

BOARD OF DIRECTORS

October 17, 2022





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
October 17, 2022 @ Roy Parsons Executive Board Room & Zoom
5:00 p.m. Work Session – SEL & Wellness – Staff & Student
6:00 Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from September 26, 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 2022/23-04 CMS Associated Student Body Petty Cash Increase

UNFINISHED BUSINESS

NEW BUSINESS

- A. Construction Update Forma/CSG/Collins
- B. Budget Update – August Scott Westlund
- C. Acceptance of Bid for Rose Valley Elementary School Modernization Project (Action) Scott Westlund
- D. Policy 2110 Transitional Bilingual Instruction Program (1st Reading) Paige Kelsey
- E. Policy 4218/4218P Language Access (1st Reading) Paige Kelsey
- F. Policy 2161P Special Education and Related Services for Eligible Students (Information) Heather Ogden
- G. Policy 2165 Home or Hospital Instruction (1st Reading) Heather Ogden
- H. Legislative Assembly Update Leah Moore
- I. Superintendent's Report Mary 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

2022/2023 School Board Calendar

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 12 5:00 Work Session (Graduation Requirements) 6:00 Regular Board Meeting	October 17 5:00 Work Session (SEL & Wellness—Staff & Students) 6:00 Regular Board Meeting Construction Update	November 7 5:00 Work Session (SIPS) 6:00 Regular Board Meeting	December 12 5:00 Work Session (ELA) 6:00 Regular Board Meeting
September 26 5:00 Work Session (Annual Data Review) 6:00 Regular Board Meeting		November 21 5:00 Work Session (Early Learning) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 23 5:00 Work Session (Budget) 6:00 Regular Board Meeting Construction Update	February 13 5:00 Work Session (Math) 6:00 Regular Board Meeting	March 6 5:00 Work Session (Board Update) 6:00 Regular Board Meeting	April 17 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting Construction Update
		March 20 5:00 Work Session (MLL) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 8 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 5 5:00 Regular Board Meeting	July 10 5:00 Regular Board Meeting Construction Update	August 14 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 22 5:00 Work Session (Science)			



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

★ 2022-23 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.

★ 2022-23 PRIORITY

- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments.



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

★ 2022-23 PRIORITIES

- Enhance our culture of belonging and engagement for students and staff while sustaining clear safe-school protocols.
- Elevate student voice in the improvement process through meaningful dialogue and engagement.



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 enrollment; they review their HSBP multiple times during the school year

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

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

100% of middle and high school students complete forecasting per their HSBP

Increase opportunities for students to explore career opportunities and requirements

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

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

Develop college and career readiness activities that articulate between middle and high schools so students see the importance of forecasting

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

100% of high school students complete:

- a resume
- the FAFSA application

Increase percentage of high school students who persist to completing a CTE industry certificate

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
<p>Improve school climate and inclusion</p>	<p>Implement and sustain a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools</p> <p>Implement and sustain 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 KSD 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>Realize a reduction in prevailing risk factors for students identified within the Healthy Youth Survey Data and increase classroom and school inclusion as measured by decreased school suspension rates</p> <p>90% of students will report they learn in an environment that is physically and emotionally safe</p>
<p>Increase student and family access to, and awareness of, school based counseling and the availability of mental health services</p>	<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 and families accessing and receiving school- and community-based counseling and mental/physical health services</p>
<p>Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff</p>	<p>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>Improve staff attendance, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce as measured by staff surveys and Employee Assistance Plan (EAP) usage data</p>



Roadmap COMMUNICATION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Engage with Kelso community using a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Continue regular engagement via Hilander Highlights, Family Connection, Chamber newsletter, and ThoughtExchange surveys</p> <p>Maintain and update information on district websites</p> <p>Maintain proactive media relations</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>
Enhance an effective employee communication plan to improve internal communication and employee engagement	<p>Communicate strategic goals and priorities via:</p> <ul style="list-style-type: none"> • <i>Inside Connections</i> for all staff • Safe Schools Emergency documents • 100% posters, Grad Rate posters, Class of posters • Timely district department updates 	<p>All staff know district mission, vision, goals, and progress</p> <p>Staff feel valued, connected, and honored</p> <p>Yearly employee recognition and appreciation campaigns</p>
Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management	<p>Enhance key communicator network connections among regional leaders</p> <p>Build and maintain partnerships with local business and community leaders</p> <p>Develop and standardize key safety preparedness and crisis communication protocols and documents</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community and regional partnerships</p> <p>Staff, students, families, and key community leaders have confidence in district safety preparedness and crisis management</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
Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness	<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 in early learning professional development</p>
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	<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>Continue to explore additional early learning opportunities for Kelso kids</p>	<p>Transitions plans are developed for 100% of identified students</p> <p>Transitional Kindergarten and preschool is implemented to support at least 120 students and families</p> <p>Increased number of incoming students showing kindergarten readiness</p>
Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards	<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

Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation

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

Annual budget approved by Kelso School Board

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 standards-based instruction responsive to individual learning, then all Kelso students will have the desire to learn at high levels and graduate career- and college-ready.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system</p>	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
<p>Implement standards-aligned teaching and learning based on equitable and inclusionary practices</p>	<p>Ensure that all students have access to rigorous, standards-based curriculum</p> <p>Provide professional development to ensure instructional strategies are differentiated to meet the learning needs of all students</p> <p>Implement and sustain a comprehensive, academic Multi-Tiered System of Support (MTSS) model</p>	<p>100% of students enroll in academic rigorous course work as measured by Academic Rigor Index</p> <p>100% of students experience differentiated instruction in their classrooms</p> <p>100% of students will access core classroom instructional time</p>
<p>Implement data-informed continuous improvement processes at every level</p>	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework</p> <p>100% of staff advocates for fair and equitable practices for all students</p>

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

CONSENT AGENDA

- A. Minutes from September 26, 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 2022/23-04 CMS Associated Student Body Petty Cash Increase

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/26/22

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

Board Members:	Leah Moore (Absent - Excused) 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 Gunnar Guttormsen– 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 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, Lacey DeWeert, Paige Kelsey, Laura Kiefer, James Kiefer.

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -
Principal Appreciation Month

COMMENTS & QUESTIONS –
No comments were submitted before the meeting and no comments were made at the meeting either on Zoom or in person.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of September 12, 2022 Board Meeting & Work Session

Certificated Employment Recommendations

Classified Employment Recommendations

Contracts

Resolution 202223-03 Credit Card Use

Surplus of Items

Motion to Approve By: Director Huntington

Seconded By: Director Haas

Action: Motion passes unanimously

UNFINISHED BUSINESS

APPROVED POLICY 2021/2021P LIBRARY INFO AND TECH PROGRAMS - MARY BETH TACK

Changes are in addition to the first sentence regarding media sources remaining balanced. As well as adding and designee to the policy with Superintendent.

Procedure added a reconsideration of challenges instead of requests.

Motion to Approve By: Director Huntington

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED POLICY 3122/3122P EXCUSED AND UNEXCUSED ABSENCES - GUNNAR GUTTORMSEN

Language supports synchronous and asynchronous and how it aligns to attendance. This allows us to understand where these categories fit. Clear guidance on policies around attendance. (We will communicate with families what terms mean).

Since last meeting we have added “or Designee” after Superintendent in the policy on page

Motion to Approve By: Director Haas

Seconded By: Director Huntington

Action: Motion passes unanimously

APPROVED POLICY 5001 HIRING OF RETIRED SCHOOL EMPLOYEES - HOLLY BUDGE

All of the language added by WSSDA is driven by HB 1699. Page 2 removes old policy language. Below is a cheat sheet that for reference.

