

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
5/23/22

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 Kelso High School Library and through a Zoom online/phone platform.

Board Members:	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (Absent) Mike Haas - Vice President (In-Person) Ron Huntington (Absent)
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 (In-Person)
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: brian cosgrove, Ray Byers, Claudia Lopez, Laura Countouriotis, Milinda Makindi, Keri Hickman, Animal Hassan, Colleen Shuttleworth, Kalena Gillihan, Amy Coy, Monica Ramey, Veronica Pauon, Ana Herrera, Kelly Holter and others not signed in.

Multilingual Learners - Tammy Trafelet

Elementary

Staff & Student Recognition



- Barnes: Claudia Lopez
 - *Keyla Antonio Cipriano*
 - *Rodrigo Romero Cruz*
- Butler Acres: Tara Ennis
 - *Emely Pocasangre*
 - *Blaniece Flores*
- Lexington: Kelly Teeters and Becky Richards
 - *Yudith Galindo-Gomez*
 - *Andrea Martinez*
 - *Sue-Rita Moses*
 - *Cisco Moses*
- Rose Valley: Kelly Holter
 - *Alex (Alejandro) Carapia-Herrera*
- Wallace: Melinda Makinson and Laura Countouriotis
 - *Brenda Ledezma*
 - *Samiya Ali*
 - *Imson Kantito*

Secondary

Staff & Student Recognition



- Coweeman MS, Sam Brosnan
 - *Yuridia Almonte Quevedo*
 - *Erika Rangel*
- Huntington MS, Tammy Trafelet
 - *Bryan Perez-Paz*
 - *Naianne Kenit*
- Kelso HS, Karen Krieder
 - *Isiro Werner*
 - *Rene Rivera Jr.*

Angie Knowles
(ELD KHS Counselor)

Lori Paul
(Secretary)

Anter Sasuo
(Chuukese Interpreter)

Sonja Cardenas
(Spanish Interpreter)

Maria Rodriguez
(Wallace Office Support/Spanish Interpreter)



Lori Paul



Sonja Cardenas



Maria Rodriguez



Anter Sasuo



Angie Knowles

Multilingual Education Program Goals



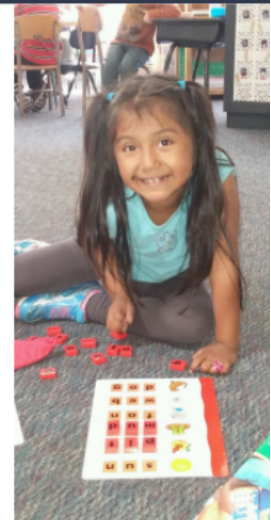
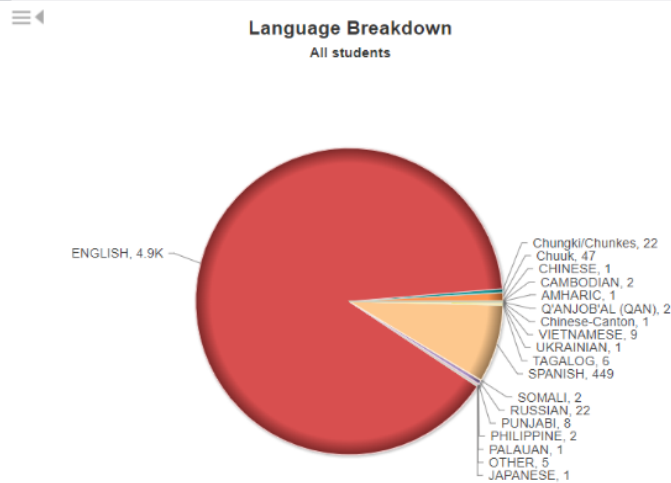
The overall goal of our multilingual program is to provide learning experiences and opportunities for our students to reach full parity with their native English-speaking peers.

These include;

- *To communicate effectively.*
- *To access academic standards in all content areas.*
- *To become competent in the areas of reading, writing, speaking, listening*



20 different languages spoken in Kelso!

