a handful of student FBLA members from last year reached out to notify me that they wanted to do FBLA even though we would be in a virtual setting. From the start of the school year through the end of the school year, our FBLA team has met weekly every Friday via zoom. In the first month of school, we held an election for our student officers.

- President - Shelly Slater
- VP - Moses Henning
- Treasurer - Ruth Mercer
- Secretary - Michael Smith

We also had 13 members join the FBLA club this year (including returning members)

State Regional Leadership Conference - February

- Our Regional conference was virtual this year due to covid
- For performance events - students prerecorded their event and submitted it to be judged
- All 13 of our member competed in at least one ever (Performance Events or Objective Tests)
- Of our 13 members - 12 of them placed high enough to compete in state (we did very well as a team)

State Business Leadership Conference - April

- Nationals were held virtually via zoom due to covid
- Although 12 students placed high enough to compete - Only 4 of our student members opted to participate in the SBLC (Moses, Troy, Shelly, & Ruth)
 - Because of the price and the fact that it was a virtual event, many student members opted out of the SBLC this year.
- At the SBLC, there were two rounds of competition - preliminary and the finals
- Ruth Mercer Finished 4th in the State of Washington and Qualified for the National Leadership Conference (nationals) for the Event "Client Service" (a customer service role play event)
- Ruth was the only member to place at the state level of competition

National Leadership Conference - June

- Nationals will be held virtually due to covid
- Ruth Mercer was our only member to qualify to compete at nationals
- Her preliminary competition is on June 15
- Finals are June 25 (if she places high enough in preliminaries).

Overall, we made the most of this odd year, and students had a lot of positive input throughout. We are all looking forward to the possibility of doing FBLA in person next year!

Henkle Middle School May Board Report

Greetings WSVSD Board Members,

First and foremost, I want to give a HUGE shoutout to my staff. They have continued to reflect, be flexible, and continue to put students at the center of our work. I'm incredibly lucky to work with such a dedicated and caring team.

School Events

- ❖ **The Dalles Mt. Ranch Field Trip** - Our 7th & 8th grade students went on a field trip to The Dalles Mt. Ranch during the beginning of May. Kudos to Amy Sacquety for making this trip happen and providing our students an outdoor learning experience in our incredible "backyard" during a pandemic.
- ❖ **Art Gallery** - our talented students continue to create artwork, which Patty Carpenter has highlighted in this online gallery.
- ❖ **HMS Newspaper** - Ashley Howe is sharing student Resilience Cafe stories each week!
- ❖ **Girls and Boys Basketball** is underway! We are excited to provide students with this opportunity. Jim Anderson and myself are coaching again this year. It is incredibly rewarding to build relationships with our students on the court and see them outside of the classroom.
- ❖ **MAP Assessment** - We will administer the language, reading and math MAP assessment next week. This Spring Benchmark data will be shared with our staff, A-List, as well as CHS staff, to help with planning Tier 2 & 3 interventions next year in addition to summer support.



Student Feedback - This student email, dated May 17th, provides our team with student feedback around the culture and school experience we are striving to provide for our ALL students every day.

Hi,

My family and I just got the house that we were buying and that's super great! But the bad part is that since the housing is so demanding in White Salmon, we couldn't get a house there. Instead we got one in Centerville, which is a small town near Goldendale. This means that me and my sister will have to transfer schools again which is really exhausting. I will still be in the zooms for the rest of the school year but after that I will be transferring to the school in Centerville. I just want to say that I really liked my school experience at Henkle. It was one of the best in all of the schools I've gone to (which is 5). In all honesty all of the teachers and staff were very nice and good at their jobs. One observation I've made that I like is that Mrs. Ortega is constantly checking on the classes to see how everyone is doing and includes herself in the lessons as well. I've never seen a principle as good as her. I also liked how there was someone separate (sorry I don't remember her name) managing the zooms so that the teachers weren't overwhelmed, in my old schools all of my teachers were always complaining about how much work they had to do. I also liked how all the teachers' lessons were never boring to me and always either intriguing me or challenging my knowledge. In conclusion I would like to thank you for my awesome in person experience at Henkle Middle School.

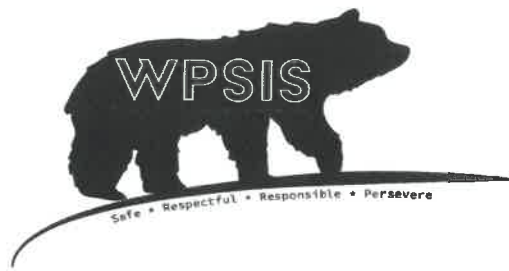
Thanks for reading that very long paragraph,

Professional Development

- ❖ **Inclusionary Practices Project** - Our team of eight staff members just completed 13.5 hours aligned with the following expectations of engagement:
 - Set-up ongoing collaboration with IP regional coordinator for systems coaching and support with implementation
 - Create a vision/common commitment statement for inclusionary practices
 - Identify data for measuring and showing growth
 - Participate in AESD IPP professional learning modules based on district/school needs
 - Establish a structure for the Building Leadership Team to collaboratively plan for implementation of inclusionary practices
 - Document the implementation journey by sharing an action plan, completing an interview, and/or completing a video and be willing to participate in AESD IPP Evaluation Team efforts

- ❖ **Our Next Steps:** We will be using the following [document](#) to begin phasing in UDL Implementation at the middle school level. This will involve training myself and our SPED and ELL staff to provide instructional coaching for one or two staff members who would like to move forward with implementing UDL unit(s) in their classroom next year and become observational classrooms to help other staff see the work in progress.

Go Grizzlies!



BRIAN FRASER, PRINCIPAL

PO Box 2550

White Salmon, WA 98672

(509) 493-4028

brian.fraser@whitesalmonschools.org

Report to the School Board, May 2021

Wallace and Priscilla Stevenson Intermediate School

Each year every school develops a School Improvement Plan (SIP) to guide our continuous improvement process over the next school year. At WPSIS, this plan also serves as our Title 1 application plan and our School Improvement Grant plan. We review the plan several times throughout the year to monitor progress and make adjustments. Three years ago we made a plan that was supposed to last for three years, with the lack of SBAC data, OSPI and OSSl have directed us to move the plan into a 4th year, and we will keep our status as a Targeted 4 school (underperforming in the same four areas as identified three years ago). As you can see in the data below, we have improved in three of those areas and would have moved out of 'improvement' in two of them. Our mid-year data from last year was promising for the other two groups but we did not have formal SBAC end-of-year data.

Wallace & Priscilla Stevenson Intermediate School

Overall Framework Score by Student Group



We reviewed our plan at our staff meeting and PLC time on May 14th and decided that though there has been improvement, we should roll the same goals from our old plan to next year with minor changes. The three goals are:

Goal 1: Emerging Bilingual students- this subgroup of students is underperforming their peers at our school and EB students across the state. They were also making less than average improvement on the ELPA 21 last time it was measured. The support system for these students will be adjusted to better support their learning needs.

Activities: Intervention Schedule, GLAD implementation

Goal 2: Students experiencing poverty (SEP)- these students need more support specific to the challenges they face that create barriers to their learning. The supports listed in 8a. G2 will also help to improve performance of all students.