TRS, PERS, and SERS Plans I, II, and III

Legislation in 1976 created the Washington State Department of Retirement Systems (DRS) to administer the Teachers', Public Employees', Law Enforcement Officers' and Fire Fighters', State Patrol, and Judicial Retirement Systems, and the Judges' Retirement Fund. The Director of DRS is appointed by the Governor and is responsible for the administration of all the different systems covered. School personnel are covered under three of the retirement systems. Questions about each of these plans can be answered by the personnel office of your employing school district or by the Department of Retirement Systems.

WASHINGTON STATE PENSION PLANS

Washington State sponsors 14 retirement plans for different classes of employees. School employees are limited to the Teachers Retirement Systems (TRS), School Employees Retirement Systems (SERS), and the Public Employees Retirement Systems (PERS).

TRS & PERS 1:

- Closed to new employees in 1977.
- Full defined benefit pension.
- Full Retirement age at 55.
- Benefit provides 2% of salary per year of public employment, up to 30 years.
- Final pension amount based on average of two highest salary years.
- Cost of Living Adjustments eliminated in 2011.

TRS, SERS, & PERS 2:

- Available to all general government employees, classified school employees, and some teachers beginning public employment after 1977.
- Full defined benefit pension.
- Full retirement age at 65. For early retirement options, contact DRS.
- Benefit provides 2% of salary per year of service. No limit on benefit accumulation.
- Final pension amount based on average of five highest salary years.
- Five years of service are required for plan vesting.
- Cost of Living Adjustment is fixed to the Consumer Price Index.

TRS, SERS, & PERS 3:

- Available to all general government employees, classified school employees and teachers.
- Hybrid retirement plan including a defined benefit pension and defined contribution portion. The State contributes to the DB portion, and the employee contributes to the DC portion.
- Ten years of service are required for plan vesting. Five years if employee is over 43 years old.
- Full retirement age at 65. For early retirement options, contact DRS.
- Defined benefit provides 1% of salary per year of service.
- Final pension amount based on average of five highest salary years.
- Defined contribution benefit determined by employee contributions and investment returns.
- Cost of Living Adjustment fixed to the Consumer Price Index. Default plan for employees who do not make a choice on retirement within 90 days.

Motion to Approve By: Director Grafton

Seconded By: Director Huntington
Action: Motion passes unanimously

APPROVED POLICY 5610 SUBSTITUTE EMPLOYMENT - HOLLY BUDGE

Minor changes on first 2 pages regarding designee language as well as changes language around substitute teachers who are on assignment beyond 5 days. Our contract is up to date, now the policy matches.

Reference to policy 5001 as well.

Added number of hours worked

Added an additional report item - report the number of substitute teachers who receive benefits to OSPI.

Motion to Approve By: Director Haas

Seconded By: Director Huntington

Action: Motion passes unanimously

APPROVED POLICY 5612 TEMPORARY ADMINISTRATORS - HOLLY BUDGE

Allows retired administrators to sub as administrators when the need arises.

Motion to Approve By: Director Huntington

Seconded By: Director Haas

Action: Motion passes unanimously

NEW BUSINESS

SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- HMS Team Kim Allais and Chris Wiseman
 - Transition - Warriors through the last year and a half.
 - HMS Staff has all been amazing
- Transportation David McDaniel
 - Ridership is up
 - Hiring success
 - Strong Team
- ELA/Literacy Team
 - Literacy is critically important to our world
 - All K-12 staff is strong and moving forward
 - Paige Kelsey is a great addition to our team

FOR THE GOOD OF THE ORDER

- General Assembly starts this week - Thank you to Representative Leah Moore

Adjourn at 6:18 p.m.

X _____

President

X _____

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/26/22

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 (Absent - Excused)
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
Gunnar Guttormsen – 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: Lacey DeWeert, Paige Kelsey, Laura Kiefer, James Kiefer

Assessment Data - Gunnar Guttormsen



District Level Academic Achievement and Growth Data

2021-2022

100% GRADUATING

CAREER, COLLEGE & COMMUNITY READY

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



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.

★ 2022-23 PRIORITY

- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments.

FISCAL RESPONSIBILITY

★ 2022-23 PRIORITY

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



EARLY LEARNING

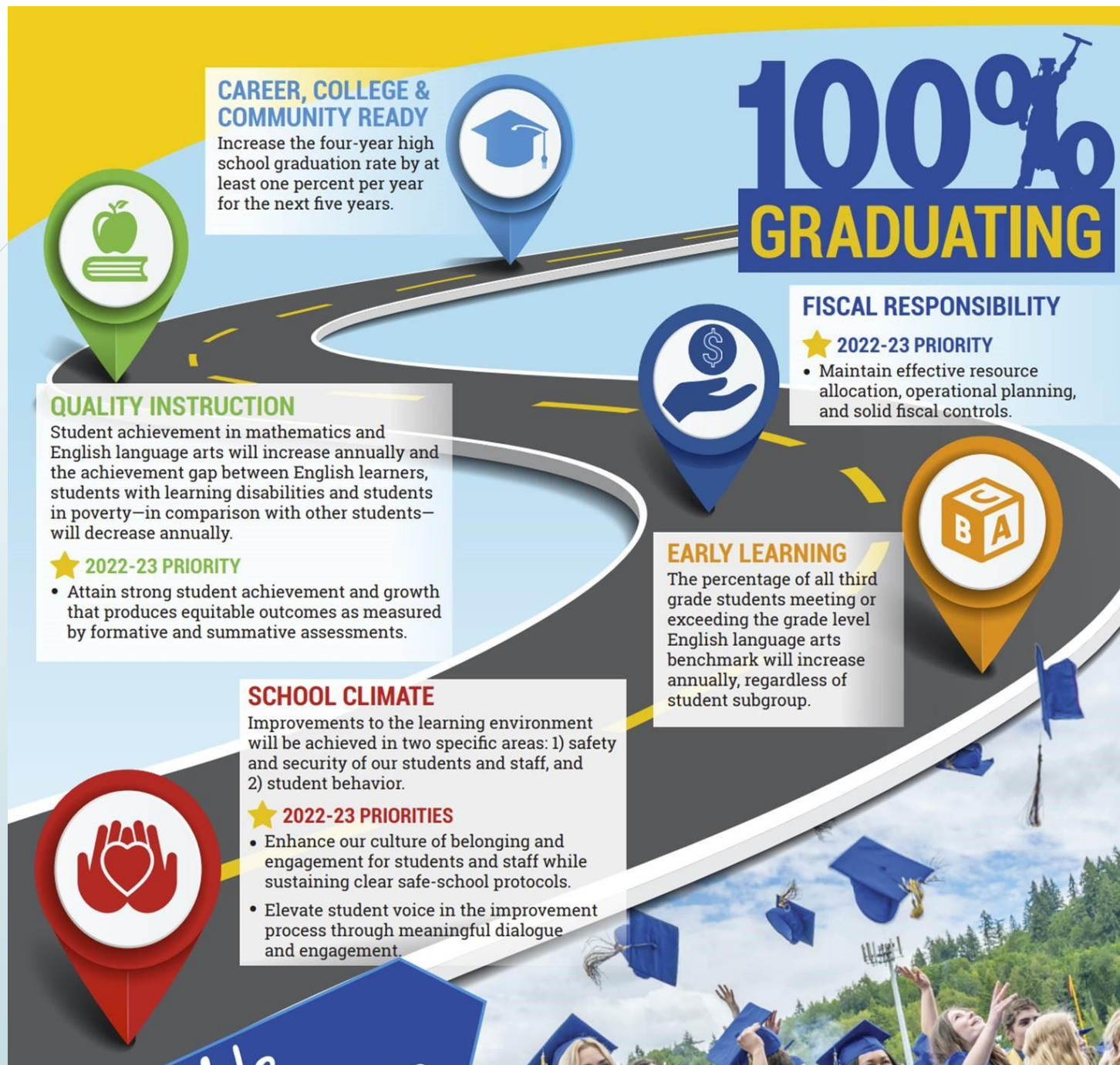
The percentage of all third grade students meeting or exceeding the grade level English language arts benchmark will increase annually, regardless of student subgroup.

