

BOARD OF DIRECTORS

May 23, 2022





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
May 23, 2022 @ Kelso High School Library & Zoom
5:00 p.m. Work Session – Multi Language Learners (MLL)
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- A. Kelso High School Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from May 9, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Resolution 2021/22-10

UNFINISHED BUSINESS

- A. Policy 2140 Comprehensive School Counseling Program (2nd Reading & Action)Don Iverson

NEW BUSINESS

- A. Kelso High School & Career Technical Education (CTE) Achievement Presentation
.....Lacey DeWeert & Melissa Boudreau
- B. Athletic ReportJason Coburn
- C. Resolution 2021/22-09 WIAA Renewal (Action)Jason Coburn
- D. Student Discipline UpdateDon Iverson
- E. Procedure 3416P Medication at School (Information)Don Iverson
- F. Learning Material Adoptions (Action)Gunnar Guttormsen
 - a. K-5 Math Materials
 - b. 6-8 Math Materials
- G. Family Community Resource Center UpdateNancy Baldwin
- H. Transitional Kindergarten (TK) UpdateHeather Ogden
- I. Washington State School Vaping Litigation (Action)Mary Beth Tack
- J. Superintendents ReportMary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2025
Karen Grafton Term Expires: November 2025
Jeane Conrad, President Term Expires: November 2023
Mike Haas, Vice President Term Expires: November 2023
Ron Huntington Term Expires: November 2023

Kelso School District

Board of Directors Committee Assignments

January, 2022

Position 1

Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2

Director - Karen Grafton

- ELL Advisory
- Calendar
- Social & Emotional Learning/Whole Child

Position 3

President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4

Vice President - Mike Haas

- Kelso Public Schools Foundation
- Budget
- Boundary Review

Position 5

Director - Ron Huntington

- CTE
- WIAA
- Council on Learning

2021/2022 School Board Calendar

Updated 01/22

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 13 6:00 Regular Board Meeting	October 18 5:00 Executive Session RCW 42.30.110(1)(g) 6:00 Regular Board Meeting	November 1 5:00 Work Session (Seniors & Dual Credit) 6:00 Regular Board Meeting	December 14 5:00 Work Session (SEL) 6:00 Regular Board Meeting
		November 15 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 3 5:00 Work Session (ELA) 6:00 Regular Board Meeting	February 15 5:00 Work Session (Math) 6:00 Regular Board Meeting	March 7 5:00 Work Session (Bond Construction) 6:00 Regular Board Meeting	April 18 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting
January 24 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting		March 21 5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 9 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 6 5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting	July 11 5:00 Regular Board Meeting	August 15 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 23 5:00 Work Session (MLL - Multilingual Learner) 6:00 Regular Board Meeting			



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

A school climate that emphasizes student safety, a healthy lifestyle, and respect for other students and faculty.



EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English/language arts and mathematics.



QUALITY INSTRUCTION

Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.



CAREER, COLLEGE & COMMUNITY READY

Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills and attitude to excel in post-high school opportunities. To that end, we will actively engage and partner with parents, families, and our community.

Mission

The mission of Kelso Public Schools is to prepare every student for living, learning, and achieving success as a citizen of our changing world.

Vision

Our students begin school ready to learn, transition confidently between grades and schools, and emerge from our district as engaged citizens, both career- and college-ready.

Principles

District communication that is open, effective, and collaborative. Financial stewardship that assures the responsive and productive management of district resources.



CAREER, COLLEGE & COMMUNITY READY

Increase the four-year high school graduation rate by at least one percent per year for the next five years.



100% GRADUATING

FISCAL RESPONSIBILITY

★ 2021-22 PRIORITY:

Maintain effective resource allocation, operational planning, and solid fiscal controls.



QUALITY INSTRUCTION

Student achievement in mathematics and English language arts will increase annually and the achievement gap between English learners, students with learning disabilities and students in poverty—in comparison with other students—will decrease annually.

★ 2021-22 PRIORITY:

Expansion of robust remote and in-person learning models

EARLY LEARNING

The percentage of all third grade students meeting or exceeding the grade level English language arts benchmark will increase annually, regardless of student subgroup.

SCHOOL CLIMATE

Improvements will be achieved to the learning environment in two specific areas: 1) safety and security of our students and staff, and 2) student behavior.

★ 2021-22 PRIORITY:

Climate and culture of student and staff health and safety



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

If students are able to transition successfully between grades and schools and graduate with the skills necessary to excel in post-secondary opportunities, their ability to realize their personal goals and to be fulfilled, productive citizens will be enhanced.

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

Implement a comprehensive High School and Beyond Plan to ensure students are career and college ready

100% of students **develop** individualized High School and Beyond Plans (HSBP) that include career awareness and exploration

100% of students grades 7 – 12 annually **implement** research of post-secondary options and refine their individualized HSBP

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrolled

100% of 9th grade students are on track for on-time graduation

Increase student participation and scores on college entrance tests (ACT, PSAT, SAT, and ASVAB)

100% of seniors have a HSBP outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship

100% of high school students participate in a mock job interview and complete a resume

Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)

Develop transition meetings with Early Learning agencies for successful transitions for kindergarten readiness

Implement dedicated transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students

Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary enrollment

100% of middle school students complete applications for College Bound Scholarships

100% of high school students complete the FAFSA application

Increase percentage of graduating students who persist two or more years in college and acquire a college, post-secondary degree or industry certification

Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

If Kelso School District is committed to developing a caring school community focused on creating a positive school climate and culture that promotes the long-term development and success of all children, then atmosphere and tone of the school will positively impact the relationships, curricular connections, and ultimately the success of the whole child.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and safety	<p>Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools</p> <p>Develop and implement a Positive Behavior and Intervention System (PBIS) in each school</p> <p>Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <p>Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff</p>	<p>100% of elementary classrooms embed SEL standards into daily instruction</p> <p>90% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments</p> <p>Decrease prevailing risk factors for students identified within the Healthy Youth Survey Data and reduce classroom and school exclusions as measured by school suspension rates</p> <p>90% of students will report they learn in an environment that is physically and emotionally safe</p>
Increase student access to, and awareness of, school based counseling and the availability of mental health services	<p>Develop and implement a school-based mental health referral process</p> <p>Increase school-based counseling and mental health services for students</p> <p>Network and link community service providers to increase mental health, physical health, and drug and alcohol services to students and their families</p>	<p>Increase in the number of students accessing and receiving school- and community-based counseling and mental/physical health services</p>
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	<p>Develop and sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff</p> <p>Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives</p> <p>Gather and share resources for preventing and responding to workforce health issues</p>	<p>Reduce absenteeism and lost time, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce</p>