Activities: Trauma informed teaching, Universal and targeted supports for families after identifying needs through a survey or other means

Goal 3: Climate and Culture- the goal is to create a caring, supportive climate that all students and adults feel like they are a part of. This climate should place an emphasis on celebrating growth and achievement. Continue to build a shared identity as 'Kodiaks' and focus on building strong peer-peer and student-adult relationships.

Activities: Student Recognition, Focus on Social and Emotional Learning

There are more activities in the full SIP, the revision template provided by OSPI for the 21-22 school year asked that only two be listed. You will have a chance to review the full SIP as each plan required board approval each year, for now there's the update. More data can be found on the OSPI report card page, but it all ends in 2019. I will update you on our yearly progress once we complete our local assessments in June.

Go Kodiaks,
Brian Fraser

May 2021 Board Report - Hulan Whitson

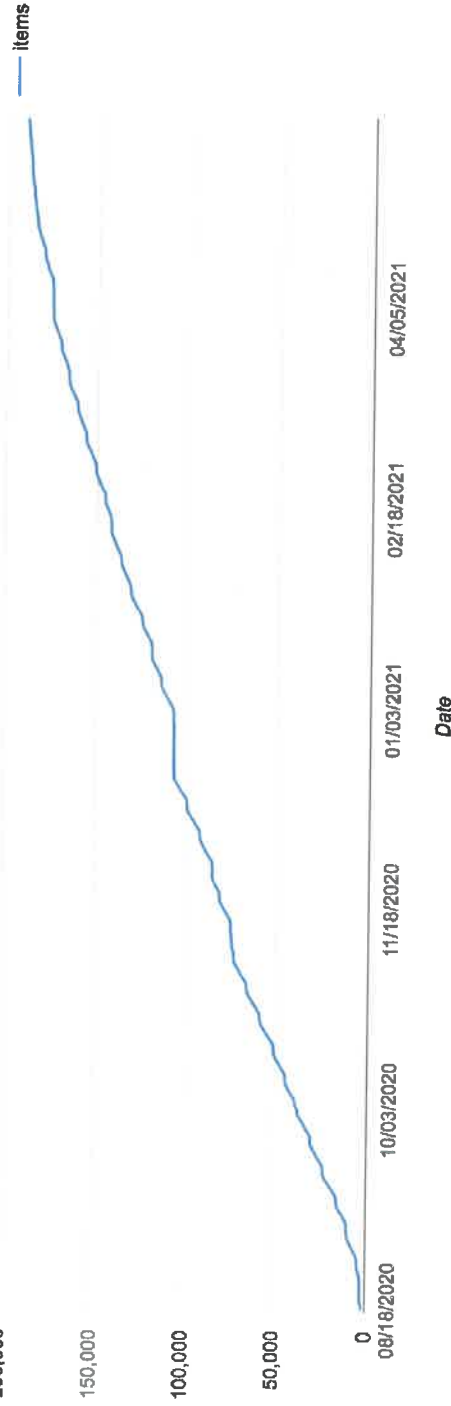
It has been a wonderful transition as we have offered four days a week of in-person instruction to all students over the last month. As an update on our enrollment - as of May 19th, Whitson has 18 students (about 5% of our total enrollment) choosing to remain in our full time Distance Learning Model. Teachers and staff continue to teach and reteach safety procedures and routines as we have increased our in-person enrollment. Families have continued doing a wonderful job of making sure that their student wellness screening is complete prior to arrival and that they pick up their student at 12:15.

Below a screenshot of my Seesaw Dashboard. It provides broad schoolwide data in a number of key areas, which continues to amaze me as we climb closer to 200,000 activities for the year. I know the amount of work and commitment each one of those numbers represents for staff, students, and their families. I am so fortunate to have such a special team of stakeholders working together to support and engage every student.

Factoring in everything we know right now, it has been exciting to begin planning for next year. Kindergarten registration has begun, and staffing for next year is falling into place. We will continue to provide updates as we get a clearer and clearer picture of what the 2021 - 2022 school year will look like.

Thank you Board for all of your support.

Go Cubs.



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, April 29, 2021, at the Columbia High School Library, located at 1455 NW Bruin Country Rd., White Salmon WA 98672, and via a ZOOM public meeting per Senate Concurrent Resolution 8402 (2021), extending the Governor's emergency proclamations, including 20-28 "until the termination of the state emergency pursuant to RCW 43.06.210 or until rescinded by gubernatorial or legislative action, whichever occurs first." Present: Chairman Paul Mosbrucker, Alan Reitz, Andrea VanSickle, William Gross, Laurie Stanton, Supt. Jerry Lewis, and guests.

Additions/Deletions to Agenda:

Action Item: F. Senior Project Waiver

Action Item: G. Surplus of Bus Number Seven

Alan Reitz moved to adopt the agenda with the additions. Seconded by Laurie Stanton. Carried.

Andrea Vansickle moved to accept the Consent Agenda; March 2021 board minutes, April 1, 2021, special meeting minutes, April 13, 2021, special meeting minutes, April 22, 2021, special meeting minutes, and general fund bills including checks 52206 through 52289, totaling \$211,908.16 and checks 52340 through 52344 totaling \$20,341.73. ASB fund checks 52290 through 52296, totaling \$1,978.48. Capital Project checks 52297 through 52305, totaling \$400,627.34. Electronic deposits to the Department of Revenue of \$159.78 and \$907.74. Payroll checks 52306 through 52339 including electronic deposits and payroll tax in the amount of \$1,121,217.57 Seconded by William Gross. Carried.

Audience Comments: Audience comment was provided by: Caitlin Cray and Monika Schuller.

Reports:

- a) **Enrollment Report:** Dr. Lewis reported that the district enrollment increased by 3.46 FTE equaling a yearly average decline of 100.18 FTE below the budgeted projection.
- b) **District Budget Update:** Dr. Lewis shared a budget summary with the board, as well as a summary of the budget meeting with Kathy Raley and Gavin Hottman. Dr. Lewis reviewed ESSER II, enrollment and transportation stabilization, as well as the ESSER III funds.
- c) **Bond Projects Update:** Dr. Lewis provided an update to the board regarding the current bond projects, including the Multi-Purpose Facility, the main campus parking lot, and the C-Court parking lot. Dr. Lewis shared that the final change orders for the Multi-Purpose Facility should be completed next month. The board asked questions regarding the projects.
- d) **District Instruction and Learning:**
 - i. **April 26 K-12 In-Person Learning:** Dr. Lewis gave an update on the counties current COVID case count. Many students have returned to the buildings four half-days per week. This has been going well.
 - ii. Dr. Lewis also shared that the State of Washington has said that districts will plan for five full days of in-person instruction for the 2021-2022 school year. An advisor from ESD 112 will be working with administration to help develop the district's Academic and Student Well-Being Recovery Plan for the 2021-2022 school year. The plan will be required to be posted to the website for review and will also require board approval. The 2021-2022 School Year Calendar will be reviewed as part of the process and will be brought to the board for approval next month.
- e) **Student Serving on School Board:** The board discussed having student representation. They will be reaching out to Columbia High School Administration. Dr. Lewis stated that policies can be added to next month's agenda if the board plans to move forward.