SCHOOL CLIMATE

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

★ 2022-23 PRIORITIES

- Enhance our culture of belonging and engagement for students and staff while sustaining clear safe-school protocols.
- Elevate student voice in the improvement process through meaningful dialogue and engagement.



Roadmap - Quality Instruction

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework</p> <p>100% of staff advocates for fair and equitable practices for all students</p>



21-22 Data

- Public release of Spring 2022 ELA, Math & Science scores was September 10
- WCAS reports arrive early October
- Transitioning to Digital Family Reports

Kelso SD Report Card

Report Card



4,838

Students Enrolled
2021-22 School Year

43.4%

Met ELA
Standards

26.2%

Met Math
Standards

42.5%

Met Science
Standard

Spring 2022



90%

Graduated in 4 Years
2020-21 School Year



29.1%

High Math
Growth

31.1%

High ELA
Growth

2018-19 School Year



67.5%

Students Regularly Attend
2020-21 School Year



\$13,454

Per-pupil Expenditure
2019-20 School Year



313

Number of Classroom
Teachers
2020-21 School Year



12.6

Average Years of Teaching
Experience
2020-21 School Year

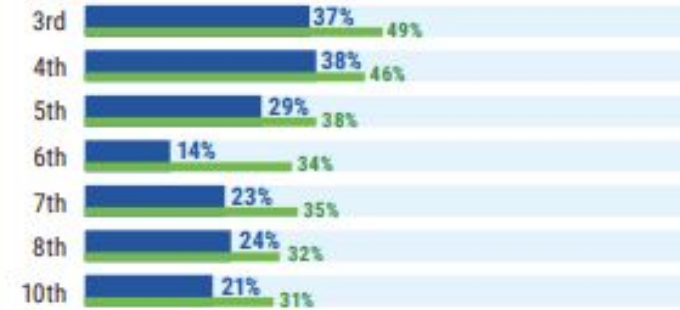
Data is collected on different timelines throughout the year. To provide the most current data possible, each measure is updated as data becomes available.

Annual Report - ASSESSING GRADE LEVEL STANDARDS

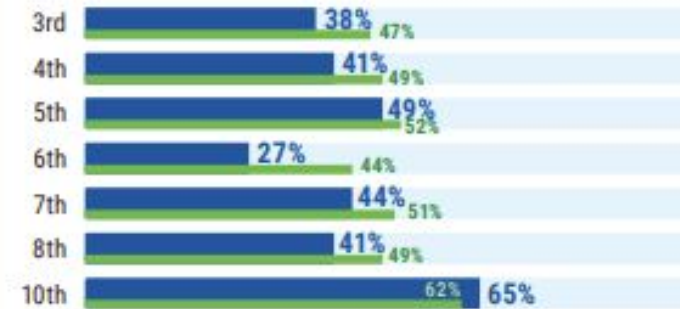
The 2022 Smarter Balanced Assessments (SBA) and Washington Comprehensive Assessment of Science (WCAS) are the first spring statewide tests since the COVID-19 pandemic began. They are one measurement among several intended to gauge student performance relative to grade-level learning goals in math, English language arts, and science. We gauge student learning and growth in multiple ways, including engagement, attendance, grades, and classroom-based assignments and assessments. With the dedicated work of our Kelso staff, we continue to focus on ensuring each and every student learns at grade level or higher.

SPRING 2022 STATE ASSESSMENTS *% of students meeting standards by grade*

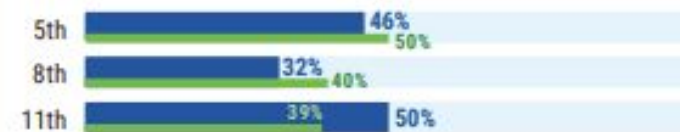
MATHEMATICS



ENGLISH LANGUAGE ARTS



SCIENCE



● KELSO ● STATE AVERAGE

Grade 5 WCAS By School

Organization	Assessment Grade	Academic Year	Group	Students Tested	Achievement Comparison	Average Scale Score ± Error Band	Level 1	Level 2	Level 3	Level 4
State WASHINGTON	5	2021-22	Overall	76361		696 ± 0	25%	22%	34%	17%
District Kelso School Dis...	5	2021-22	Overall	351		684 ± 4	26%	25%	37%	9%
School Barnes Elementary	5	2021-22	Overall	45		695 ± 10	22%	24%	40%	13%
School Butler Acres Ele...	5	2021-22	Overall	68		693 ± 9	26%	17%	41%	14%
School Carrolls Element...	5	2021-22	Overall	16		688 ± 21	31%	18%	37%	12%
School Kelso Virtual Aca...	5	2021-22	Overall	8		661 ± 29	50%	12%	25%	12%
School Lexington Eleme...	5	2021-22	Overall	130		680 ± 6	23%	30%	38%	7%
School Rose Valley Elem...	5	2021-22	Overall	22		695 ± 13	13%	31%	40%	13%
School Wallace Element...	5	2021-22	Overall	62		670 ± 9	35%	27%	32%	4%

Grade 8 & 11 WCAS By School

State	WASHINGTON	8	2021-22	Overall	78563		685 ± 0	34%	23%	20%	22%
District	Kelso School Dis...	8	2021-22	Overall	344		667 ± 4	41%	22%	19%	15%
School	Coweeman Midd...	8	2021-22	Overall	168		674 ± 6	35%	26%	21%	16%
School	Huntington Mid...	8	2021-22	Overall	156		662 ± 7	46%	19%	19%	14%
School	Kelso Virtual Aca...	8	2021-22	Overall	20		648 ± 15	55%	20%	10%	15%
State	WASHINGTON	11	2021-22	Overall	55986		699 ± 0	21%	23%	42%	12%
District	Kelso School Dis...	11	2021-22	Overall	337		693 ± 4	21%	24%	45%	8%
School	Kelso High School	11	2021-22	Overall	300		696 ± 4	19%	23%	48%	9%
School	Kelso Virtual Aca...	11	2021-22	Overall	35		666 ± 11	37%	31%	28%	2%
School	Loowit High Sch...	11	2021-22	Overall	2		664 ± 117	50%	0%	50%	0%

Grade 3 SBA ELA By School

Launcher ▾

Gr 3 ELA by Scho...

Gr 4 ELA by Scho...

Gr 5 ELA by Scho...

Gr 6 ELA by Scho...

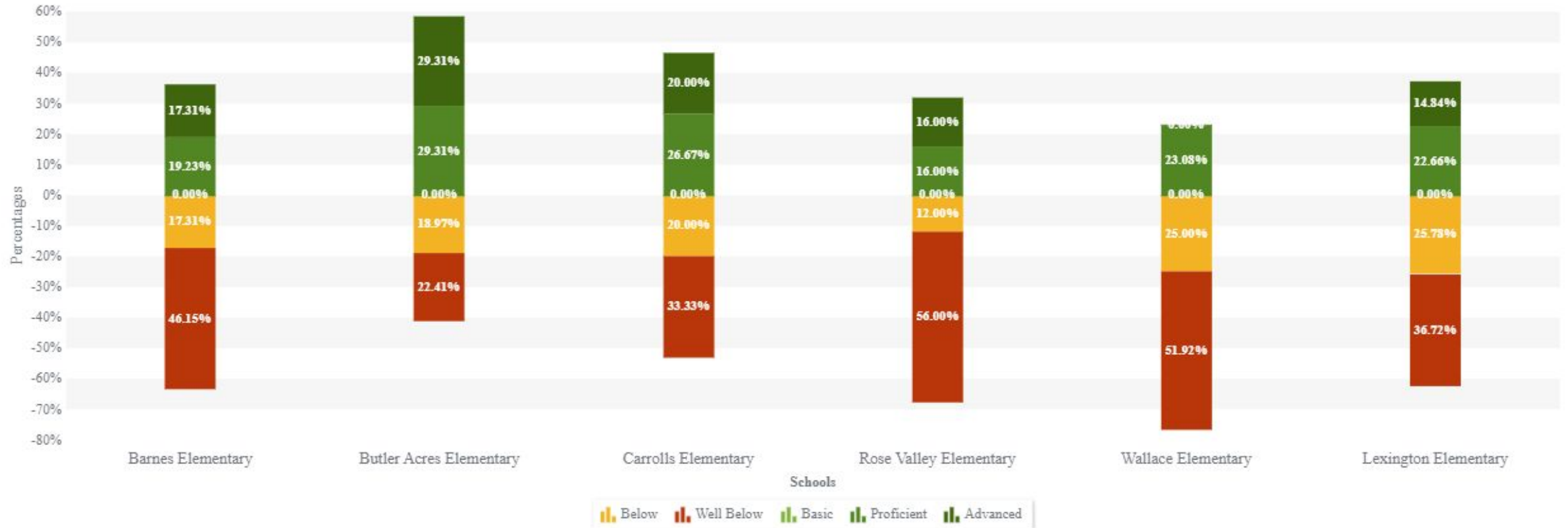
Gr 7 ELA by Scho...

