

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**4/18/22**

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The work session meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the RoyParsons Executive Board Room through a Zoom online/phone platform.

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<b>Board Members:</b>	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (In Person) Mike Haas - Vice President (In-Person) Ron Huntington (In-Person)
<b>Cabinet Members:</b>	Scott Westlund – Chief Financial Officer Holly Budge – Director of Human Resources Don Iverson – Director of Student Services Heather Ogden – Director of Special Programs Kim Yore – Director of Teaching & Learning
<b>Superintendent:</b>	Mary Beth Tack (In Person)
<b>Asst. Secretary:</b>	Molly Guler (In Person)

**OTHERS PRESENT** – This meeting was held remotely and in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Emily Jaskowiak

Special Education Update

**Preschool Pups**

Working with Early Learning Coordinator  
Redesigned space  
Outdoor play area – use of Wollenberg donation  
Tuition spots

Moving forward...  
3 year old  
Continue to implement and learn Pyramid Model

## Inclusionary Practices

Kelso High School

2021-2022

9th graders – General Education ELA (6th grade reading level or higher) been very successful

2022-2023

9th and 10th graders – General Education ELA

9th graders – General Education Math

All students taking General Education  
Science and Social Studies

UDL - Universal Design for Learning

Middle Schools

Goal Areas

Increase students time in general education setting

Action steps

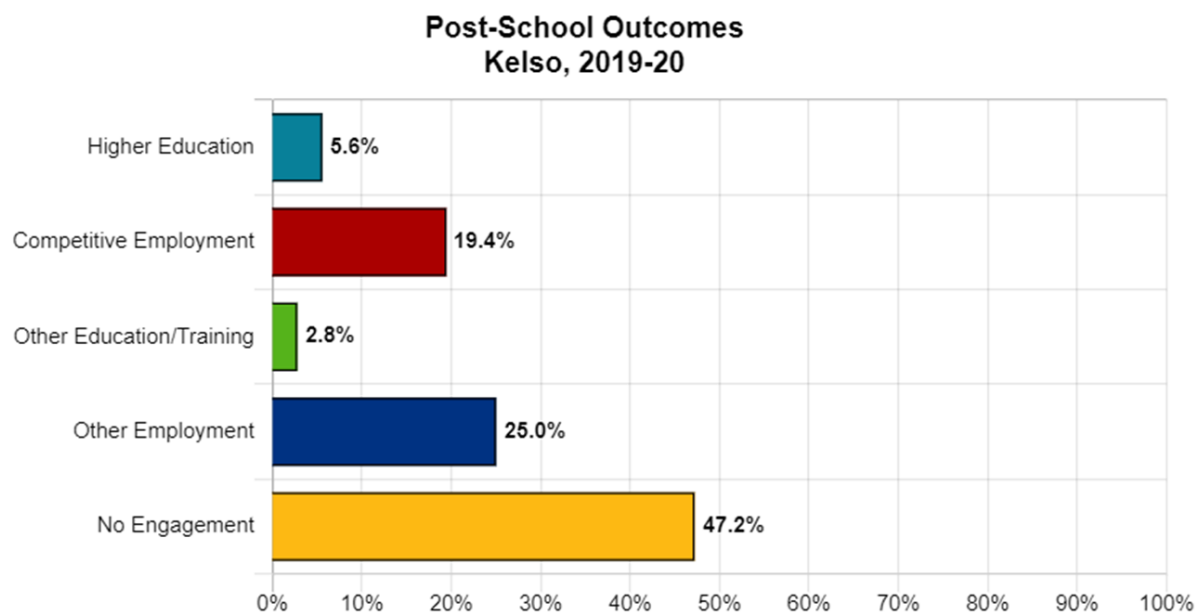
Individual students

Supports needed

General Education teachers

Differentiation with support

## Post Secondary Engagement

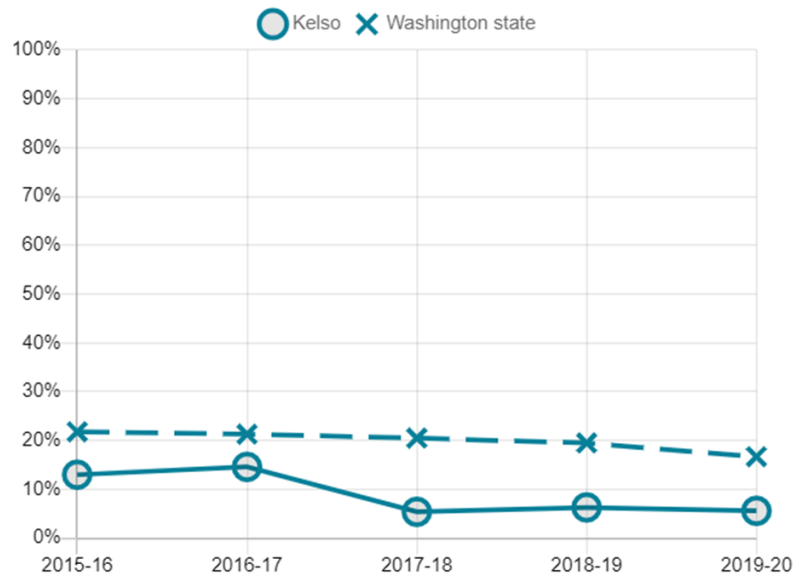


## Comparison to State

District Name	Respondents Size	Higher Education	Competitive Employment	Other Education	Other Employment	No Engagement
Kelso	36	5.6%	19.4%	2.8%	25.0%	47.2%
Washington state	7170	16.7%	27.2%	4.6%	21.4%	30.1%