Roadmap COMMUNICATION

If the district develops and maintains positive, collaborative relationships with all stakeholders, support for Kelso School District will be strengthened and lead to increased support for district initiatives and education programs.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Use a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs</p>	<p>Maintain and update information on district media, including district websites and printed materials</p> <p>Maintain proactive media relations practices</p> <p>Use social media channels to provide timely and relevant information</p>	<p>Targeted audiences have access to timely and relevant communication</p> <p>Positive news stories appear in the media monthly</p> <p>Levies and bonds pass</p>
<p>Establish an effective employee communication plan to improve internal communication and employee engagement</p>	<p>Continue communicating via:</p> <ul style="list-style-type: none"> • <i>Hilander Highlights</i> for all staff and community • <i>Inside Connections</i> for all staff • Timely and relevant key communications from district departments 	<p>All staff know district mission, vision, goals, and progress</p> <p>Staff feels valued, connected, and honored</p>
<p>Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management</p>	<p>Establish key communicator network and facilitate connections among community leaders</p> <p>Maintain high level of visibility through participation in professional and community events</p> <p>Build and maintain partnerships with local business and community leaders</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community partnerships</p> <p>Increased staff and student connections with community stakeholders and local businesses</p>



Roadmap EARLY LEARNING

If all students entering Kelso School District have access to high quality early learning experiences, then their ability to meet or exceed standards by the end of third grade in English language arts and mathematics is greatly enhanced.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness</p>	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local early learning providers on a quarterly basis to align instructional materials</p> <p>Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math</p>	<p>Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>100% of local early learning providers implement instructional materials aligned to early learning standards</p> <p>Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference</p>
<p>Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten</p>	<p>Coordinate with ECEAP and Head Start to identify students who need additional summer transition support</p> <p>Implement Transitional Kindergarten and Preschool Pups to provide additional opportunities for early learning</p> <p>Implement a JumpStart to kindergarten for students who need additional supports for kindergarten readiness</p>	<p>Transitions plans are developed for 100% of identified students</p> <p>Transitional Kindergarten and preschool is implemented to support at least ninety students and families</p> <p>JumpStart is implemented in 100% of our elementary schools</p>
<p>Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards</p>	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



Roadmap

FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

Promote budgetary and fiscal transparency to ensure open communication and community engagement

Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board

Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development

Provide continual updates on the district website during budget planning and development

Conduct staff and community outreach during the annual budget development process and fiscal decision-making

Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections

Monitor expenditures and explore avenues to achieve efficiency in programs and operations

Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings

Community and staff engagement opportunities held for input and feedback on budget proposals

Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources

BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board

Allocate district resources effectively to support academic and operational needs

Annual budget approved by Kelso School Board

Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources

Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan

Levies and bonds pass

Budget supports academic and operational goals and priorities



Roadmap QUALITY INSTRUCTION

If all teachers and support staff incorporate a growth mindset grounded in the instructional framework to implement powerful, relevant standards-based instruction responsive to individual learning and social-emotional needs, then all Kelso students will have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	<ul style="list-style-type: none">Develop partnerships with regional universities and community agencies to hire high-quality staffEstablish clear standards of professional practice and accountabilityProvide opportunities for differentiated and continuous professional development for teachers, leaders, and staff	<ul style="list-style-type: none">100% of classified and certificated staff meets certification requirements100% of staff consistently exhibits standards of professional practice100% of staff engages with professional development for continuous growth
Implement standards-aligned teaching and learning based on equitable practices	<ul style="list-style-type: none">Ensure that all students have access to rigorous, standards-based curriculumProvide professional development to ensure instructional strategies are differentiated to meet the learning needs of all students	<ul style="list-style-type: none">100% of students enroll in academic rigorous course work as measured by Academic Rigor Index100% of students experience differentiated instruction in their classrooms
Implement data-informed continuous improvement processes at every level	<ul style="list-style-type: none">Use frequent and timely assessments to adjust teaching, learning, and leadershipDevelop a district-wide continuum of supports to address the academic needs of all studentsPromote continuous improvement throughout our school system with Professional Learning Community (PLC) teams	<ul style="list-style-type: none">100% of students participate in district and state assessments100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs100% of students have access to highly skilled teachers and rigorous coursework100% of staff advocates for fair and equitable practices for all students

Section: **BOARD OF DIRECTORS**

Policy Title: **Audience Participation in Board Meetings**

The Kelso School Board is committed to gaining a full understanding of the issues that come before it. In order to attain a level of understanding that provides making the best decisions, the Board will hear in public Board meetings comments from those attending its meetings. The Board will entertain comments at the beginning of regular meetings and periodically during its meetings. The Board agenda shall provide for the following communications and audience participation:

1. Written communications shall include letters or published materials received by the Superintendent or members of his/her staff, and which he/she deems informative or in need of Board action.
2. Scheduled communications shall include visitors who have previously arranged with the Superintendent to appear before the Board. General comments, either oral or written, will come at the beginning of the regular meeting under the agenda item designated Public Comments. Members of the audience who are Kelso School District residents wishing to address the Board must provide their name, address and affiliation, if any, prior to addressing the board. Speakers may not discuss school district personnel. Not more than three (3) minutes may be allotted to each speaker and no more than ten (10) minutes to the subject under discussion except with the unanimous consent of the Board. Public comments under this agenda item will be limited to thirty (30) minutes.
3. During Unfinished Business and New Business members of the audience may comment on "Action" items listed on the agenda and/or board policies presented for the first or second reading. Questions or comments are to be directed to the Board of Directors as a whole and may not be put to any individual member of the Board or the administrative staff. "Action" items mean the Board expects that a motion would be made and the Board would discuss the merits of the issue before it. After presentations by school staff, district staff or scheduled presenters, and before a motion is heard, the President may call for any oral or written comments from the audience. Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item scheduled for action may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Policy 1430 Continued