Gr 8 ELA by Scho...



Performance Level Percentages on SBA Summative ELA/Literacy Gr 3 ▾

for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾

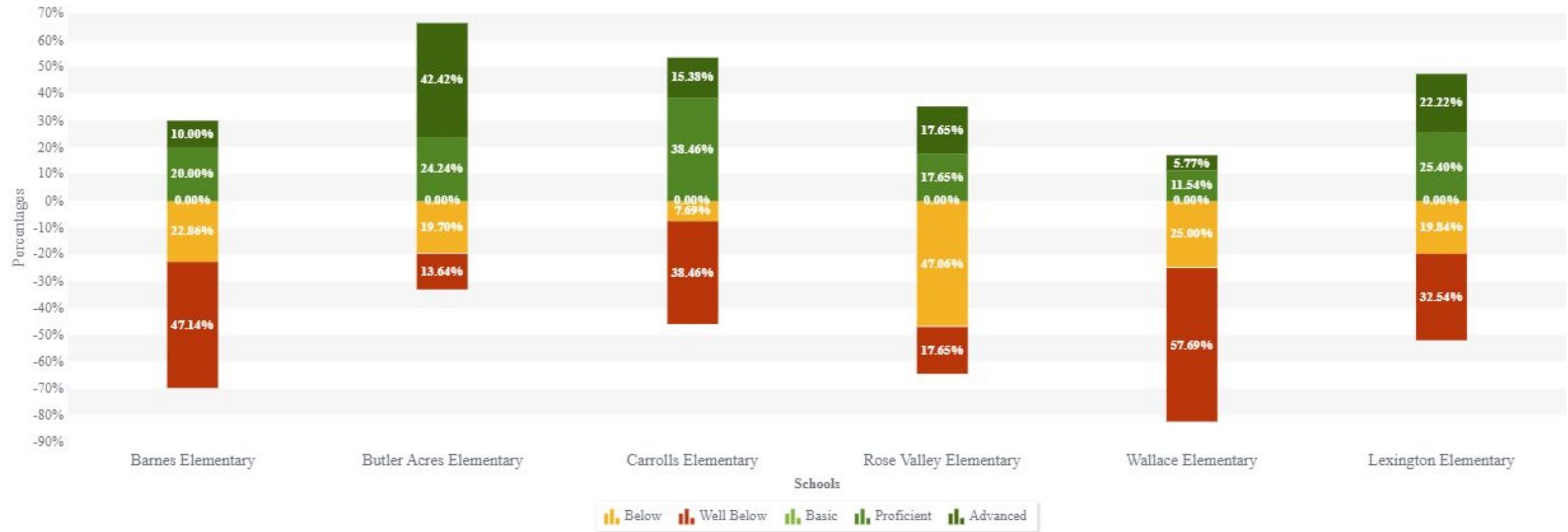


Grade 4 SBA ELA By School

[Launcher ▾](#)[Gr 3 ELA by Scho...](#)[Gr 4 ELA by Scho...](#)[Gr 5 ELA by Scho...](#)[Gr 6 ELA by Scho...](#)[Gr 7 ELA by Scho...](#)[Gr 8 ELA by Scho...](#)

Performance Level Percentages on SBA Summative ELA/Literacy Gr 4 ▾

for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾



Grade 5 SBA ELA By School

Launcher ▾ Gr 3 ELA by Scho... Gr 4 ELA by Scho... Gr 5 ELA by Scho... Gr 6 ELA by Scho... Gr 7 ELA by Scho... Gr 8 ELA by Scho...

Performance Level Percentages on SBA Summative ELA/Literacy Gr 5 ▾
for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾



Grade 6 SBA ELA By School

Launcher ▾

Gr 3 ELA by Scho...

Gr 4 ELA by Scho...

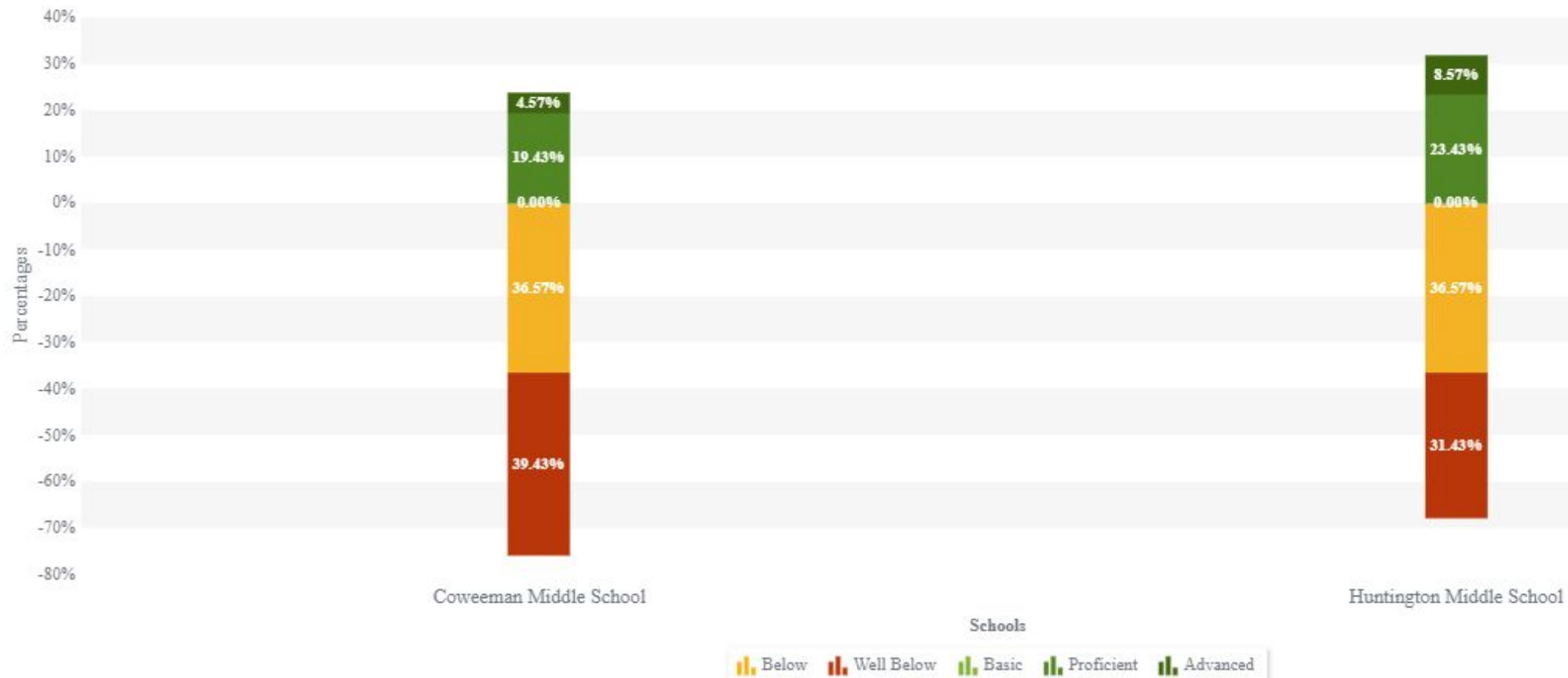
Gr 5 ELA by Scho...