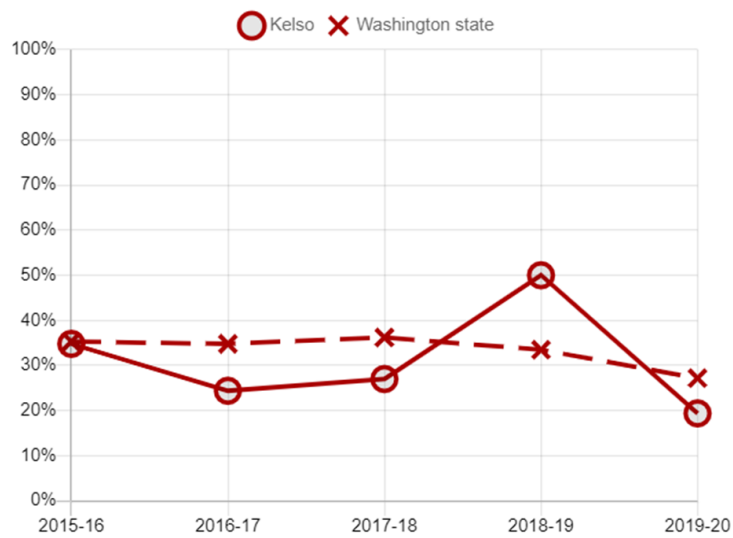
## Higher Education Trend

Higher Education Five-Year Overview



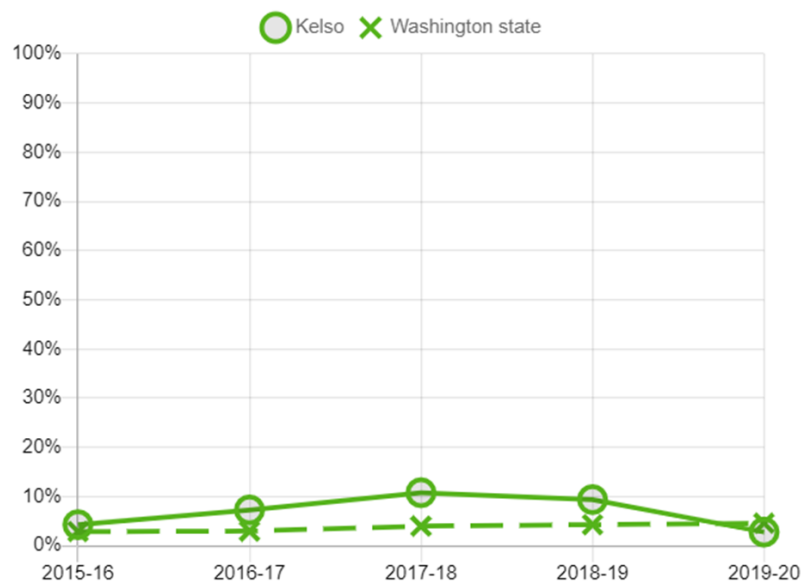
## Competitive Employment Trend

### Competitive Employment Five-Year Overview



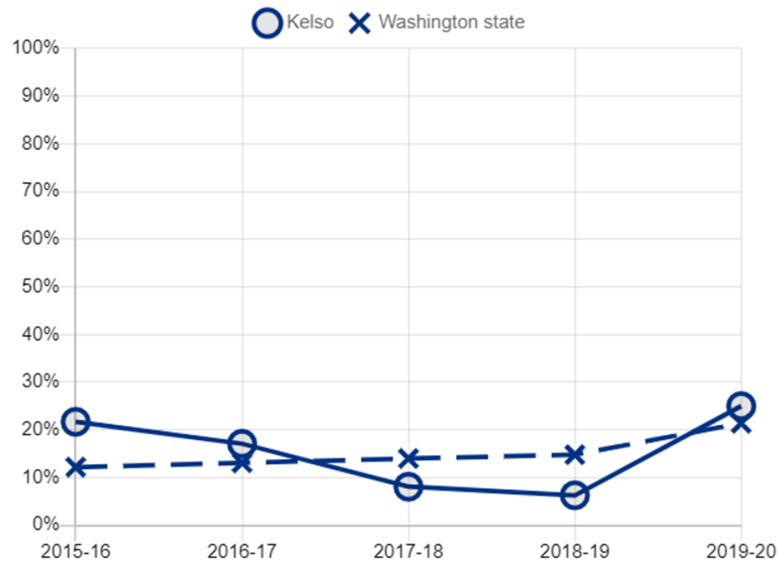
### Other Education Trend

#### Other Education Five-Year Overview



### Other Employment Trend

### Other Employment Five-Year Overview



### Action Steps

KHS Staff with Division of Vocational Rehabilitation (DVR)  
YES! Program (previously known as Worksource)

Parent Informational Night – March 23rd  
55 families attended

Information shared on:  
Work Readiness Training  
Job Shadow Opportunities  
Paid Internships

### YES! Program

Ongoing work:  
DVR staff co-teaching with KHS  
Twice a week  
5 weeks

### Compliance Committee

Team meeting to review  
Review based on WA Safety Net requirements  
Feedback form  
Growth Opportunities  
Celebrations

Tips Sheet sent to all Special Education staff