4. It shall not be permissible to orally present or discuss complaints against individual employees of Kelso School District at any Board of Directors meeting. Such charges or complaints shall be presented to the Board of Directors, in writing, and shall be signed by the person or persons making the charge or complaint. Executive session may be granted for a hearing of charges against individuals, whether students or employees.
5. No person less than eighteen (18) years of age may address the Board of Directors in meeting unless accompanied by his/her parent(s)/ guardian(s) or teacher, except with unanimous consent of the Board of Directors.
6. Boisterous conduct shall not be permitted at any meeting of the Board of Directors, nor will any defamatory or abusive remarks be tolerated. The President of the Board may terminate the address of any speaker who violates this policy.
7. Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.
8. Board work sessions are intended to give board members an opportunity to review topics requiring extended discussion. At the conclusion of board discussion of an item, the board chair may call on audience members for comments (time permitting). Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific work session agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Legal References: RCW 42.30.030 Meetings declared open and public
 RCW 42.30.050 Interruptions – Procedures

42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

Adopted: January 23, 2006

Communications, Correspondence & Introductions

Kelso High School Student Recognition

Alexia Jimenez-Gonzalez

Erin Tack

Kenzington Cromwell

Natalie Fraley

Katelyn Hanberry

Ryan Smith Farvor

Zachary Ruwaldt

Destry Hudak

Dakota Hall

Kelso Cosgrove

Deven Queen

Ruby Sereday

Giovannie Lopez

Haley Little

Skyler Giannini

Jolene Pollich

Sam Buck

Jacob Rivera

Macy Grafton

Josaphine Saccio-Devine

Adalie Schierscher

CONSENT AGENDA

- A. Minutes from May 9, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Resolution 2021/22-10

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
5/9/22

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. at Kelso School District as well as on a Zoom online/phone platform.

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

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available if online, or partial names were listed. The names of people in attendance are listed as they were shown and included: Sandy DeBruler, Tauni Hatfield, Rob Birdsell, Ryan Prothero, Libby Clark, Candace Clark, John Cheslock, Alexander Sunday, Melise Bloomfeldt, Clara Prothero, Beau Prothero, Matt Guler, Hattie Guler, Chris Clark, Sarah Cheslock, others not signed in

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

- A. Coweeman Middle School Student Recognition

COMMENTS & QUESTIONS –

Rob Birdsell CMS principal for next year took a moment to introduce next years CMS assistant principal Bianca Muller

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Huntington

Seconded By: Director Grafton

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of March 24, 2022 Board Retreat, April 18, 2022 Board Meeting & Work Session and May 3, 2022 Special Meeting

Certificated Employment Recommendations

Classified Employment Recommendations

Warrants

Contracts

Annual District Hi-Cap Plan

Requests for Sunday Activity

Request to Postpone Bid Proposals

Motion to Approve By: Director Moore

Seconded By: Director Haas

UNFINISHED BUSINESS

APPROVED POLICY 6225 USE OF ELECTRONIC SIGNATURES (2ND READING & ACTION) - SCOTT WESTLUND

The following paragraph was left incomplete in the 4/18/22 board book:

The electronic signature platform, or any future replacement of such platform, is authorized to affix electronic signatures to. It has been completed for second reading by adding: documents that are reasonably and ordinarily signed by written signature.

Policy came as a recommendation from WSSDA.

Motion to Approve By: Director Huntington
Seconded By: Director Grafton

APPROVED POLICY 3246/3246P ISOLATION & RESTRAINT OF STUDENTS (2ND READING & ACTION) - HEATHER OGDEN

One of the biggest changes is the title. The RCW has been updated.

Procedure has many updates: Update the likelihood of physical harm being inflicted by a student, as well as staff of various types. Language is used to discuss imminent threats as a time to respond. De Escalation is always the first response. Reasonable training necessary.

Motion to Approve By: Director Haas
Seconded By: Director Moore

NEW BUSINESS

HEARD CONSTRUCTION UPDATE - CSG/FORMA/INTEGRUS
Huntington Middle School Update

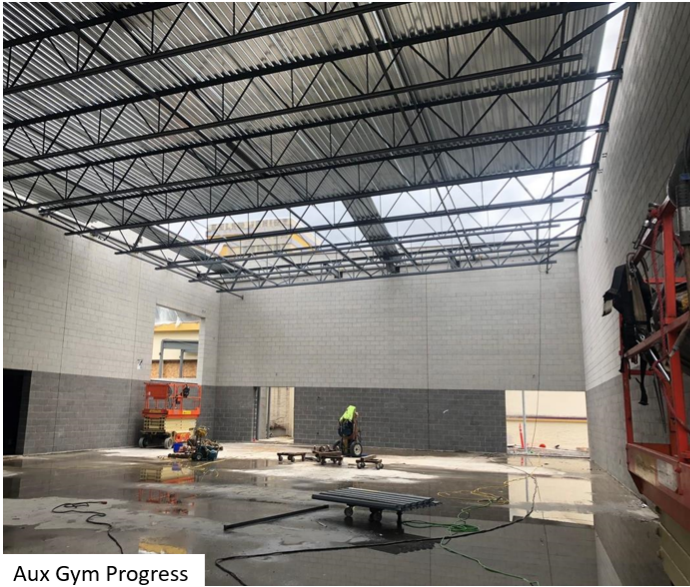




Roof Progress



Roof Progress



Aux Gym Progress



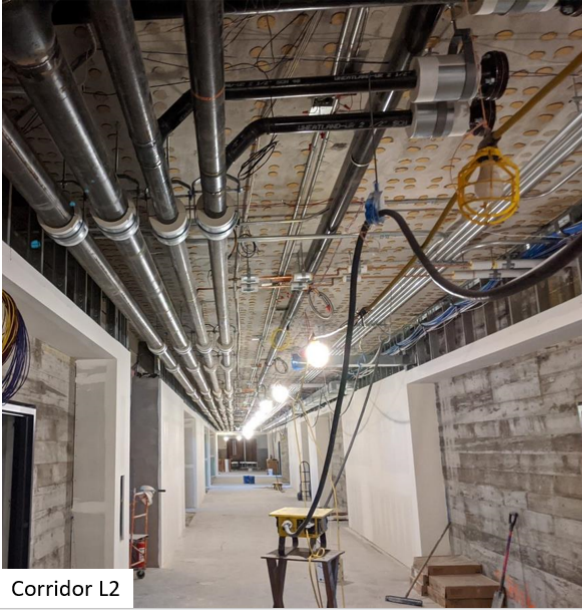
Aux Gym Progress



Entry Progress



Vestibule Steel



Corridor L2



Stair Framing & Plaster



Cafeteria Progress



Stage Progress



Casework on Site



Library Progress

HEARD COWEEMAN MIDDLE SCHOOL ACHIEVEMENT PRESENTATION - TIM PETERSON
CMS will close the achievement/opportunity gap by preparing all students for college/career readiness and success in a global society.