Gr 6 ELA by Scho...

Gr 7 ELA by Scho...

Gr 8 ELA by Scho...

Performance Level Percentages on SBA Summative ELA/Literacy Gr 6 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Grade 7 SBA ELA By School

Launcher ▾

Gr 3 ELA by Scho...

Gr 4 ELA by Scho...

Gr 5 ELA by Scho...

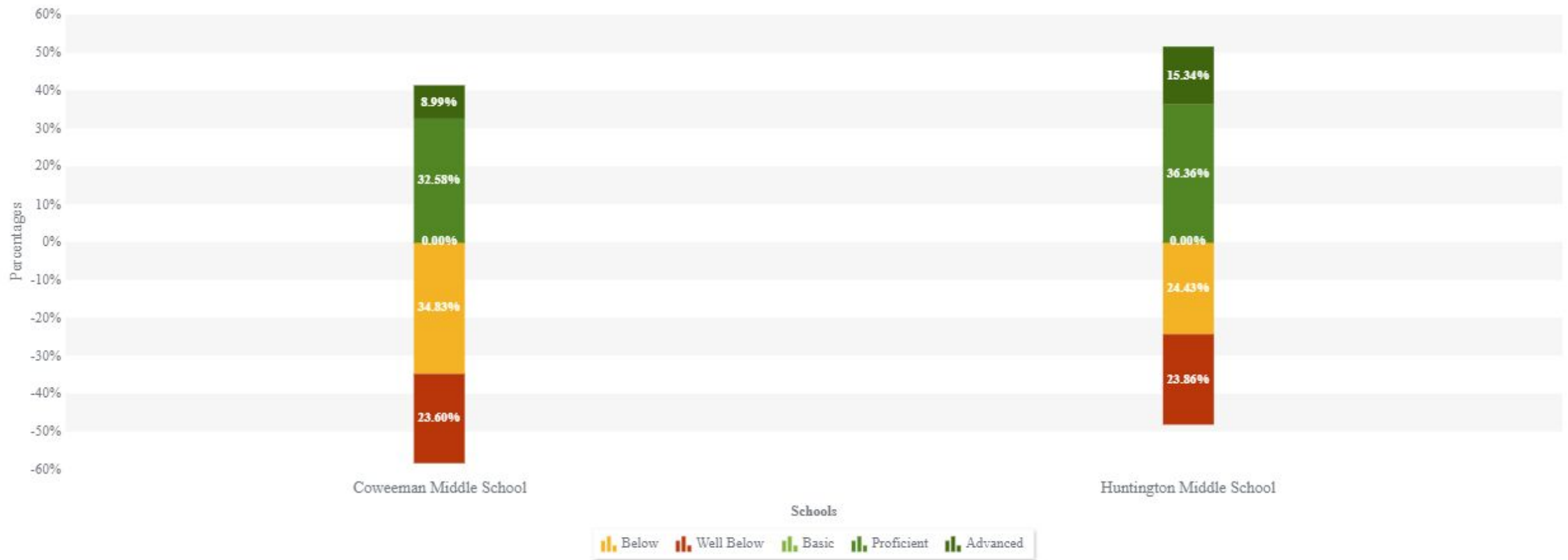
Gr 6 ELA by Scho...

Gr 7 ELA by Scho...

Gr 8 ELA by Scho...

▾

Performance Level Percentages on SBA Summative ELA/Literacy Gr 7 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Grade 8 SBA ELA By School

Launcher ▾

Gr 3 ELA by Scho...

Gr 4 ELA by Scho...

Gr 5 ELA by Scho...

Gr 6 ELA by Scho...

Gr 7 ELA by Scho...

Gr 8 ELA by Scho...

▾

Performance Level Percentages on SBA Summative ELA/Literacy Gr 8 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Grade 3 SBA Math By School

[Launcher ▾](#)[Gr 3 Math by Scho...](#)[Gr 4 Math by Scho...](#)[Gr 5 Math by Scho...](#)[Gr 6 Math by Scho...](#)[Gr 7 Math by Scho...](#)[Gr 8 Math by Scho...](#)

▾

Performance Level Percentages on SBA Summative Mathematics Gr 3 ▾

for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾

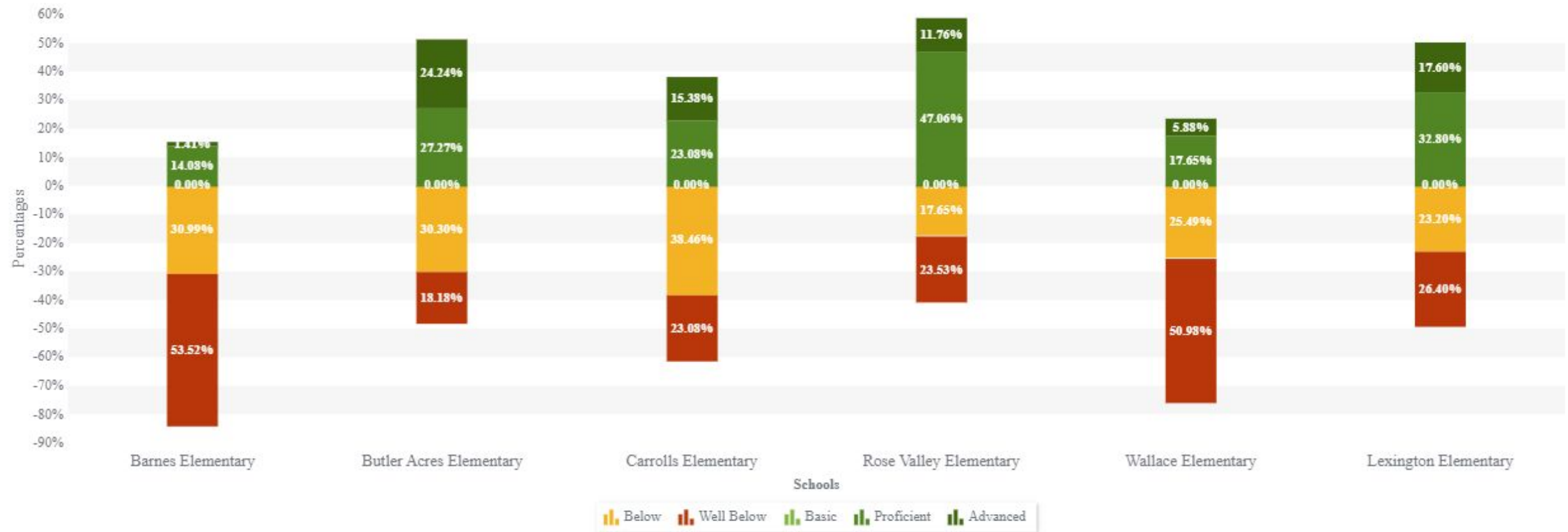


Grade 4 SBA Math By School

[Launcher ▾](#)[Gr 3 Math by Scho...](#)[Gr 4 Math by Scho...](#)[Gr 5 Math by Scho...](#)[Gr 6 Math by Scho...](#)[Gr 7 Math by Scho...](#)[Gr 8 Math by Scho...](#)