## SPECIAL PROGRAMS COMPLIANCE FEEDBACK

The Special Programs Compliance Committee has reviewed the IEP for the student below and would like to offer the following suggestions. These suggestions do not need immediate attention; they are tips for improving upon future IEPs.

Attached you will also find the IEP Review form used to guide our work.

Student:

|

### GROWTH OPPORTUNITIES

- **Goal Area:** What does “use appropriately” mean? What determines if that is met?
- **Measurement of Goal:** Social goal – you might want to include a rubric to show the expectation and how it will be measured.
- **Present Level** – Social goal baseline in present level and in goal aren’t matching.

### CELEBRATIONS

- **Impact Statement** – Great job writing the impact statement and comparison to peers!
- **Goal** – If a goal remained the same, there was a good description of why!

### Digital Equity Grant

Received almost \$75,000

Provide access to devices for special education students

Order 128 iPads

Provide training to staff

Time for our team to prepare iPads for student use

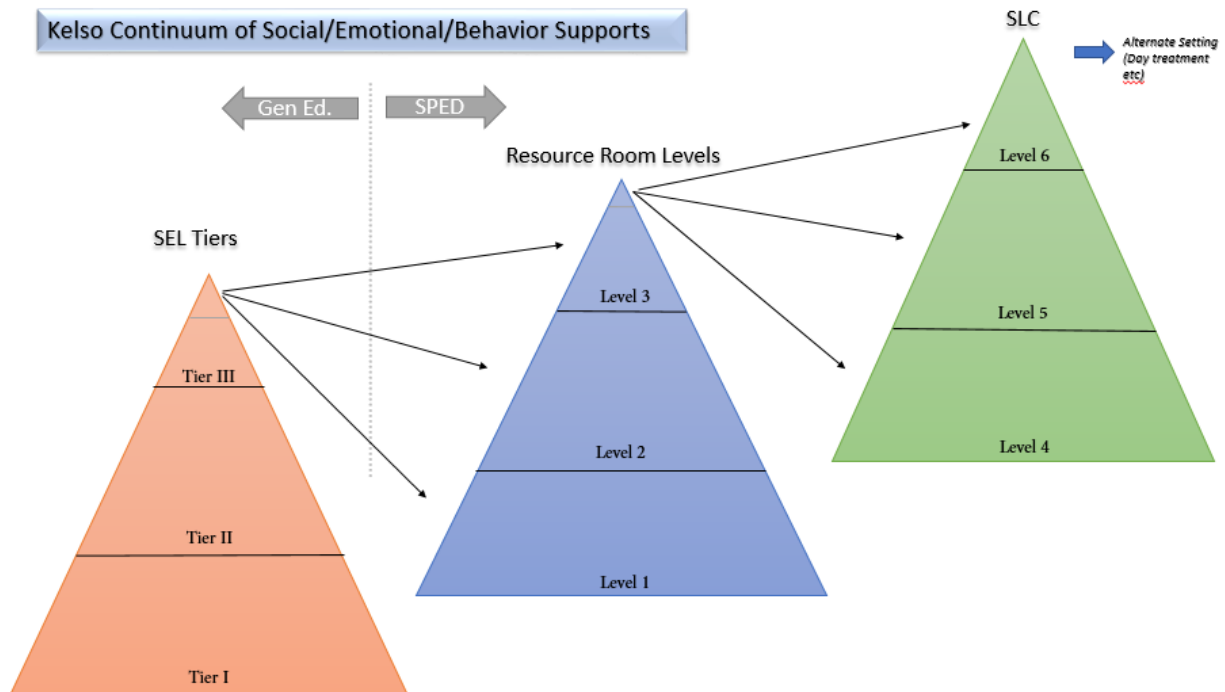
### Special Education SEL (SPED SEL)