It's Our School : Coweeman Middle School 2027

- Strong Focus on:

School Community and Academic Culture

Emphasis on:

Teacher Decision Making and Responsibilities

And:

Continuous Assessment of Progress

Our Local Vision = All Students  High
School Ready.

AND

Coweeman Middle School recognized as
one of the top performing schools in the
State
And Nation

Our Three Domains of AVID Middle

- **1. Leadership** New Principal, Assistant Principal, Dean of Students and Instructional Coach
- 2. Culture** – Middle School model with strong focus on STUDENT LEARNING
- 3. Instruction** – Grade level teams providing rigor through an AVID strategy focus

Focus on Instructional Goal

- Implementation of Student-Centered instruction encouraging all learners to take an active role in their education
- Integrated curricula – Challenging, Exploratory, Integrative and Relevant
- Exploratory Learning – Allowing and Helping students identify and pursue interest outside the core academic areas

How are we going to get there?

- Work closely with feeder schools. We will help target learning gaps as students come to us. We will continue to expect more. Just not good enough any more!
- Current Staff
 - Instructional coach in place
 - Veteran teachers willing and able to share teaching strategies
 - Presently there are 13 certified staff with 10 years or less teaching experience, with an average of less than 4 years teaching experience.

Heavy Lift

Many hands makes light work

HEARD BUDGET STATUS REPORT FOR MARCH - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2021/22 school year was budgeted at 4826 FTE. Beginning of April total average enrollment was 4816 FTE or down 10 FTE from budget. We continue to see improving average enrollment numbers as we move throughout the school year, and appear that we may come close to budget on enrollment.

Beginning fund balance as of September 1, 2021, is \$6,755,864. This equates into an 8.8% projected ending fund balance of anticipated expenditures and transfers for the 2021/22 school year. Projected ending fund balance for August 31, 2022, is estimated to be in the range of \$6 million.

The budget looks good through the first seven months of the school year.

APPROVED RESOLUTION 2021/22-08 GENERAL FUND BUDGET EXTENSION & TRANSFER - SCOTT WESTLUND

At the May 9, 2022, Board meeting, I have one resolution, No. 21/22—08, for the Board to consider.

Board Resolution No. 21/22—08 increases the 2021/22 General Fund expenditure capacity from \$76,865,040 to \$78,865,040. The additional increase in capacity is largely due to three main reasons:

1. Additional Federal ESSER/ARP grants received that were unanticipated;
2. The use of Federal ESSER/ARP not fully anticipated in 21/22 fiscal year; and,
3. Budget carry-overs from 2020/21.

Board Resolution No. 21/22—08 also transfer funds from the General Fund to the Capital Projects Fund. The transfer of funds are for additional capital projects costs projected to expend this fiscal year and into the Fall. The State apportions ESSER/ARP funds to our General Fund, whereas large capital expenditure paid by the Kelso School come out of the Capital Projects Fund, thus requiring a transfer.

I would ask that the Board approve Board Resolution No. 21/22—08.

Motion to Approve By: Director Huntington

Seconded By: Director Moore

POLICY 2140 COMPREHENSIVE SCHOOL COUNSELING PROGRAM (1ST READING) - DON IVERSON

Senate bill 5030 requires

Already a year ahead of this policy as it defines the scope of work necessary.

Counseling model moving forward will be to track hours spent and how.

Policy came as a recommendation from WSSDA.

SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- **Kelso Cosgrove**, a Kelso High School senior, has advanced to be a semifinalist in the [2022 U.S. Presidential Scholars Program](#). Starting from a pool of over [5,000 candidates nation-wide](#), Cosgrove was one of 100 from the state of Washington, and one of only four from SW Washington. He is now one of [620 national semifinalists](#) selected from the larger pool of candidates, one of 10 semifinalists from Washington, and the only semifinalist from SW Washington.
- Kelso/Longview Chamber of Commerce Crystal Apple and Pillar of Strength Award winners:

Stefanie House – K-12 Classified Person of the Year
Kelli Stewart – K-12 Teacher of the Year
Scott Westlund – K-12 Administrator of the Year
Zoe Dieter – Lifetime Achievement Education Award

Tim Yore and **Nancy Karnofski**, who were nominated for Administrator of the Year and Teacher of the Year, respectively, were also recognized for their outstanding successes.

- **Michele Nerland**, Washington School Public Relations Association top awards:

Kelso School District won six statewide awards at the [Washington School Public Relations Association \(WSPRA\) Awards](#) Banquet on April 28. Three of the six earned Best in Category (top of the top honors), and one was awarded a Perfect Score – which means every judge rated the work as “Excellent.”

Kelso School District awards were:

Annual Report – Best in Category and Perfect Score
Branding/Image Package – Award of Merit (Lexington Elementary branding)
Email Newsletter – Best in Category (Family Connection – external newsletter)
Email Newsletter – Award of Merit (Inside Connection – internal newsletter)
Print Newsletter – Best in Category (Hilander Highlights)
Special Purpose Publication – Honorable Mention (Getting To & From School – Lexington)

- Kinderpalooza
 - 357 parents and students
 - Many community programs were involved
 - Jan Rauth who led the work
 - Incredible evening

FOR THE GOOD OF THE ORDER

- Directors Haas and Conrad attended Kinderpalooza and we’re excited for the energy in the room.
- Director Grafton - Production of Grease at high school was amazing

Adjourn at 7:04 p.m.