Performance Level Percentages on SBA Summative Mathematics Gr 4 ▾

for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾

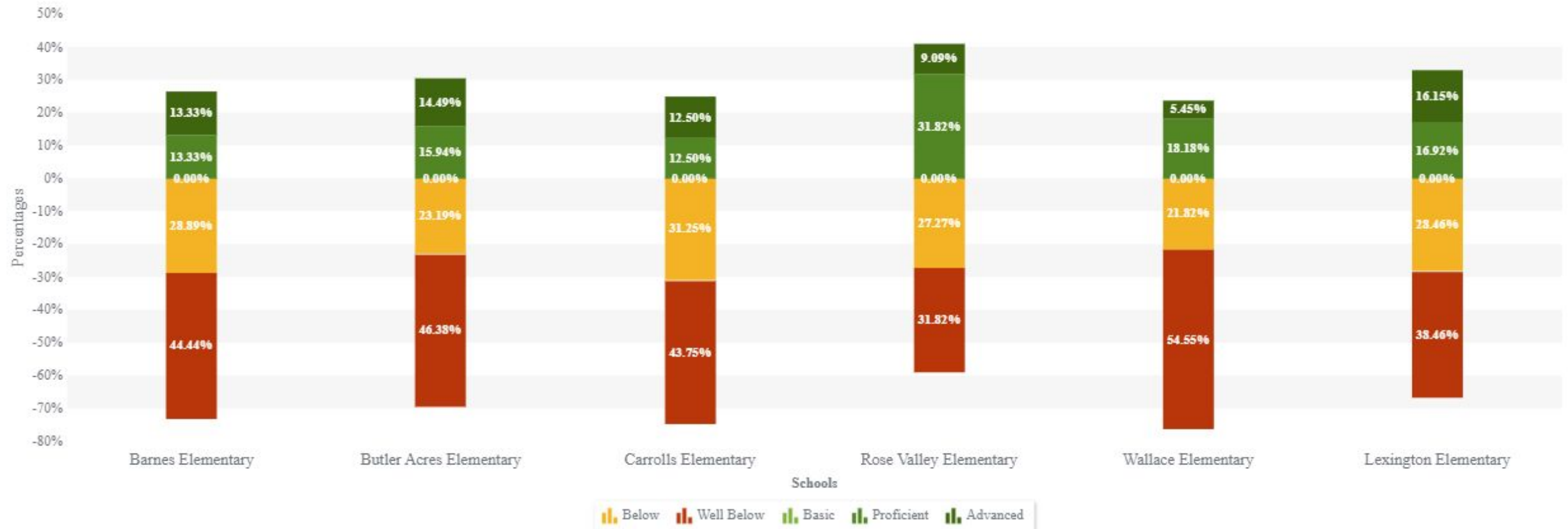


Grade 5 SBA Math By School

[Launcher ▾](#)[Gr 3 Math by Scho...](#)[Gr 4 Math by Scho...](#)[Gr 5 Math by Scho...](#)[Gr 6 Math by Scho...](#)[Gr 7 Math by Scho...](#)[Gr 8 Math by Scho...](#)

Performance Level Percentages on SBA Summative Mathematics Gr 5 ▾

for Students attending Barnes Elementary , Butler Acres Elementary , Carrolls Elementary , Rose Valley Elementary , Wallace Elementary , Lexington Ele...
2021/22 ▾



Grade 6 SBA Math By School

[Launcher ▾](#)[Gr 3 Math by Scho...](#)[Gr 4 Math by Scho...](#)[Gr 5 Math by Scho...](#)[Gr 6 Math by Scho...](#)[Gr 7 Math by Scho...](#)[Gr 8 Math by Scho...](#)[▾](#)

Performance Level Percentages on SBA Summative Mathematics Gr 6 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Grade 7 SBA Math By School

Launcher ▾

Gr 3 Math by Scho...

Gr 4 Math by Scho...

Gr 5 Math by Scho...

Gr 6 Math by Scho...

Gr 7 Math by Scho...

Gr 8 Math by Scho...

Performance Level Percentages on SBA Summative Mathematics Gr 7 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Grade 8 SBA Math By School

Launcher ▾

Gr 3 Math by Scho...

Gr 4 Math by Scho...

Gr 5 Math by Scho...

Gr 6 Math by Scho...

Gr 7 Math by Scho...

Gr 8 Math by Scho...

Performance Level Percentages on SBA Summative Mathematics Gr 8 ▾
for Students attending Coweeman Middle School , Huntington Middle School ▾ in the School Year of 2021/22 ▾



Star Early Literacy - Current 1st Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

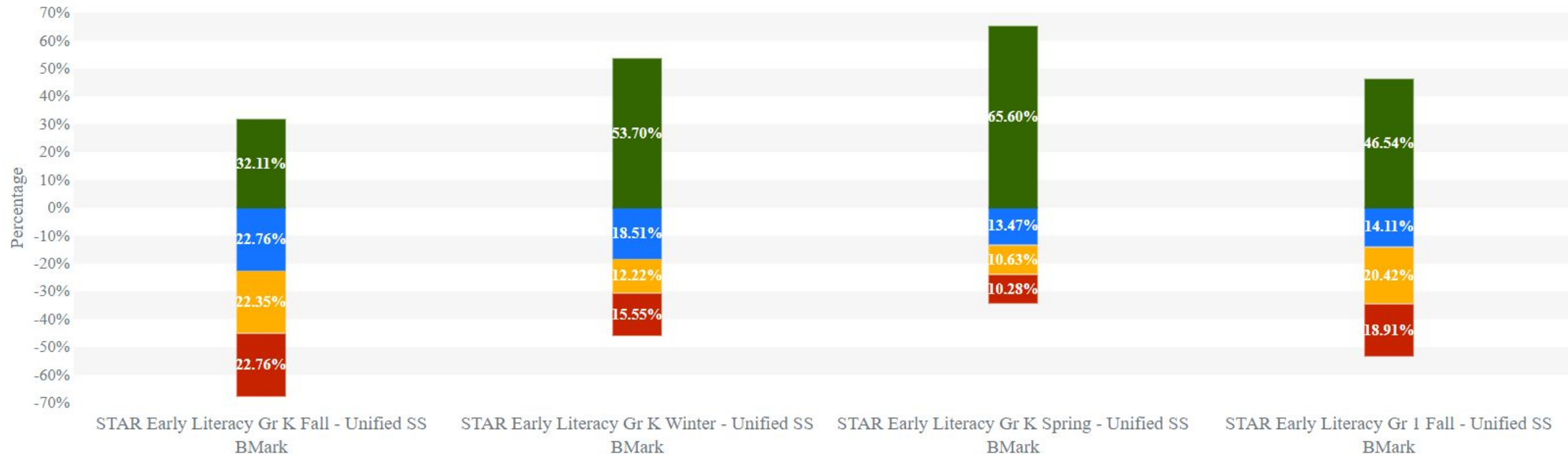
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading

Performance Level Percentages for Students in the Group: All Student in Grade 1 ▾ on Multiple Assessments ▾ Taken During 2021/22 or 2022/23 ▾