#### Overview

Primary goal is to create and implement a collaborative systems approach (similar to MTSS) for special education students who receive social/emotional/behavioral supports

Secondary goal is to create a seamless continuum of services from Tier 1 through students who require supports out of district (i.e. day treatment)

Tertiary goal is to efficiently and confidently identify levels of supports for students (LRE, Inclusionary practices etc)

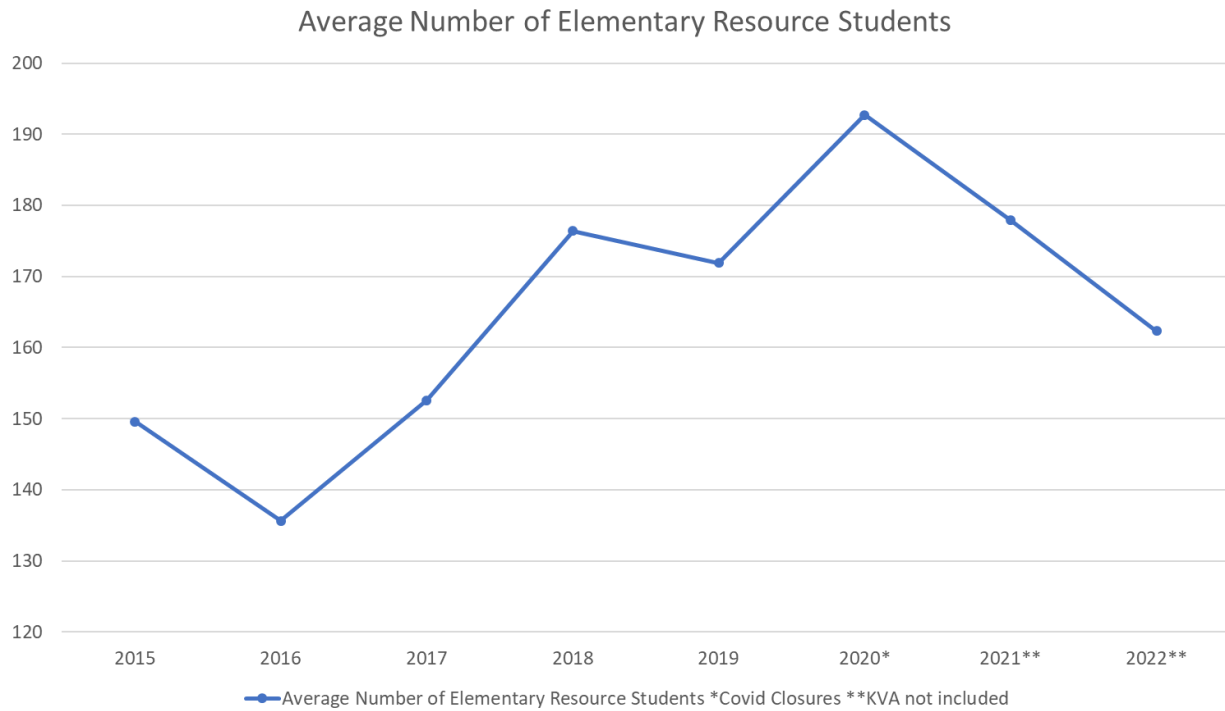


### SPED SEL- Overview

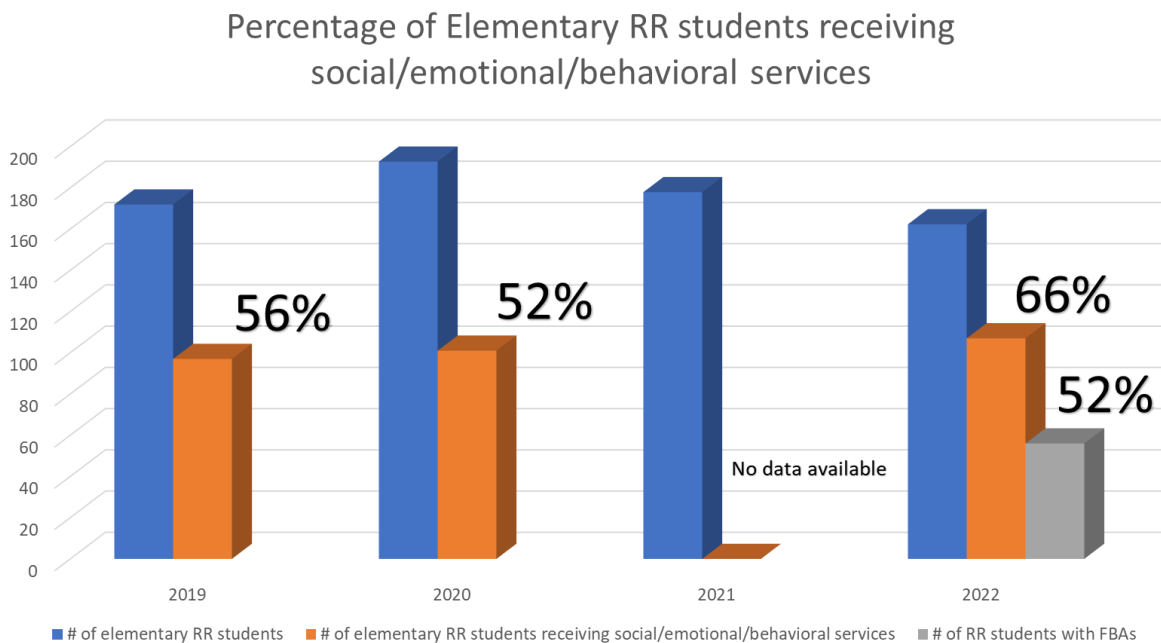
In order to do this we need to:

Create time for  
Training  
Support  
Team meetings

### SPED SEL- Why?



## SPED SEL



## FBA - Functional Behavioral Plan

### SPED SEL-What are we doing?

Established weekly 1 hour “SPED SEL” meetings at three elementary schools



Started building and implementing “Level 3” student service plans with additional elementary schools

Developed refined GQP agenda to include Level 2 discussions