X_____

President

X

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
5/9/22

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.

Board Members:	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (In Person) Mike Haas - Vice President (In-Person) Ron Huntington (In-Person)
Cabinet Members:	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
Superintendent:	Mary Beth Tack (Zoom)
Asst. Secretary:	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: Misa Reardon and J'aime Graff, Gunnar Guttormsen, Deena McGhee, Laura Conteriotis , Don Iverson, Heather Ogden, Linda's iPad, Lily Evans, Elliott Rascon, Kim Yore

HiCap Update

Lily Evans 11th- brought into HiCap in the 7th grade. Liked the opportunities available in the program as well as the hands-on experiences for critical thinking. SSR class gave an opportunity to read some more challenging books and participate in deeper discussions. Enjoys involvement in Destination Imagination and Scholars Club.

Elliott Rascon 10th grade - brought into HiCap in 2nd grade. Elementary years activities for around 5 kids at the school attended. Enjoyed that the other students in this group seemed to think the

same as them. Loved the HiCap Symposiums. They allowed experiences into other interests such as baking, videography, finances and more.

Mrs. Reardon and Mrs. Graff did a critical thinking exercise with the board members, staff and students in the room.

Mentorship for both students and parents has been instrumental in helping find ways to support the unique needs of HiCap families.

Kelso's Highly Capable Program

proudly serving 350^{+/-} students in 2019 – 20

Cluster Model

- identified Hi-Cap teachers in grades 1 – 8
- 2 annual teacher training days
- 1 annual teacher training day for all New-to-Program teachers
- ongoing access to instructional coaching for every cluster teacher grades 1 – 8
- emphasis on meeting students' academic needs within core content on an as-needed daily basis

Monthly Student Meetings

- focus on strengthening emotional and social intelligence
- work on critical thinking, creativity, cooperation, communication & collaboration skills (this year's theme)
- emphasis on hands-on activities
- small group setting
- elementary: multi-grade at lunchtime
- secondary: single grade before 1st period

Student Socials

- 3 times each year @ KHS
- students from all schools in grades 1 – 8
- focus on strengthening emotional and social intelligence
- work on: critical thinking, creativity, cooperation, communication & collaboration skills
- large group, multi-grade setting
- past activities include: swimming, brainteasers, group games, creating

Parent Resource and Support Nights

- 3 times each year @ KHS
- runs simultaneously with student socials
- meetings guided by SENG-trained (Supporting Emotional Needs of the Gifted) parent volunteer facilitator
 - discussions focus on: motivation, peer relationships, discipline, and stress management
 - facilitators are knowledgeable about parenting/educating gifted children

circuits, tackling Instant Challenges, and solving Breakouts

yet do not attempt to give expert advice

- facilitation provides a non-judgmental and nurturing atmosphere

Hi-Cap @ KHS

- grades 9 – 12 invited to annual field trip
 - previous trips include: UW Math Day, Fred Hutchinson Cancer Research Center, Portland 5 Center for the Arts, n'Light (laser company), and Oregon National Primate Research Center
- access to UW courses, AP classes, Running Star, and KVA
- SCHOLARS Club: student-created to support and encourage academically advanced students in a fun environment

Eligibility Process

- 4 times annually, all Kindergarteners participate in KinderScreen enrichment/screening activities
- all 2nd-grade students tested annually
- students invited to test based on annual district-wide data sweep in grades 1 – 8
- multidisciplinary review committees at each school make recommendations
- nominations open to community members, parents, students, and teachers

Enrichment Opportunities

STEAM Family Night (grades 1 & 2)

- offered once each year focusing on STEAM (Science, Technology, Engineering, Arts, and Mathematics)
- free, family-focused, activities

STEAM Symposiums (grades 3–5 and 6–8)

- offered 2 times each year
- free, small group, high-interest workshops

Enrichment Opportunities

Student EXPO (grades 1 – 8)

- annual event open to all Hi-Cap students
 - Join us! June 1, 2020 from 6:00–7:00 PM
- focuses on researching a personally chosen subject to create an extensive project
- in partnership with Kelso Public Library

Destination Imagination

- competition teams at CMS, HMS & KHS

Adjourn at 5:56 p.m.

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL

May 23, 2022

New Hires:

Aldred, Ryan - Athletic Director, Kelso High School

1.0 FTE

Effective July 1, 2022

Cardinale, Joshua - English Language Arts Teacher, Kelso High School

1.0 FTE

Effective August 23, 2022

Falash-Wright, Hailey - Science Teacher, Kelso High School

1.0 FTE

Effective August 23, 2022

Kelsey, Paige - Associate Director of Teaching & Learning, Administration

1.0 FTE

Effective July 1, 2022

Ladd, Taryn - Special Education Teacher, Lexington Elementary

1.0 FTE

Effective August 23, 2022

Musgrove, Loryn - Speech Language Pathologist, Undesignated

.40 FTE

Effective May 10, 2022

Pebley, Elizabeth - Social Studies Teacher, Huntington Middle School

1.0 FTE

Effective August 23, 2022

Prudnikova, Tatyana - Math Teacher, Kelso High School

1.0 FTE

Effective August 23, 2022

Rivas, Jill - Special Education Teacher, Lexington Elementary

1.0 FTE

Effective August 23, 2022

Walker, Justin - Elementary Education Teacher, Carrolls Elementary

1.0 FTE

Effective August 23, 2022

Resignation:

Saidov, Evelina - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective June 30, 2022

* = Leave Replacement

TBD = To Be Determined

Distribution List: Human Resources, Payroll, KEA, Student Records Manager, Cody Reid, Business Office

CLASSIFIED PERSONNEL

May 23, 2022

Resignations:

Scott, Gayla - Nutrition Services Helper FFV, Nutrition Services

1.0 hrs/day, 190 days/year

Effective May 6, 2022

Briones, Emileigh, Paraeducator - SpEd/Significant, Kelso High School

6.75 hrs/day, 191 days/year

Effective May 28, 2022

Retirements:

Nunn, Kimberly, Paraeducator - LAP/Title/Playground, Wallace Elementary School

5.25 hrs/day, 190 days/year

Effective June 30, 2022.