Assessments

Performance Levels



Star Reading - Current 2nd Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

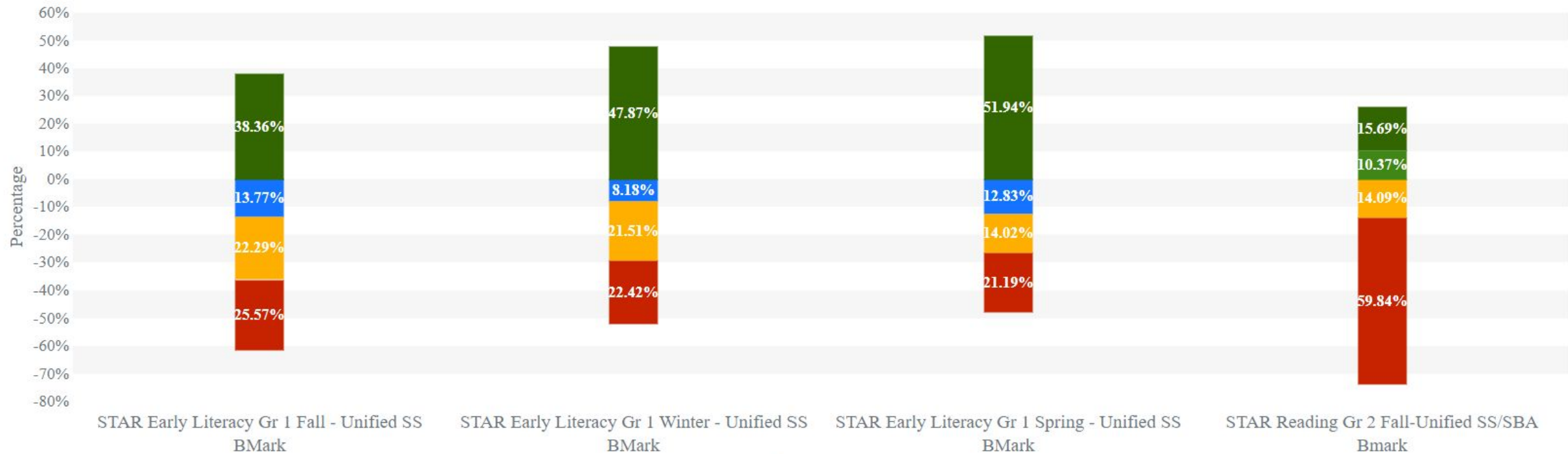
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 2 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

On Watch
Urgent Intervention

On Watch
Level 3

On Watch
Level 4

Level 2
At or Above Benchmark

Level 1
At or Above Benchmark

Intervention
At or Above Benchmark

Intervention

Intervention

Urgent Intervention

Urgent Intervention

Star Reading - Current 3rd Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

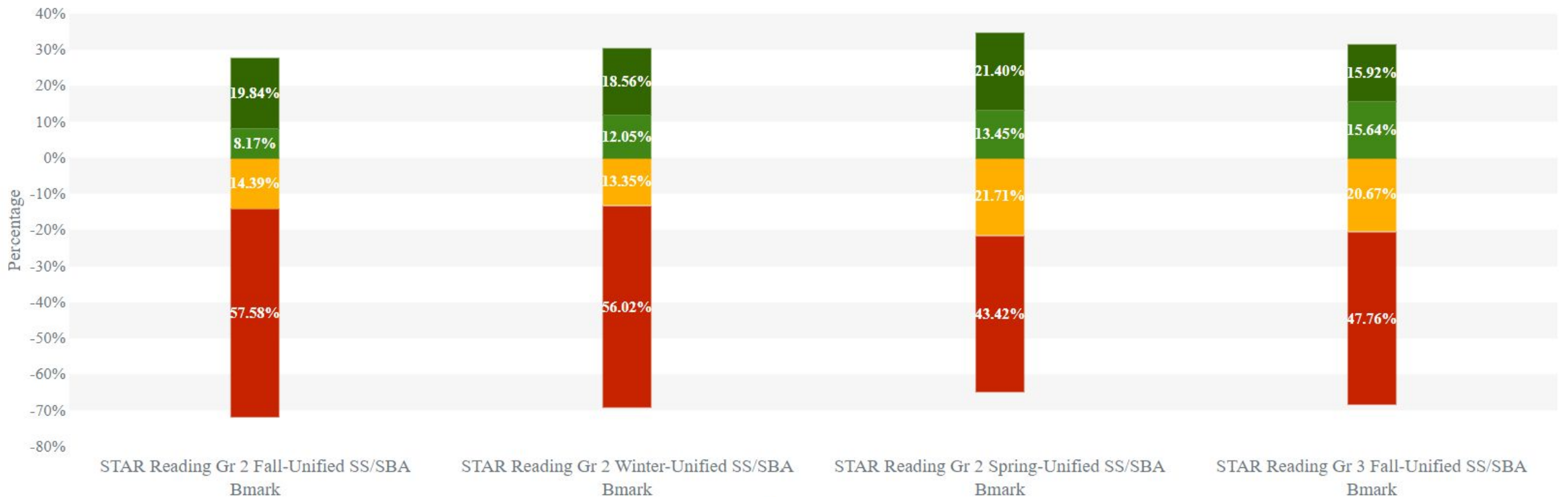
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 3 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Reading - Current 4th Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

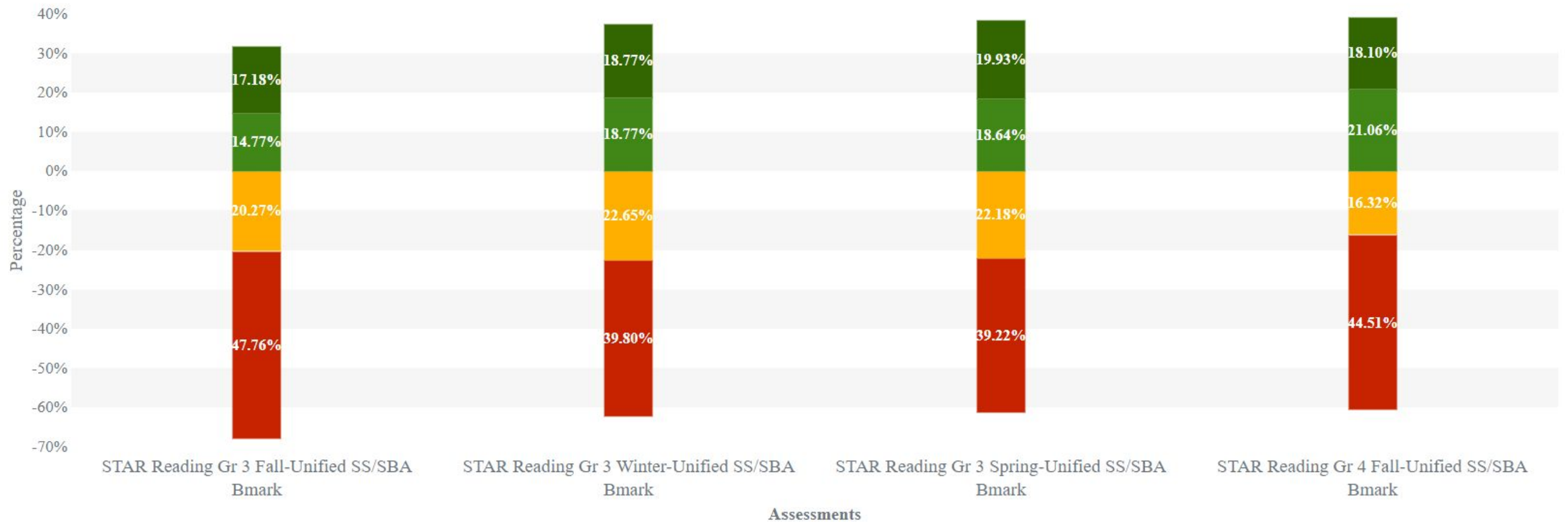
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 4 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Reading - Current 5th Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