Action Items:

- a) **District Surplus Sale:** William Gross moved to approve the Surplus Sale. Seconded by Alan Reitz. Carried.
- b) **OSPI Teacher Out of Endorsement Waiver:** Alan Reitz moved to approve the following waiver. Seconded by Andrea VanSickle. Carried.

Due to requirements in Washington State for teacher qualification in the subject areas in which they teach, a waiver is requested for the following teachers who are assigned to classes outside of their endorsement for the school year 2020-2021 due to scheduling needs:

Teacher Out of Endorsement Waivers

- **Shawn Friese**, 462165B, CHS Theatre-Acting/Performance (endorsed in English Language Arts)
- **Jennifer Hallead**, 369681B, all HS Subjects. Jennifer is the Overseer of the Running Start Program where all classes are assigned a college professor, and overseer for local competency testing for the WS Academy (endorsed in School Counselor, Reading, Elementary Ed, Early Childhood Ed)
- **John Hallead**, 393865A, Weight Training, Lifetime Fitness Education (endorsed in Social Studies)
- **Michael Hannigan**, 374080J, Classroom Supervisor for Algebra I while assigned teacher conducted instruction via zoom (endorsed in Social Studies, History, English as a Second Language, Designated Science: Earth Science)
- **Jennifer Howe**, 446878A, Crafts (endorsed in English Language Arts)
- **Michelle Kock**, 406884G, CHS Algebra I, Math Independent Study, Bus. Math w/Algebra (endorsed in Biology & Science)
- **Amy Landgren**, 413891C, Classroom Supervisor for Algebra I & Math 7 while assigned teacher conducted instruction via zoom (endorsed in Health/Fitness)
- **Kelsey Lemon**, 545952D, CHS Photo Imaging, Publication Production, Drawing/Painting (endorsed in Designated Arts: Visual Arts)
- **Chad Myers**, 453540G, Lifetime Fitness (endorsed in Mathematics)
- **Amy Sacquety**, 469910D, Computing Systems (endorsed in Spanish, ELL, Elem Ed, Mid-Level Humanities)
- **William Wiley**, 514325J, Lifetime Fitness (endorsed in English Language Arts)
- c) **K-12 Leadership Literacy Initiative:** The board tabled this item.
- d) **Resignations/Leaves/ Retirements:** None.
- e) **New Hires:** None.

- f) **Senior Project Waiver:** William Gross moved to waive the Senior Project graduation requirement for the graduating classes of 2021 and 2022, and revisit the topic this time next year to reevaluate continuing, replacing, or removing the requirement moving forward. Seconded by Andrea VanSickle. Carried.
- g) **Surplus of Bus Number Seven:** Andrea VanSickle moved to approve the surplus of bus number seven. Seconded by Laurie Stanton. Carried.

At 8:10 p.m. Chairman Mosbrucker announced the board would adjourn to executive session, closed to the public, for 45 minutes to discuss personnel per RCW 42:30.110(g), and that action may be taken upon their return. The board reconvened to open session at 8:53 p.m.

Andrea VanSickle moved to approve the addendum to the current Superintendent's contract. Seconded by Laurie Stanton. Carried

Alan Reitz moved to, upon approval of the attorney, present the Superintendent contract to Sean McGeeney beginning July 01, 2021. Seconded by Laurie Stanton. Carried

At 8:55 p.m. Chairman Mosbrucker adjourned the meeting with a motion by William Gross. Seconded by Andrea VanSickle. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, May 27, 2021, held at the Columbia High School Library located at 1455 NW Bruin Country Rd., White Salmon, WA 98672. The meeting will also be hosted remotely via ZOOM.

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 April, 2021

Sept 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
<u>REVENUES</u>						
1000 LOCAL TAXES	3,105,971	1,144,122.94	2,632,806.96		473,164.04	84.77
2000 LOCAL SUPPORT NONTAX	488,441	16,515.47	214,505.33		273,935.67	43.92
3000 STATE, GENERAL PURPOSE	9,811,528	868,693.33	6,448,917.48		3,362,610.52	65.73
4000 STATE, SPECIAL PURPOSE	2,469,271	174,117.75	1,751,272.84		717,998.16	70.92
5000 FEDERAL, GENERAL PURPOSE	0	7,036.02	7,036.02		7,036.02-	0.00
6000 FEDERAL, SPECIAL PURPOSE	3,273,411	64,568.00	684,834.58		2,588,576.42	20.92
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	192,220	8,199.21	77,949.61		114,270.39	40.55
9000 OTHER FINANCING SOURCES	1,000	.00	.00		1,000.00	0.00
 B. <u>Total REVENUES</u>	 19,341,842	 2,283,252.72	 11,817,322.82		 7,524,519.18	 61.10

C. Beginning Net Cash and Investments Plus Revenues (A+B) 14,500,076.85 **

EXPENDITURES

00 Regular Instruction	11,224,992	777,992.70	6,611,469.98	2,976,761.31	1,636,760.71	85.42
10 Federal Stimulus	0	64,713.06	64,713.06	1,186.86	65,899.92-	0.00
20 Special Ed Instruction	1,954,397	133,945.59	1,168,827.59	0.00	785,569.41	59.81
30 Voc. Ed Instruction	497,482	33,777.09	320,209.87	140,733.02	36,539.11	92.66
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,471,609	120,791.99	858,505.69	463,052.08	150,051.23	89.80
70 Other Instructional Pgms	1,106,603	14,069.88	150,753.52	36,946.35	918,903.13	16.96
80 Community Services	55,000	.00	32,332.96	35,000.00	12,332.96-	122.42
90 Support Services	3,361,151	344,825.49	2,224,420.65	990,904.13	145,826.22	95.66
 D. <u>Total EXPENDITURES</u>	 19,671,234	 1,490,115.80	 11,431,233.32	 4,644,583.75	 3,595,416.93	 81.72

Current Cash and Investments

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	5,209.85
G/L 240 CASH ON DEPOSIT CTY TREAS	1,987,819.27
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	1,848,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	807,809.55-
	3,038,219.57 *

Ending Net Cash and Investments 3,068,843.53 **

Adjustments 30,623.96-

Total Ending Cash & Investments & Adjustments 3,038,219.57 **

Net Change in Cash Since Sept 1 355,465.54

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 April, 2021

Sept 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	3.28	585.40		585.40-	0.00
2000 Local Support Nontax	161,000	20,156.24	123,686.60		37,313.40	76.82
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	20,159.52	124,272.00		36,728.00	77.19
C. Beginning Net Cash and Investments Plus Revenues (A+B)			5,813,046.28	**		

EXPENDITURES

10 Sites	593,460	2,862.12	68,468.33	0.00	524,991.67	11.54
20 Buildings	5,470,344	396,183.39	2,949,680.43	535.00	2,520,128.57	53.93
30 Equipment	256,273	1,616.38	23,231.71	0.00	233,041.29	9.07
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	400,661.89	3,041,380.47	535.00	3,278,161.53	48.13