Paul, Lori, Administrative Assistant, Curriculum

8.0 hrs/day, 260 days/year

Effective September 1, 2022

* = Temporary Position

TSP = Timesheet Position

TBD = To Be Determined

Distribution List: Human Resources, Payroll, PSE 1/Field Office, PSE 1 President, Cody Reid, Student Records Mgr, PSE 2/Field Office, Special Programs

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Cispus Learning Center	Colin Cossi	Agreement for use of facilities and accommodation for KHS Music Retreat	Estimated cost of \$14,598.00
City of Kelso - Police Department	Melissa Boudreau	KPD to provide training in Police Science education to KSD students & other other district's students enrolled in program	Cost of \$850.00 per student per trimester
FORMA Construction	Scott Westlund	Construction Change Directives for Huntington Middle School CCD-077 Various changes to Boiler Flue	As provided by Article 7.3 and 7.5
FORMA Construction	Scott Westlund	Construction Change Orders for Huntington Middle School CO-06 Various changes noted on attached change order	Estimated cost of \$95,815.00
Frontline Education	Holly Budge	Provide four custom virtual sessions for Time & Attendance	Cost of \$2,100.00
Northwest Enforcement, Inc.	Scott Westlund	Provide Traffic Control Services for KHS and Lexington Elementary. Provide dedicated roving resource Officer when not performing traffic control services.	Cost of \$50.00/hr. for each officer Plus \$900.00/month for patrol vehicle
Purcell Painting & Coatings	Scott Westlund	Provide moisture intrusion repairs on KHS Stadium	Estimated cost of \$546,140.00
Solution Tree Inc.	Mary Beth Tack	Provide professional development services to cohorts of districts over three years beginning August of 2022	Year one cost of \$90,387.00 Year two cost of \$83,884.00 Year three cost of \$84,337.00
Washington State Health Care Authority	Scott Westlund	Amendment to previous contract with HCA for School Based Health Care Services.	Non-Financial

General Fund

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 18, 2022, the board, by a _____ vote,
approves payments, totaling \$999.68. The payments are further identified
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 262404 through 262406, totaling \$999.68

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____

Check Nbr	Vendor Name	Check Date	Check Amount
262404	HCA-SEBB BENEFITS	05/05/2022	826.00
262405	METROPOLITAN LIFE	05/05/2022	170.10
262406	The Standard Insurance Company	05/05/2022	3.58

3	Computer	Check(s) For a Total of	999.68
---	----------	-------------------------	--------

General Fund

The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of April 18, 2022, the board, by a _____ vote, approves payments, totaling \$90.34. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 262407 through 262407, totaling \$90.34

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
262407 VERNIE'S	05/09/2022	90.34

1	Computer	Check(s) For a Total of	90.34
---	----------	-------------------------	-------

RESOLUTION OF AUTHORIZED DISTRICT PERSONNEL

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION 2021/22--10

A Resolution of the Board of Directors certifying those who may sign documents on the Board's behalf related to the Moffit Foundation Grant.

WHEREAS, the Moffit Foundation was established by local resident John Moffit to provide a rotating disbursement of funds for students of special needs to Cowlitz County School Districts and is currently held in trust and managed by Wells Fargo Bank; and,

WHEREAS, Kelso School District is the recipient of trust funds from the Moffit Foundation in 2022/23 school year;

THEREFORE BE IT RESOLVED the following Kelso School District personnel are designated by the Board of Directors to provide district authorization related to the above referenced Moffit Foundation Grant disbursement:

Scott W. Westlund, Chief Financial Officer
Heather Ogden, Director of Special Education

Dated this 23rd day of May 2022, at a regular meeting of the Board of Directors, Kelso District No. 458.

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board

UNFINISHED BUSINESS

A. Policy 2140 Comprehensive School Counseling Program (2nd Reading & Action)

Guidance and Comprehensive School Counseling Program **Policy 2140**

The Kelso Board of Directors recognizes that a comprehensive school counseling program based on current national and state standards of best practice guidance and counseling is an important part of the district's total program of instruction and support for all students. is integral in achieving the district's mission of academic excellence and success for all students.

The district will create a written plan to develop a comprehensive school counseling program of tiered provide counseling and guidance services in accordance with state laws and regulations, school improvement plans, ethical standards, and district policies and procedures. The district will revise its plan as necessary based on relevant data. The district will also create a transition plan that supports the long-term goal of full implementation of the written plan over time.

A school counselor is a professional educator who holds a valid school counselor certification as defined by the professional educator standards board. The board believes sSchool counselors serve a vital role in the comprehensive school counseling program. maximizing student achievement and supporting a safe, compassionate learning environment. The school counselor plans, develops, organizes, and leads delivery of a comprehensive school counseling program that focuses on the academic, career, and social-emotional needs of all students, based on the national standards for school counseling programs of the American School Counselor Association and state standards. School counselors align supports with the district's vision, mission, and school improvement goals. In addition to school counselors, all Educational Staff Associate (ESA) staff, in collaboration, serve to support the implementation of a comprehensive, multi-tiered system of student supports. In the Kelso School District, the purpose and role of the school counselor is to plan, organize, and deliver a comprehensive school guidance and counseling program that personalizes education and supports, promotes, and enhances the academic, personal, social, and career development of all students, based on the national standards for school counseling programs of the American School Counselor Association.

School counselors and other ESA staff implementing the comprehensive school counseling program will spend no less than 80% of their contracted time on direct and indirect supports to students and no more than 20% of their contracted time on program planning and school support activities.

It is the goal of the Kelso Board of Directors that the district's comprehensive school guidance and counseling program will assist every student in acquiring the knowledge, skills, and attitudes needed to become an effective student, responsible citizen, productive worker, and a lifelong learner. To that end, the district will develop and use materials, orientation programs, professional learning, and evidence-based counseling techniques that encourage participation in all available guidance and support opportunities, school programs, and courses of study, including career and vocational technical programs and employment opportunities. based on factors other than sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability or the use of a trained dog guide or service animal.