On-site coaching, training, modeling

Data collection development and implementation

Dedicated para support to specific student needs

### **SPED SEL- What are we doing?**

Building Level 2 structures such as:

CICO

“Pup Den Push-in”

Structured vs unstructured breaks with purpose

Connecting IEP goals to CASEL Core Competencies

Check and connect

Social & Emotional Learning Core Competencies



### SPED SEL- Outcomes

- Reduction in isolation and restraint in selected elementary resource rooms since January by

75%

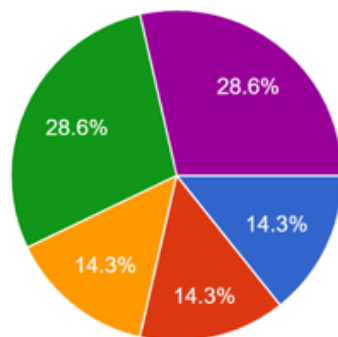


### SPED SEL- Outcomes

#### Teacher/Staff Perceptions

What is your current position at KSD?

14 responses



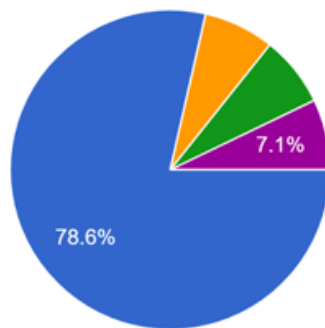
- Special Education Teacher
- General Education Teacher
- Paraprofessional
- Specialist of some kind (OT, PT, SLP, Counselor etc)
- Administrator

### SPED SEL- Outcomes

#### Teacher/Staff Perceptions

Do you feel the SPED SEL meetings have been productive and useful?