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	442,585.02
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	2,710,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	403,739.47-
	2,748,845.55 *
Ending Net Cash and Investments	2,771,665.81 **
Adjustments	22,820.26-
Total Ending Cash & Investments & Adjustments	2,748,845.55 **
Net Change in Cash Since Sept 1	2,939,928.73-

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 April, 2021

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	69,726.43	280,861.62		23,924.38	92.15
2000 Local Support Nontax	2,045	10.64	162.86		1,882.14	7.96
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 69,737.07 281,024.48 25,806.52 91.59

C. Beginning Net Cash and Investments Plus Revenues (A+B) 470,356.52 **

EXPENDITURES

11 Matured Bond Expenditures	150,000	.00	150,000.00	0.00	.00	100.00
21 Interest On Bonds	232,925	.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 .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	74,465.80
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	130,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 Warrants Outstanding	.00
	204,465.80 *

Ending Net Cash and Investments 202,206.52 **

Adjustments 2,259.28

Total Ending Cash & Investments & Adjustments 204,465.80 **

Net Change in Cash Since Sept 1 15,133.76

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 April, 2021

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	12.47	351.38		129,248.62	0.27
2000 Athletics	166,900	250.00	370.00		166,530.00	0.22
3000 Classes	34,000	.00	.00		34,000.00	0.00
4000 Clubs	95,000	555.00	6,786.00		88,214.00	7.14
6000 Private Moneys	6,500	.00	.00		6,500.00	0.00
B. <u>Total REVENUES</u>	432,000	817.47	7,507.38		424,492.62	1.74

C. Beginning Net Cash and Investments Plus Revenues (A+B) 142,035.61 **

EXPENDITURES

1000 General Student Body	108,600	475.11	1,478.89	0.00	107,121.11	1.36
2000 Athletics	156,800	994.07	3,188.65	0.00	153,611.35	2.03
3000 Classes	23,500	.00	.00	0.00	23,500.00	0.00
4000 Clubs	94,500	540.00	1,532.66	0.00	92,967.34	1.62
6000 Private Moneys	6,500	.00	.00	0.00	6,500.00	0.00

D. Total EXPENDITURES 389,900 2,009.18 6,200.20 0.00 383,699.80 1.59

Current Cash and Investments

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	58.96
G/L 240 CASH ON DEPOSIT CTY TREAS	5,454.93
G/L 450 INVESTMENTS	125,000.00
G/L 241 WARRANTS OUTSTANDING	1,978.48-
	135,835.41 *

Ending Net Cash and Investments 135,835.41 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 135,835.41 **

Net Change in Cash Since Sept 1 1,307.18

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 April, 2021

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	**

<u>REVENUES AND OTHER FIN. SOURCES</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 Nontax	1,200	12.48	350.57		849.43	29.21
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
B. Total REVENUES	52,265	12.48	1,230.57		51,034.43	2.35

C. Beginning Net Cash and Investments Plus Revenues (A+B) 425,621.41 **

EXPENDITURES

Type 30 Equipment	410,000	.00	294,969.88	0.00	115,030.12	71.94
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
D. Total EXPENDITURES	410,000	.00	294,969.88	0.00	115,030.12	71.94

Current Cash and Investments

G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DPT. CO. TREAS	1,651.53
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	129,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	.00
	130,651.53 *

Ending Net Cash and Investments 130,651.53 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 130,651.53 **

Net Change in Cash Since Sept 1 293,739.31-

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

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	February		March		April		May	June
Half-DY.	63.28	2.00	61.28	-2.00	61.29	0.01	61.29	0.00
First	79.00	1.00	78.00	-1.00	79.01	1.01	79.01	0.00
Second	87.04	0.00	86.04	-1.00	86.04	0.00	84.04	-2.00
Third	90.27	-3.00	93.27	3.00	91.87	-1.40	92.60	0.73
Fourth	87.07	-1.00	87.07	0.00	88.07	1.00	89.00	0.93
Fifth	88.00	2.00	89.00	1.00	89.00	0.00	89.00	0.00
Sixth	82.07	0.82	79.07	-3.00	80.07	1.00	80.07	0.00
Seventh	109.16	0.32	110.16	1.00	109.97	-0.19	110.22	0.25
Eighth	96.48	0.14	93.57	-2.91	94.96	1.39	96.18	1.22
Ninth	84.87	2.86	85.76	0.89	86.46	0.70	85.78	-0.68
Tenth	71.18	-1.54	71.42	0.24	70.22	-1.20	69.40	-0.82
Eleventh	79.53	-1.00	77.94	-1.59	82.66	4.72	83.14	0.48
Twelfth	76.25	-2.44	76.20	-0.05	72.62	-3.58	70.93	-1.69
K	63.28	2.00	61.28	-2.00	61.29	0.01	61.29	0.00
Grades 1-3	256.31	-2.00	257.31	1.00	256.92	-0.39	255.65	-1.27
Grades 4	87.07	-1.00	87.07	0.00	88.07	1.00	89.00	0.93
Grades 5-6	170.07	2.82	168.07	-2.00	169.07	1.00	169.07	0.00
Grades 7-8	205.64	0.46	203.73	-1.91	204.93	1.20	206.40	1.47
Grades 9-12	311.83	-2.12	311.32	-0.51	311.96	0.64	309.25	-2.71
District Total	1094.20	0.16	1088.78	-5.42	1092.24	3.46	1090.66	-1.58
The Vocational/Secondary and Skill Enrollment Below is Included in Grade 9-12 Enrollment:								
Voc-Secndry	49.27	-9.44	45.80	-3.47	48.26	2.46	61.77	13.51
The College Enrollment is Reported Below and is not Included in Enrollment Reported Above								
Nonvoc	25.35	-1.07	25.15	-0.20	23.29	-1.86	22.00	-1.29

	20-21 Budget	May	Year to Date	Over/Under	
Whitson	354.00	316.94	-37.06	321.67	-32.33
Intermediate	279.00	258.07	-20.93	257.97	-21.03
Henkle	214.00	206.40	-7.60	206.54	-7.46
Columbia	356.00	309.25	-46.75	315.30	-40.70
Total	1203.00	1090.66	-112.34	1101.48	-101.52
Running Start		22.00			
Total		1112.66			

STUDENT REPRESENTATIVES TO THE BOARD OF DIRECTORS

The White Salmon Valley School Board of Directors recognizes the value of communicating with students and receiving their input and perspectives. To foster this relationship with students, the board will annually seat two student representatives as advisory non-voting members of the board.

Student representatives on the board are expected to attend all meetings. Up to two high school student representatives will serve as advisors to the Board of Directors. The role of the student advisors will be to:

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

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

Student representatives must reside within the White Salmon Valley School District boundaries.

Adoption Date:
Classification: **Discretionary**
Revised Dates: ; **06.11**

Social Emotional Climate

Goal

The White Salmon Valley School District Board's goal for this policy and its accompanying procedure is to support and promote school and school district action plans that create, maintain, and nurture physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments that foster equitable, ethical, social, emotional, and academic education for all students.

Nurturing a Positive Social Emotional Climate

The White Salmon Valley School District believes that each and every school community member should be treated with dignity, should have the opportunity to learn, work, interact, and socialize in physically, emotionally, and intellectually safe, respectful, and positive school and classroom environments, and have the opportunity to experience high quality relationships.