The district will not deny any student the ability to participate in or benefit from any of its course offerings student support system based on sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation, gender expression or identity, the presence of any sensory, mental or physical disability, or the use of a trained dog guide or service animal any of the categories listed in this policy, whether they take place on or off school grounds or are offered as part of the district's online or alternative learning programs;.

~~Annually, the district will review student enrollment data within courses and programs disaggregated by sex, race, limited English proficiency and disability, including students protected under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act. In reviewing the data, the district will determine whether a substantially disproportionate number of students within these categories are enrolled in a particular course or program. If disproportionality is found, the district will take prompt action to ensure that it is not the result of discrimination in~~

- ~~1. The identification and selection of students;~~
- ~~2. Course and program enrollment criteria;~~
- ~~3. Tests and appraisal instruments;~~
- ~~4. Academic, career and vocational guidance materials;~~
- ~~5. Work study programs and opportunities;~~
- ~~6. Educational scheduling or placement by counselors; or~~
- ~~7. Other factors related to course or program enrollment.~~

The board will provide resources to support the foundation, content, and continuous improvement of a comprehensive K-12 school counseling program, consistent with best practices described in state and national models. As feasible within existing resources, all school counseling programs will include the following elements: guidance classroom counseling curriculum, individual student planning, responsive services, and systems support for the counseling program. ~~The superintendent or a designee will develop procedures to implement this policy.~~

Cross References:	Policy 2170	Career and Technical Education
	Policy 3112	Social Emotional Climate
	Policy 3210	Nondiscrimination
	Policy 3123	Withdrawal Prior to Graduation
Legal References:	RCW 28A.410.043	School counselor certification
	WAC 392.190.010	Agency filings affecting this section Counseling and guidance services – Course and program enrollment
	RCW 28A.320.280	School counselors, social workers, and psychologists – Priorities
	RCW 28A.320.290	School counselors, social workers, and psychologists – Professional Collaboration
	RCW 28A.320.600-620	

Management
Resources:

Policy & Legal News

2022 – March

2014 – December

2008 – December

Adopted: 04.11.16

Revised:

NEW BUSINESS

- A. Kelso High School & Career Technical Education (CTE) Achievement Presentation
- B. Athletic Report
- C. Resolution 2021/22-09 WIAA Renewal (Action)
- D. Student Discipline Update
- E. Procedure 3416P Medication at School (Information)
- F. Learning Material Adoptions (Action)
 - a. K-5 Math Materials
 - b. 6-8 Math Materials
- G. Family Community Resource Center Update
- H. Transitional Kindergarten (TK) Update
- I. Washington State School Vaping Litigation (Action)
- J. Superintendents Report

**KELSO HIGH SCHOOL &
CAREER TECHNICAL
EDUCATION (CTE)
ACHIEVEMENT
PRESENTATION**

ATHLETIC REPORT

SCHOOL BOARD RESOLUTION

Electronic form available at: wiaa.com/resolution.aspx

Return by the second Friday in June annually.

School District Type (select one): ☒ Public ☐ Private ☐ Charter ☐ Tribal

School District Name: Kelso School District Resolution # (optional): 2021/22-09 Date: 5/23/22

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 **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) 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 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 & MEMBERSHIP BILLING

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 WIAA membership form.

Member schools will be billed in August according to the Membership Fee Structure outlined in the handbook of the upcoming school year. Labor and Industries (L&I) fees will be included on the bills sent out to each member school at that time. Per Rule 3.6.4: Member school service and Labor and Industries fees are due November 1. Schools that fail to submit service and L & I fees by December 1 will be excluded from participation in regular season contests and culminating events until fees are remitted and be assessed a \$100.00 late fee.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Mary Beth Tack Signature: _____

School Board President (if applicable): Jeane Conrad Signature: _____

School Board Members (list WIAA Contact as first school board member):

1. Mike Haas Signature: _____

2. Leah Moore Signature: _____

3. Karen Grafton Signature: _____

4. Ron Huntington Signature: _____

5. Signature: _____

STUDENT DISCIPLINE UPDATE

Medication at School

Procedure 3416P

Medication at School

Each school principal, **in consultation with the school Registered Nurse (RN)**, will authorize two (2) staff members to administer **all medications including over the counter medications**. ~~prescribed or non-prescribed medication~~. These designated staff members will receive RN delegation prior to the opening of school each year.

For purposes of this procedure, “medication” means oral medication, topical medication, eye drops, ear drops and nasal spray. This definition DOES NOT include over-the-counter topical sunscreen products regulated by the US Food and Drug Administration (see Sunscreen section below). Oral medications are administered by mouth either by swallowing or by inhaling and may include administration by mask if the mask covers the mouth or mouth and nose.

Medication may be dispensed to students on a scheduled basis upon written authorization from a parent with a written request by a licensed health professional prescribing within the scope of their prescriptive authority. **If the medication is to be administered more than fifteen consecutive days, the written request must be accompanied by written instructions from a licensed health professional.** ~~The written requests must be accompanied by written instructions from a licensed health professional.~~ Requests will be valid for not more than the current school year. **All new orders for medication, or medication order changes must be approved by the supervising RN prior to school staff administering the first dose.** ~~The prescribed or non-prescribed must be properly labeled and be contained in the original container. The dispenser of prescribed or non-prescribed oral medication will:~~

All medications must be properly labeled and be contained in the original container. Individuals administering medications will:

- A. Collect the medication directly from the parent/**guardian** (students should not transport medication to **and from school except for medications needed for the treatment of medical emergencies**). ~~Collect a medication request and~~ authorization form properly signed by the parent/**guardian** and by the prescribing licensed health professional (LHP) **if the medication is to be administered for more than fifteen consecutive days.** ~~and collect instructions from the prescribing health professional;~~
- B. **Count the medication and record the number of pills or amount of liquid medication received, with initials and date received, on the medication log. It is preferable to have two people count and initial; Counting of controlled substances at least weekly as recommended by the Board of Pharmacy. On weekly medication counts, the nurse must have assistance and a witness to the actual count of the medications.**
- C. Store the prescription or ~~non-prescribed~~ OTC medication (not more than a twenty (20) day supply) in a locked, substantially constructed cabinet **or limited access area (for emergency medications);**
- D. **Maintain a current record which indicates that the medication was administered. If a dose is missed, note the reason, e.g. “absent.” This record must be kept for 8 years;**
- E. **Medications may not be given after the date specified on the authorization form or expiration date on the label.**
- F. **Report medication errors to the school nurse immediately.**

- G. ~~Maintain a daily record which indicates that the prescribed oral medication was dispensed.~~
- H. ~~Provide for delegation, training and supervision by a physician or registered nurse.~~

Provide for supervision by a physician or registered nurse. A copy of ~~this~~ **the medication** policy and procedure will be provided to the parent upon request.