14 responses



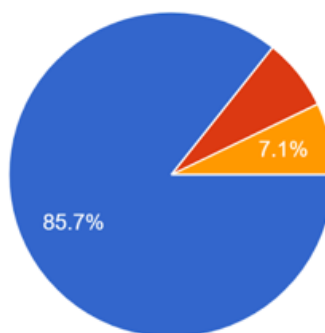
- Yes
- No
- The meetings that have been consistent have been.
- Sometimes I feel like I can add to the meeting but many times I don't even work with all of the SPED SEL Kids un...
- When we have met, they have been useful in looking at ways to support specific students with their individualiz...

### SPED SEL- Outcomes

#### Teacher/Staff Perceptions

Do you feel more resilient at work in part or whole due to the SPED SEL collaborative work?

14 responses



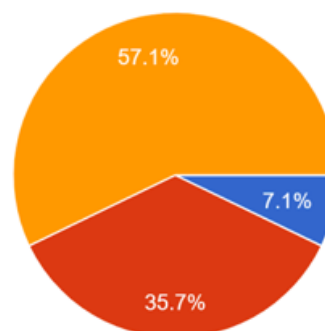
- Yes
- No
- I do not know if resilient is the term, but feel more supported in being able to support the classroom teacher and staff around supporting specific students.

### SPED SEL- Outcomes

#### Teacher/Staff Perceptions

Which of the following best describes the current SPED SEL model?

14 responses



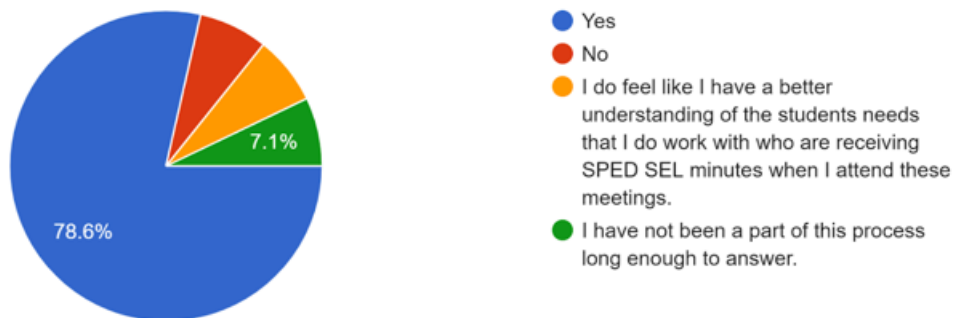
- Systems model (like MTSS, RtI, any other type of system approach that can be transferred from school to school without the dependence on one or two...
- Consultative model (a model that relies on a person or group providing student specific advice for a team. This can be developing a plan for a student or pro...
- A little of both
- I don't know

## SPED SEL- Outcomes

### Teacher/Staff Perceptions

Do you believe that your inclusionary practices have grown since we started our SPED SEL work (Inclusionary practices are actions that educator...ion curriculum, classroom, and school community)?

14 responses



## SPED SEL- Outcomes

### Teacher/Staff Perceptions

#### Selected Feedback about Inclusionary Practices: **WE ARE KELSO**

- We have given kids the opportunity to be with peers more!
- Collaboration with general and special education staff to look at the whole student
- School personnel has been able to better support students in their LRE
- By creating routines and structures that support the team and the child, it is easier to feel successful with the student in class
- I feel our team is meeting and making choices to improve the child's day as well as to help them be successful. Our focus being their strengths and working from there and not what their bumps are. We are developing a proactive approach rather than a reactive.

## SPED SEL- Outcomes

### Teacher/Staff Perceptions

## Selected Feedback About Wishes for the Future: **WE ARE KELSO**

- It works! Let's continue!
- Continued work on creating a systems model and how this would carry over the building level specialists
- A meeting agenda to support collaboration and scheduling needs/supports.
- A diversified collaborative approach with more disciplines involved.
- More accountability for consistency in the plan, better data collection to truly understand if the child is meeting their goals rather than just our perceptions.

**Adjourn at 5:56 p.m.**

X

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President

X

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Secretary