The Board recognizes that there is not one best way to improve school climate. Each school needs to consider its history, strengths, and needs. The Board further recognizes the important role that students, families, and community members play in collaborating with the school and school district in creating, maintaining, and nurturing a positive social and emotional school and classroom climate. This collaborative role extends to the planning, implementation, and continuous improvement process around school climate and social emotional learning.

The Board therefore directs the superintendent to work with district schools to implement the accompanying procedures, which provide a framework for an effective climate improvement process, including a continuous cycle of 1) planning and preparation, 2) evaluation, 3) action planning, and 4) implementation. This framework is aligned with the social emotional learning standards and benchmarks developed by the social emotional learning committee created under RCW 28A.300.477. The framework is designed to support the district and district schools in developing research-supported action plans that work to meet the Board's goal for this policy.

Cross References: 2000 – Student Learning Goals
2140 – Guidance and Counseling
3241 – Student Discipline
4110 – Citizen Advisory Committees and Task Forces
4129 – Family Involvement
5520 – Staff Development

Legal References: Chapter 28A.345.085 – Model Policy and procedure for
nurturing a positive social and emotional school and
classroom climate

Management Resources: 2021 – February Issue

Adoption Date:
Classification: **Encouraged**
Revised Dates:

Sexual Health Education

The _____ Board of Directors ~~is authorized by law to determine whether sexual health education instruction will be offered in the district. The board has determined that such a program will be offered to students~~ all students be provided instruction in comprehensive sexual health education, consistent with state law.

In grades K-3 instruction will be social and emotional learning that is consistent with the social and emotional standards and benchmarks adopted by the Office of Superintendent of Public Instruction (OSPI).

Comprehensive Ssexual health education instruction ~~offered provided~~ by the district to students in grades 4-12 will be medically and scientifically accurate, age appropriate, and inclusive of appropriate for students regardless of their protected class status under Chapter 49.60 RCW, gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's comprehensive sexual health education program will be consistent with the Guidelines for Sexual Health Information and Disease Prevention developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475.

Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent will provide parents/guardians an opportunity to review the materials to be used, including or providing electronic access, and will provide information on excluding their child from sexual health education instruction, and will grant all such requests.

The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.

Cross References:

2126 - HIV-AIDS Prevention Education
2020 - Course Design, Selection and Adoption of Instructional Materials

Legal References:

RCW 28A.300.475 Medically accurate Comprehensive sexual health education — Curricula — Participation excused — Parental review
RCW 28A.600.480(2) Reporting of harassment, intimidation, or bullying-- Retaliation prohibited — Immunity
WAC 392-410-140 Sexual health education — Definition — Optional course or subject matter — Excusal of students

Management Resources:

2021 – February Issue

2009 - February Issue

Policy News, August 2007 Sex Education Curriculum and Instruction

Adoption Date:

Classification: **Encouraged**

Revised Dates: **08.07; 02.09; 12.11; 02.21**

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Equivalency Credit Opportunities

I. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district. To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- (a) Name of program or planned learning experience;
- (b) Length of time for which approval is desired;
- (c) Objectives of the program or planned learning experience;
- (d) Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- (e) Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency/mastery in the related state learning standards in accord with WAC 180-51-050(1)) and WAC 180-51-051;
- (f) Content outline of the program and/or major learning activities and instructional materials to be used;
- (g) Description of how student performance will be assessed;
- (h) Qualifications of instructional personnel;
- (i) Plans for evaluation of program; and
- (j) How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.

II. Career and Technical Education Courses Provided by the District

Until September 1, 2021, the district will offer high school students with the opportunity to access at least one career and technical education course that is considered a statewide equivalency course as determined by the Office of Superintendent of Public Instruction under RCW 28A.700.070.

On or after September 1, 2021, any statewide equivalency course offered by the district or accessed at a skill center will be offered for academic credit.

The district may also adopt local course equivalencies for career and technical education courses that are not on the list of courses approved by the superintendent of public instruction under RCW 28A.700.070.

Each high school will adopt core academic course equivalencies for high school career and technical courses, provided that the career and technical course has been reviewed and approved for equivalency credit by a district team appointed by the superintendent or a designee.

The district team will include a school administrator, the career and technical administrator, an instructor from the core academic subject area, an instructor from the appropriate career and technical course, a school counselor, and a representative from the curriculum department.

Career and technical courses approved for equivalency will be:

1. Aligned with the state's essential academic learning requirements and grade level expectations; and
2. Aligned with current industry standards, as evidenced in the curriculum frameworks. The local career and technical advisory committee will certify that courses meet industry standards.
3. Recorded on the student's transcripts as the academic course the equivalence credit fulfills.

III. ~~Computer Science Courses~~

~~AP courses~~

~~The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.~~

Mastery/Competency-based credits

Students may obtain [identify amount of credit-typical credit ranges from (.5) to (1) credit] computer science mastery-based credit for [identify English language arts, math, and science] passing a district-created assessment that is aligned to state learning standards ~~for computer science or mathematics~~ and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI). Students do not need to have attempted and failed a course before being eligible for these options. [Identify the options from the list below that are available/apply for your district]:

- Locally created written or oral test;
- Written report by the student;
- Student-designed portfolio of work;
- Student presentation or oral defense of their learning in the course;
- Hands-on demonstration of knowledge and skills;
- A combination of assessment approaches, as defined by the district; or
- [other locally developed methods.]

Successful completion of next higher-level course: Credit may be awarded for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. State or locally determined learning standards will be used as the guide when making decisions regarding what courses should qualify.

Mastery-based credit is available in ~~the following computer science courses:~~ [fill in subjects or delete as accurate courses] if the student achieves a C or higher grade in the next-higher level course.

~~To receive mastery-based credits for computer science, a student must take a mastery/competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the mastery/competency examination.~~

The mastery/competency examination must be offered in a proctored setting with appropriate technology. The district will approve the site(s) where the examination is offered, which could include individual schools, district buildings, community colleges, universities, education service districts, or other community settings. A student may take the examination *[insert number]* of times. The district will award credit based on the highest examination score.

The student will be responsible for the cost of taking a mastery/competency examination. The district will offer financial assistance to students who demonstrate need, such as qualifying for free or reduced lunch. *[The district could pay for the cost of taking the examination for all students if it chooses.]*

The district will receive official test results for each student who takes a mastery/competency examination. The district will provide a letter to the student with a copy of the test results and an indication of how many credits the student will be awarded. Credits awarded will be recorded on the student's transcript with a grade of "Pass."

~~In awarding academic credit for computer science, the district will follow the course equivalency approval procedure described above for career and technical courses.~~

To ensure cultural responsiveness and equity in awarding mastery-based credit, the district will collect and annually review disaggregated data to see which subgroups of students are receiving mastery-based credit. If disproportionality is found, the district will take appropriate actions to ensure equitable access to these crediting opportunities.

Courses taken before attending high school

The district will award high school credit for computer science courses taken before attending high school if either of following occurs:

1. The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or
2. The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district determined by the board.