~~Prescribed and over the counter~~ **Oral or tropical medications, eye drops or ear drops, or nasal spray** may be administered by a registered nurse, a licensed practical nurse, or **designated staff who are delegated to trained, and supervised by the RN.** ~~an authorized staff member.~~

Nasal sprays containing legend (prescription) drugs or controlled substances may only be administered by a school nurse, or, if a school nurse is not present on school premises, an authorized school employee; or a parent-designated adult with training as required by RCW 28A.210.260 **may also administer the medication when a nurse is not in the building. After a school employee who is not a school nurse administers a nasal spray that is a controlled substance, the employee must summon emergency medical assistance as soon as practicable except in instances when the administration of the nasal spray occurs routinely as documented in emergency care plan signed by parent or guardian and LHP.**

No ~~prescribed~~ medication will be administered by injection by **unlicensed school** staff except when a student is susceptible to a ~~predetermined, life-endangering situation.~~ **life-threatening anaphylactic condition consistent with Policy and Procedure 3419 – Self-Administration of Asthma and Anaphylaxis Medications and Policy and Procedure 3420 - Anaphylaxis Prevention and when acting as a parent designated adult for students with diabetes, or when acting as designated trained responder for opioid overdose reversal medication administration consistent with Policy and Procedure 3424 – Opioid Related Overdose Reversal.**

The parent will submit a written **authorization** ~~statement which grants a staff member the authority~~ **authorization** to act according to the specific written orders and supporting directions provided by licensed health professional prescribing within his or her prescriptive authority (e.g., medication administered to counteract a reaction to a bee sting). Such medication will be administered by staff trained by the supervising registered nurse to administer such an injection.

Written orders for emergency medication, signed and dated, from the licensed health professional prescribing within his or her prescriptive authority will:

- A. State that the student suffers from an allergy which may result in an anaphylactic reaction;
- B. Identify the drug, the mode of administration, and the dose. ~~Epinephrine administered by inhalation, rather than injection, may be a treatment option. This decision must be made by the licensed health professional prescribing within his or her prescriptive authority;~~
- C. Indicate when the ~~injection~~ **medication** will be administered based on anticipated symptoms ~~or time lapse from exposure to the allergen;~~
- D. Recommend follow-up after administration, ~~which may include~~ administration of additional medications, transport to hospital; and

- E. Specify how to report to the health professional prescribing within his or her prescriptive authority and any record keeping recommendations.

If a health professional and a student's parent request that a student be permitted to carry his/or her own medication and/or be permitted to self-administer the medication, the principal may grant permission after consulting with the school nurse. The process for requesting and providing instructions will be the same as established for all medications. The principal and nurse will take into account the age, maturity and capability of the student; the nature of the medication; the circumstances under which the student will or may have to self-administer the medication and other issues relevant in the specific case before authorizing a student to carry and/or self-administer medication at school. Except in the case of multi-dose devices (like asthma inhalers), students shall only carry one day's supply of medication at a time. Violations of any conditions placed on the student permitted to carry and/or self-administer his/her own medication may result in termination of that permission, as well as the imposition of discipline when appropriate.

~~Written documentation is required if a parent/guardian, or student of legal age, chooses to discontinue a medication that is required for a life threatening health condition under RCW 28A.210.320. Consultation with District Registered Nurse will be required.~~

Sunscreen

Over-the-counter topical sunscreen products may be possessed and used by students, parents, and school staff, without a written prescription or note from a licensed health care provider, if the following conditions are met:

- A. The product is regulated by the US food and Drug Administration as an over-the-counter **counter** sunscreen product; and
- B. If possessed by a student, the product is provided to the student by their parent or guardian.

Students who possess over-the-counter topical sunscreen products that meet the above criteria may carry up to 8 ounces at a time, preferably with the container in a plastic bag.

Violations of any conditions placed on the student permitted to carry and/or self-administer his or her own sunscreen products may result in confiscation and termination of that permission, as well as the imposition of discipline when appropriate.

School staff may assist students in application of sunscreen products in certain circumstances and in the presence of another staff member. The appropriate staff member will take into account the age, maturity and capability of the student, the need for the application of the sunscreen, and other issues relevant in the specific case, before assisting students in application of sunscreen products at school or during school-sponsored events. However, staff members are not required to assist students in applying sunscreen.

~~The District may provide education to students regarding sun safety guidelines.~~

Parent-Designated Adult Care of Students with Epilepsy

The policy and procedure for parent designated adults caring for students with epilepsy or students with diabetes are:

- 3411 – Accommodating Students with Seizure Disorders or Epilepsy
- 3415 – Accommodating Students with Diabetes

Parents of students with epilepsy may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they will not be required to participate. Parent-designated adults who are school employees will file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult.

Parent-designated adults who are school employees are required to receive training in caring for students with epilepsy from the school nurse. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care (including medication administration) requested by the parent.

Parent-designated adults who are not school employees are required to show evidence of comparable training, and meet school district requirements for volunteers. Parent-designated adults will receive additional training from a parent-selected health care professional or expert in epileptic care to provide the care requested by the parent. The Kelso School District is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

Adopted: 06.2007

Revised: 06.2008 | 08.2011 | 05.20.13 | 05.26.15 | 01.22.18

LEARNING MATERIALS ADOPTIONS

- K-5 MATH MATERIALS**
- 6-8 MATH MATERIALS**

FAMILY COMMUNITY RESOURCE CENTER UPDATE

TRANSITIONAL KINDERGARTEN UPDATE

JUUL LAWSUIT UPDATE

WASHINGTON STATE SCHOOL VAPING LITIGATION

SUPERINTENDENTS REPORT