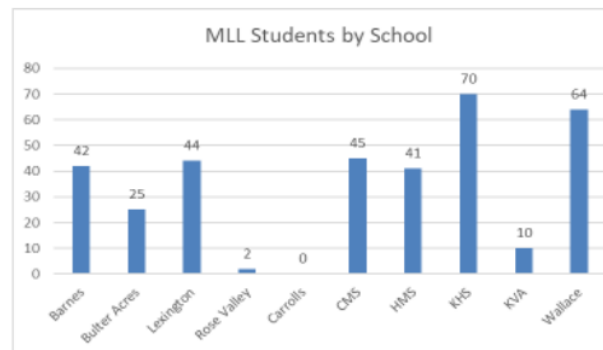
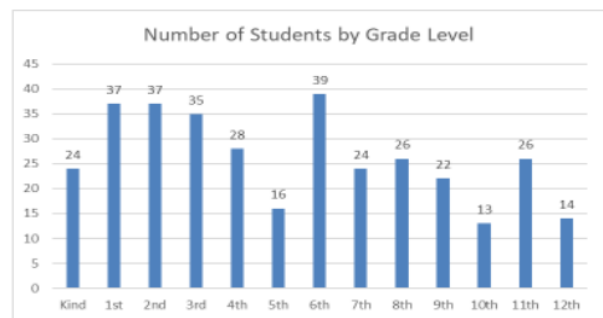


By the Numbers...



Due to the United States Department of Education assessment waivers for MLL programs since 2019, we have no state data to share at this time.

This years WIDA assessment data is expected by the end of this month.



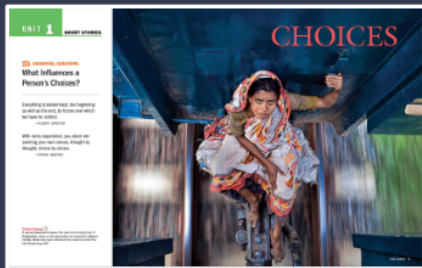
Elementary English Language Development

- 180 students (120 ELD Services)
- Average 120-150 minutes per week of direct instruction provided 7 staff
- National Geographic-Our World Materials
- PD throughout the year



Secondary English Language Development

- 160 Students (80 ELD Services)
- 2 Middle School ELD Classes
- 3 High School ELD Classes
- ML Endorsed Teachers
- National Geographic-INSIDE and EDGE Materials
- Monthly PLC Meetings



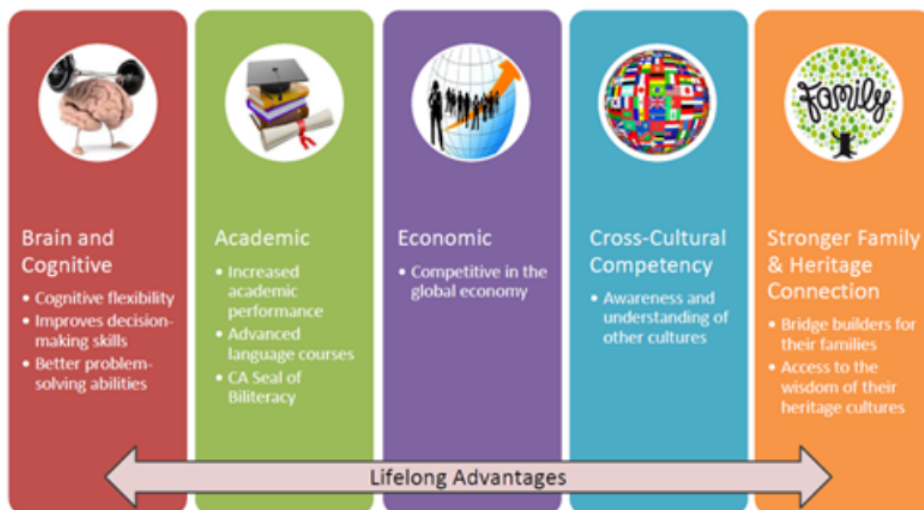
*“....is a group of states dedicated to the design and implementation of **high standards and equitable educational opportunities** for English learners.”*

Four Big Ideas

- Equity of Opportunity and Access
- Collaboration among stakeholders
- Integration of Content and Language
- Functional Approach to Language Development



What are the research benefits
of being bilingual?



“Around the world, more than half of people – estimates vary from 60 to 75 percent – speak at least two languages” (Vince, 2016).



"Teachers have more diverse classrooms today. We don't have students sitting in front of us with the same background or experience, so instruction has to be different," she says. "It needs to build on individual and cultural experiences and their prior knowledge. It needs to be justice-oriented and reflect the social context we're in now. That's what we mean when we talk about culturally responsive teaching."

Adjourn at 5:48 p.m.

X

President

X

Secretary