Students who have taken and successfully completed high school courses under the circumstances above shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

IV. Computer Science Courses

AP courses

The board will approve Advanced Placement (AP) computer science courses as equivalent to high school mathematics or science, and may be used by a student to meet math or science graduation requirements-. The superintendent or designee will adopt procedures to denote on the student's transcript that AP computer science qualifies as a math-based quantitative course for students who complete it in their senior year.

Mastery/Competency-based credits

The district may award academic credit for computer science to students based on student completion of a mastery/competency examination that is aligned with the state learning standards for computer science or mathematics and course equivalency requirements adopted by the office of the superintendent of public instruction (OSPI).

To receive mastery/competency-based credits for computer science, a student must take a mastery/competency examination that OSPI has found aligns with the state learning standards for computer science or mathematics and that aligns with course equivalency requirements adopted by OSPI. The number of credits awarded will be based on the student's performance on the mastery/competency examination.

Cross References:

2170 - Career and Technical Education
2410 - High School Graduation Requirements

Legal References:

Laws of 2019, ch. 180, 2 High school computer science courses—Availability—Competency testing
RCW 28A.230.010 Course content requirements—Access to career and technical course equivalencies—Duties of school boards of directors—Waivers
RCW 28A.230.097 Career and technical high school course equivalencies.
RCW 28A.230.120 High School Diplomas – Issuance- Option to receive final transcripts –Notice
WAC 180-51 High school graduation requirements
WAC 392-410 Courses of study and equivalencies

Management Resources:

[2021 – February Issue](#)
2020 – December Issue
2019 - July Policy Issue
2018 - May Policy Issue
2013 - September Issue

Policy News, August 2006 Legislature Codifies Course
Equivalency for Career and Technical Courses

Adoption Date:

Classification: **Essential**

Revised Dates: **08.06; 12.11; 09.13; 05.18;07.19; 04.20; 12.20; 02.21**

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Emergencies

The School District/ Public Schools is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

Drills:

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

These drills will teach students the following three basic functional drill responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold -on):

• Shelter-in-Place

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

• Lockdowns

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus, staff, students, and visitors will be able to take positions in secure enclosures.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and Students will receive instruction so that in the event the school or district needs to be evacuated due to threats, such as fires, oil train spills, earthquakes, etc. or tsunamis, they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site another school or facility.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

The above safety-related drills will incorporate the following:

- a. Use of the school mapping information system in at least one of the drills; and
- b. A pedestrian evacuation drill for schools in mapped tsunami hazard zones.

These safety-related drills may also incorporate an earthquake drill using the state-approved earthquake safety technique "drop, cover, and hold."

The superintendent is directed to develop emergency evacuation procedures for each building.

- **Earthquakes: Drop-Cover-Hold on**

The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

"Drop - cover - hold on" is the basic functional earthquake response. The superintendent will establish guidelines and the action for building principals to taken-by-building-principals should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

Emergency School Closure or Evacuation (Modified Shelter-in-Place)

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day, or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

Commented [WA(1): Reorganized the order of the list of additional drills. This text was moved from below.

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

The superintendent will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office. Note: customize this paragraph as accurate for your district.

Cross References: 4310 - District Relationships with Law Enforcement and other Government Agencies

Legal References: RCW 19.27.110 International fire code — Administration and enforcement by counties, other political subdivisions and municipal corporations — Fees
RCW 28A.320.125 Safe school plans — Requirements — Duties of school districts, schools, and educational service districts — Reports — Drills — Rules

Management Resources: 2021 – February Issue
2017 - July Issue
2013 - June Issue
June 2008 OSPI School Safety Planning Manual
Policy News, August 2008 School Safety Plans
Policy News, October 2006 Pandemic Flu Planning for School Districts
Policy News, February 1999 Fire drills Required Monthly

Adoption Date:

Classification: **Essential**

Revised Dates: **02.99; 10.06; 08.08; 12.11; 06.13; 07.17; 02.21**

Program Planning, Budget Preparation, Adoption, and Implementation

A district's annual budget is tangible evidence of the board's commitment toward fulfilling the aims and objectives of the instructional program and providing for the efficient and effective operation of the district. The budget expresses in specific terms the services to be provided, consistent with immediate and long-range goals and resources available and establishes priorities within broad program areas such as basic education, other separately funded programs, and support services. Each year a budget will be prepared for the ensuing fiscal year. The budget will set forth the complete financial plan of the district for the ensuing fiscal year.

Prior to presentation of the proposed budget for adoption, the superintendent or designee will prepare for the board's study and consideration appropriate documentation supporting his/her recommendations, which will be designed to meet the needs of students within the limits of anticipated revenues consistent with reasonable management practices. Program planning and budget development will provide for staff participation and the sharing of information with community members prior to action by the board.

Fiscal Year

The district fiscal year will begin September 1 each year and will continue through August 31 of the succeeding calendar year.

Budget Preparation, Notice, and Submission to ESD and OSPI

On or before the tenth day of July in each year, the district shall prepare the budget for the ensuing fiscal year. The annual budget development process shall include the development or update of a four-year budget plan that includes a four-year enrollment projection. The four-year budget plan must include an estimate of funding necessary to maintain the continuing costs of program and service levels and any existing supplemental contract obligations.

The completed budget must include a summary of the four-year budget plan and set forth the complete financial plan of the district for the ensuing fiscal year.

Upon completion of the budget, the district will electronically publish a notice stating that the district has completed the budget, posted it electronically, placed it on file in the district administration office, and that a copy of the budget and a summary of the four-year budget plan will be furnished to any person who calls upon the district for it.

By July 10th, the district will submit a copy of the budget and four-year budget plan to its educational service district and to the office of the superintendent of public instruction for review and comment, unless the superintendent of public instruction has delayed the date because the state operating budget was not adopted by June 1st.

Budget Notice, Hearing, Adoption, and Filing

The board of directors will meet to fix and adopt the budget for the ensuing fiscal year. The district will provide notice of the meeting. The notice will designate the date, time, and place of the meeting. The notice will also state that any person may appear at the meeting and be heard for or against any part of the budget, the four-year budget plan, or any proposed changes to uses of enrichment funding. The district will publish the notice electronically and will publish it at least once each week for two consecutive weeks in a newspaper of general circulation in the district (or if there is none in the district, in a newspaper of general circulation in the county or counties in which the district is a part). The last notice will be published no later than seven days before the meeting.

On the day given in the notice, the board of directors will meet at the time and place designated. At the meeting, the board of directors will fix and determine the appropriation from each fund contained in the budget separately; will by resolution adopt the budget, the four-year budget plan summary, and the four-year enrollment projection; and will record its action in the official minutes. (First Class District Provision:

Copies of the budget as adopted will be filed with the education service district for review.) (Second Class District Provision: Copies of the budget as adopted will be filed with the educational service district for review, alteration, and approval by the budget review committee.) Copies of the budget will be filed with the superintendent of public instruction.

The dates for adoption and filing are as follows:

1st Class Districts:

Budget adopted by 8.31
Budget filed with ESD by 9.3
Budget filed with OSPI by 9.10

2nd Class Districts:

Budget adopted by 8.1
Budget forwarded to ESD for review, alteration, and approval by budget review committee by 8.3
Budget review committee approves budget by 8.31
Budget returned to school district and filed with OSPI by 9.10

Budget Implementation

The board places responsibility with the superintendent or designee for administering the operating budget, once adopted. All actions of the superintendent or designee in executing the programs and/or activities as set forth in the adopted operating budget are authorized subject to the following provisions:

- A. Expenditure of funds for the employment and assignment of staff meet the legal requirements of the state of Washington and adopted board policies;
- B. Funds held in reserve accounts (General fund #810-890) for self-insurance and other such contingencies may not be expended unless approved for purposes designated by the board;
- C. Complete listing of expenditures for supplies, materials and services is presented for board approval and/or ratification;
- D. Purchases are made according to the legal requirements of the state of Washington and adopted board policy;
- E. Funds may be transferred from one budget classification to another subject to such restrictions as may be imposed by the board;
- F. The superintendent or designee will be responsible for establishing procedures to authorize and control the payroll operations of the district ~~No involuntary deduction may be made from the wages of a staff member except for federal income tax, social security, medical aid, and state retirement, or in compliance with a court order such as garnishment;~~ and
- G. Financial reports are submitted to the board each month.

Cross References:

6213 - Reimbursement for Travel Expenses
5005 - Employment and Volunteers: Disclosures, Certification Requirements, Assurances and Approval

Legal References:

RCW 28A.300.060 Studies and adoption of classifications for school district budgets — Publication
RCW 28A.320.010 Corporate powers
RCW 28A.320.020 Liability for debts and judgments
RCW 28A.320.090 Preparing & distributing information on district's instructional program, operation and maintenance — Limitation
RCW 28A.330.100 Additional powers of the board
[RCW 28A.400.240 Deferred compensation plan for school district or educational service district employees—Limitations](#)
[RCW 28A.400.250 Tax deferred annuities—Regulated company stock](#)

Commented [A1]: We added several legal references that address payroll deductions for staff. We thought this might be helpful given the proposed changes to the procedure.

[RCW 28A.400.280 Employee benefits—Employer contributions—Optional benefits—Annual report](#)

RCW 28A.400.300 Hiring and discharging employees — Written leave policies — Seniority and leave benefits of employees transferring between school districts and other educational employers.

[RCW 28A.405.400 Payroll deductions authorized for employees](#)

[RCW 28A.405.410 Payroll deductions authorized for certificated employees—Savings](#)

RCW 28A.505.040 Budget — Notice of completion — Copies — Review by ESD

RCW 28A.505.050 Budget — Notice of meeting to adopt

RCW 28A.505.060 Budget — Hearing and adoption of — Copies filed with ESDs

RCW 28A.505.080 Budget — Disposition of copies

RCW 28A.505.150 Budgeted expenditures as appropriations — Interim expenditures — Transfer between budget classes — Liability for nonbudgeted expenditures

Chapter 28A.510 RCW Apportionment to District — District Accounting

[RCW 41.04.020 Public employees—Payroll deductions authorized](#)

[RCW 41.04.035 Salary and wage deductions for contributions to charitable agencies—United Fund defined—Includes Washington state combined fund drive](#)

[RCW 41.04.036 Salary and wage deductions for contributions to charitable agencies—Deduction and payment to United Fund or Washington state combined fund drive—Rules, procedures](#)

[RCW 41.04.230 Payroll deductions authorized](#)

[RCW 41.04.233 Payroll deductions for capitation payment to health maintenance organizations](#)

[RCW 41.04.245 Payroll deductions to a bank, savings bank, credit union, or savings and loan association](#)

WAC 392-123-054 Time Schedule for Budget

Management Resources:

[2021 - February Issue](#)
2018 - June Policy Alert
2011 - October Issue

Adoption Date:

Classification: **Encouraged**

Revised Dates: **12.98; 02.06; 10.11; 06.18; 2.21**

Transportation

The district may provide transportation to and from school for a student:

- A. Whose residence is beyond the one mile radius from the school to which the student is assigned;
- B. Whose walking route to school is hazardous;
- C. Whose disability prevents him/her from walking or providing for his/her own welfare while walking; or
- D. Who has another compelling and legally sufficient reason to receive transportation services. The parent or guardian of a student whose assigned bus stop is beyond the maximum walking distance may receive reimbursement for private transportation at the state mileage reimbursement rate.

At the request of an eligible student, the district may allow the student to transport his or her infant on a school bus or other student transportation vehicle provided by the district. The infant must be transported in a rear-facing child restraint system as defined in the federal motor vehicle safety standards found in 49 C.F.R. § 572.213. If the district denies the student's request to transport his or her infant by school bus, the district must authorize other arrangements for individual transportation in accordance with RCW 28A.160.030. For purposes of this paragraph, "eligible student" means any student served by the transportation program of the district or compensated for individual transportation arrangements authorized by RCW 28A.160.030 whose route stop is outside the walk area for a student's school, except if the student to be transported is disabled under RCW 28A.155.020 and is either not ambulatory or not capable of protecting his or her own welfare while traveling to or from the school or agency where special education services are provided, in which case no mileage distance restriction applies.

Each year the superintendent or designee will present to the board the number of students who live within the minimum distance of their schools and for whom there appears sufficient justification for the district to provide transportation. In this report, the superintendent or designee will also provide the reasons why each of these students is transported.

The district's transportation program will comply in all ways with state law and regulation. Transportation services of the district may include approved bus routes, district-approved field trips, school activities (participants only) and extracurricular activities (rooters). The superintendent or designee is authorized to permit a parent of a student enrolled in school to ride a bus when excess seating is available and private or other public transportation is not reasonably available.

The board of directors may authorize children attending an approved private school to ride a school bus provided that the bus route and stops are not altered, space is available, and a fee to cover the per seat cost for such transportation is collected.

Routes and Schedules

The superintendent or designee will be responsible for scheduling bus transportation, including the determination of routes and bus stops as well as overseeing the transportation program.

The purpose of bus scheduling and routing is to achieve maximum service with a minimum fleet of buses insofar as this is consistent with rendering safe and reasonably equal service to all students entitled to such service. The board may authorize the use of a district-owned passenger car in lieu of a bus for transporting students to and from school.

In order to operate the transportation system as safely and efficiently as possible, the following factors will be considered in establishing bus routes:

- A. Where an alternate route may be considered without sacrifice of efficiency or economy, preference will be given to that route more directly serving the largest number of students;
- B. Location of bus stops may be determined by such factors as student safety, economy and efficiency. Students may be required to walk up to one mile from their home to their bus stop provided that the walking route is safe; and
- C. School schedules will be adjusted to allow maximum utilization of each bus in the system by alternating elementary and secondary trips.

The district will apply for state transportation apportionment funds and will maintain the records required to obtain such funding.

Emergency Routes and Schedules

The district will develop emergency bus routes and schedules to be used when weather conditions make the usual routes impassable or, in the superintendent's or designee's judgment, too hazardous. At the beginning of the school year, copies of emergency routes and schedules will be distributed to parents with instructions on how to obtain emergency information.

If roads are closed to buses but not to private vehicles, the district may continue to operate the instructional programs of the schools without providing bus transportation until the roads are again open to buses.

Legal References:

RCW 28A.160.020 Authorization for private school students to ride buses — Conditions

RCW 28A.160.030 Authorizing individual transportation or other arrangements

[RCW 28A.160.160 Student transportation allocations—Definitions](#)

[RCW 28A.160.240 Transportation of infants](#)

Chapter 392-141 WAC Transportation — State [Allocation for Operations](#)

[ChapterWAC 392-172A-02095 WAC-Transportation](#) ~~(Special Education)~~

Adoption Date:

Classification: **Encouraged**

Revised Dates: **02.06; 12.11; 02.21**



School Board Resolution

SCHOOL BOARD RESOLUTION

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local SCHOOL BOARD PRESIDENT and SECRETARY must sign this enrollment form to indicate that the School Board has approved the District's or School's membership in the Association and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools based on tiered billing rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities in which registered WOA Officials officiate, and which are authorized and offered by School Board approval and listed on the school's participation survey.

By signing below the School Board President and School Board Secretary affirm that the information above is accurate for the school district or private school listed.

For your convenience, below is the form as a Word document. Feel free to download and print this version for your school board meeting. However, please submit the form *electronically* after it has been approved, as this is the most efficient way to properly update the WIAA database. Thank you!

If there are any questions, please contact Jennetta Blake at: jblake@waa.com or (425) 988-6167.

School Board Resolution (Word)

PLEASE COMPLETE THIS FORM BY THE SECOND FRIDAY IN JUNE ANNUALLY. Reminders will be emailed to School District Superintendent/Head of School.

* = required field

School District Information

* Type ☒ Public ☐ Private ☐ Charter ☐ Tribal

School District Name Date last submitted: 5/18/2021

Schools in the District:

Columbia (White Salmon) HS Henkle MS

Resolution # (optional)

Electronic Signatures

* Superintendent/Head of School Name

* School Board President Name

School Board Members

School Board Member 1 (also WIAA Contact)
WIAA Contact will receive monthly WIAA Newsletter.

School Board Member 2

School Board Member 3 William GrossSchool Board Member 4 Laurie StantonSchool Board Member 5 Paul Mosbrucker

* Signature Authorization

☐ We hereby affirm that the information above is accurate for the school district or private school(s) listed above and delegate authority to the WIAA over member school(s) listed on the Membership Renewal Form for extracurricular activities.

* Submitter Email jerry.lewis@whitesalmonschools.org

(A copy of the submitted form will be sent to the email address(es) provided. Separate multiple email addresses with a comma.)

If there are any questions, please contact Jennetta Blake at jblake@wiaa.com or (425) 988-6167.

Submit



Washington Interscholastic Activities Association | 435 Main Ave S | Renton, WA 98057 | (425) 687-8585 | © 2021

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Resolution – Academic and Student Well-Being Plan

BOARD RESOLUTION No. 20/21-06

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including the promotion of effective, efficient, and safe district operations, and RCW 28A.330.100 authorizes local school boards with additional powers, and RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program;

WHEREAS, on February 29, 2020, Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed the implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered the closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2 provides funding for eligible school districts to use to address academic recovery and learning loss and authorizes the Office of the Superintendent of Public Instruction to distribute such ESSER funds to Washington school districts via the Title I funding formula. The federal law further specifies that in order for school districts to access these ESSER funds, they must submit a plan that included seeking public comment prior to the adoption and public posting of that plan. The Office of the Superintendent of Public Instruction has determined that school board approval of this plan meets the federal requirement for seeking public comment, as it involves public posting and provides the opportunity for public comment. The Office of the Superintendent of Public Instruction has further determined that a school district must post its adopted plan on the its website, making it accessible for those with disabilities and those in the community whose language is one other than English;

WHEREAS, House Bill 1368 – COVID – Federal Funding (2021) Sec 12 created a new section of Chapter 43.70 RCW, setting forth certain requirements for the appropriation of federal funds, including that school districts submit an Academic and Student Well-Being Recovery Plan to the Office of the Superintendent of Public Instruction by June 1, 2021 to address student needs resulting from school building closures and extended time in remote learning due to the COVID-19 pandemic. This state law included specific requirements for school districts' Academic and Student Well-Being Plans and requires school districts to use the template developed by the Office of the Superintendent of Public Instruction to create this plan to support the creation of a plan that addresses all the required components. This state law also authorized the Office of the Superintendent of Public Instruction to identify and include additional requirements for the plan in the template it developed;

NOW, THEREFORE BE IT RESOLVED, that after an Open Public Meeting, which included public notice and the opportunity for public comment, the WSVSD School Board/Public Schools (the Board) has reviewed and hereby adopts its Academic and Student Well-Being plan, which was created using and in conformity with the template developed by the Office of Superintendent of Public Instruction, including the use of an equity analysis tool;

BE IT FURTHER RESOLVED that the Board directs that its adopted plan be posted on the District's website, making it accessible for those with disabilities and those in the community whose language is one other than English.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. The adoption of this Academic and

Student Well-Being Plan by resolution pertains exclusively to the 2020-2021 and 2021-2022 school years and sunsets no later than that time. The Board reserves the right to update and revise this plan as part of engaging in and planning for continuous improvement cycles.

Adopted and approved this _____ day of _____.

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date: **04.21**
Classification:
Revised Dates:

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Board Approved XX-XX-2021

AUGUST 2021						
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JUNE 2022						
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JULY 2022						
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31						

- No School Days
- Half Days of School 12:05 Release
- () End of Trimesters-snow days will advance these days
- Early Release for Staff Development:

Dismissals Whitson: 1:30; Intermediate/HMS/CHS: 1:40

△ No School - Built-in Snow Day

** CHS Graduation

→ 12:05 Release--Parent/Teacher Conferences:

- Whitson/Stevenson: 5 days Oct. 04 - Oct. 08
- Henkle/Columbia: 4 days Oct. 05 - Oct. 08
- Whitson/Stevenson: 5 days Feb. 07 - Feb. 11
- Henkle/Columbia: 4 days Feb. 08 - Feb. 11

School Times and Phone Numbers			
Whitson:	8:15 a.m. to 2:55 p.m.	493-1560	
Stevenson:	8:15 a.m. to 3:10 p.m.	493-4028	
Henkle:	8:15 a.m. to 3:10 p.m.	493-1502	
Columbia:	8:15 a.m. to 3:10 p.m.	493-1970	

- ~ Aug. 23 - New Teachers Report
- ~ Aug. 24 - Staff Breakfast
- ~ **Aug. 25 - School Starts**
- ~ Sept. 06 - Labor Day
- ~ Nov. 11 - Veteran's Day
- ~ Nov. 25-26 - Thanksgiving Break
- ~ Dec. 20 - Dec. 31 - Winter Vacation
- ~ Jan. 03 - School Resumes
- ~ Jan. 17 - Martin Luther King Jr. Day
- ~ Jan. 18 - Semester Break Day
- ~ Feb. 21 - President's Day
- ~ Feb. 22 - Winter Break Day
- ~ Apr. 04 - Apr. 08 Spring Break
- ~ May 30 - Memorial Day
- ~ **June 04 - CHS Graduation**
- ~ **June 09 - Last Day of School**