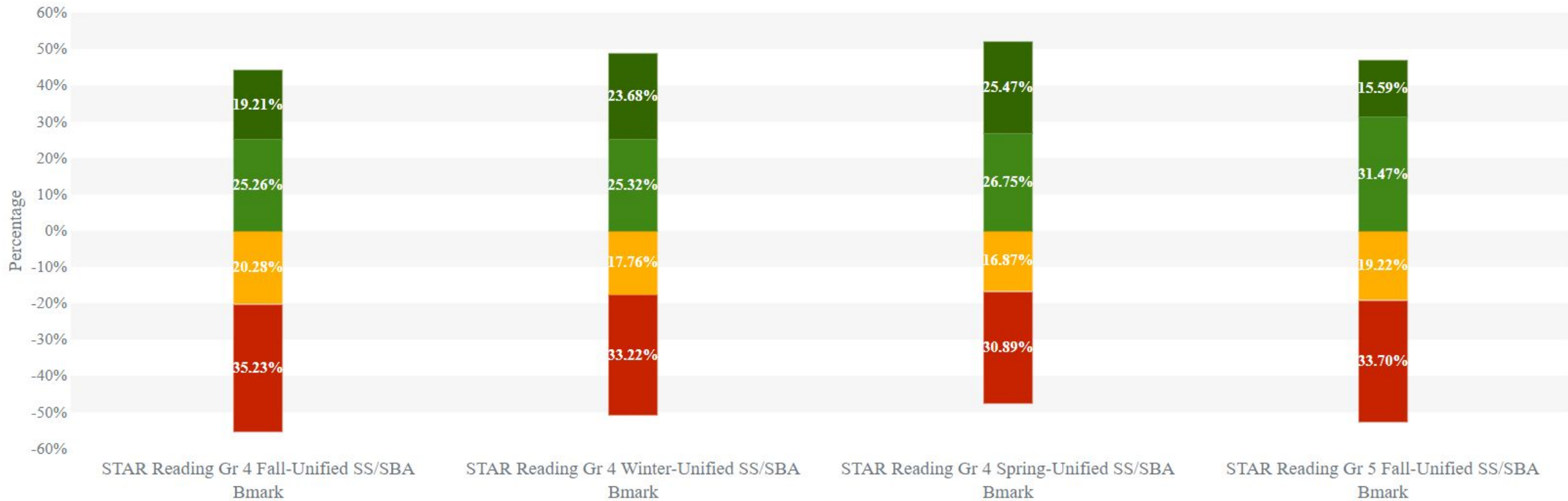
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 5 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Reading - Current 6th Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

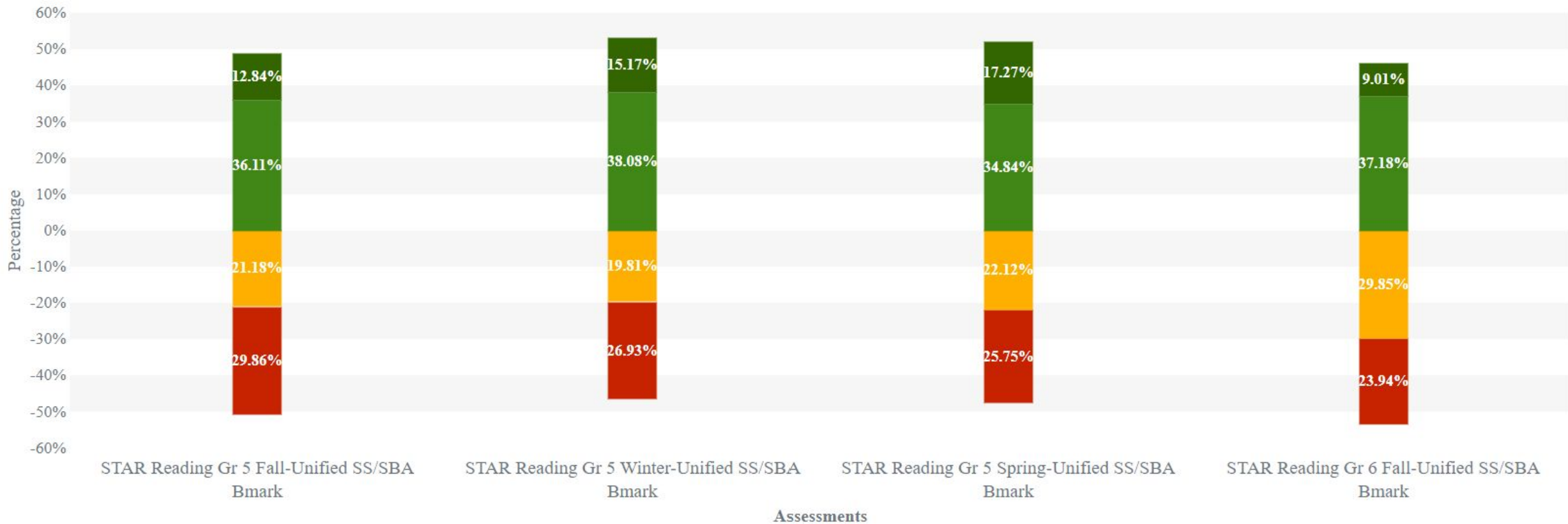
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 6 ▾ on Multiple Assessments ▾ Taken During 2021/22 or 2022/23 ▾



STAR Reading Gr 5 Fall-Unified SS/SBA
Bmark

STAR Reading Gr 5 Winter-Unified SS/SBA
Bmark

STAR Reading Gr 5 Spring-Unified SS/SBA
Bmark

STAR Reading Gr 6 Fall-Unified SS/SBA
Bmark

Assessments

Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Reading - Current 7th Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

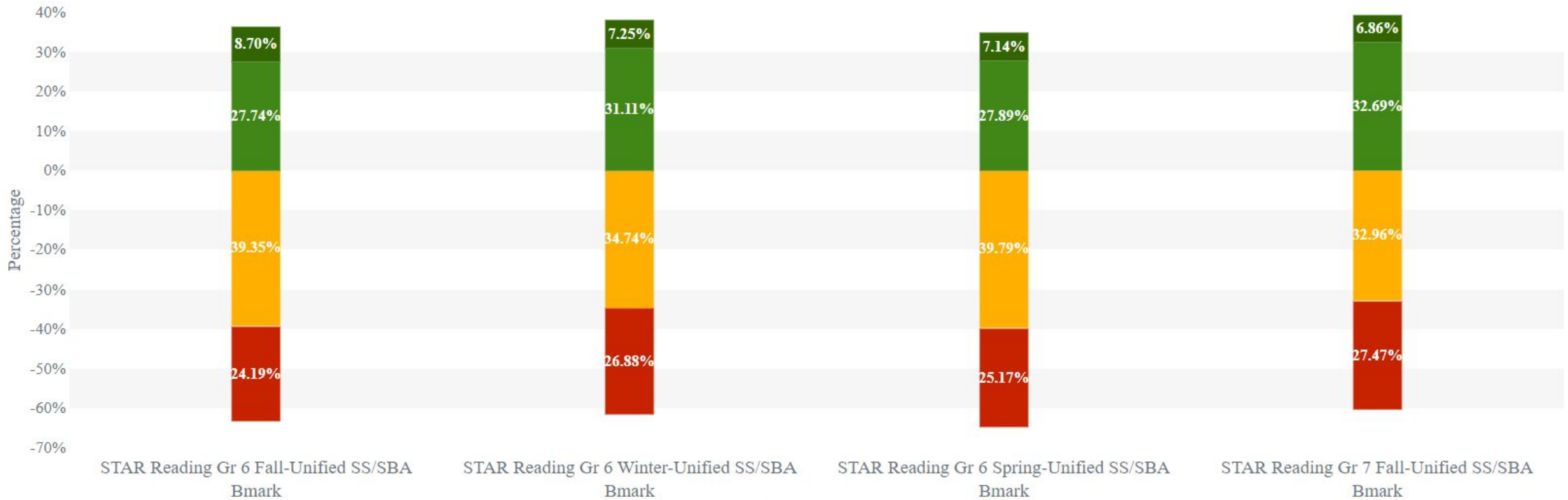
Gr 5 STAR Reading

Gr 6 STAR Reading

Gr 7 STAR Reading

Gr 8 STAR Reading ▾

Performance Level Percentages for Students in the Group: All Student in Grade 7 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

Level 2
 Level 2
 Level 2
 Level 2
 Level 1
 Level 1
 Level 1
 Level 1
 Level 3
 Level 3
 Level 3
 Level 3
 Level 4
 Level 4
 Level 4
 Level 4

Star Reading - Current 8th Grade

Launcher ▾

Gr K STAR Reading

Gr 1 STAR Reading

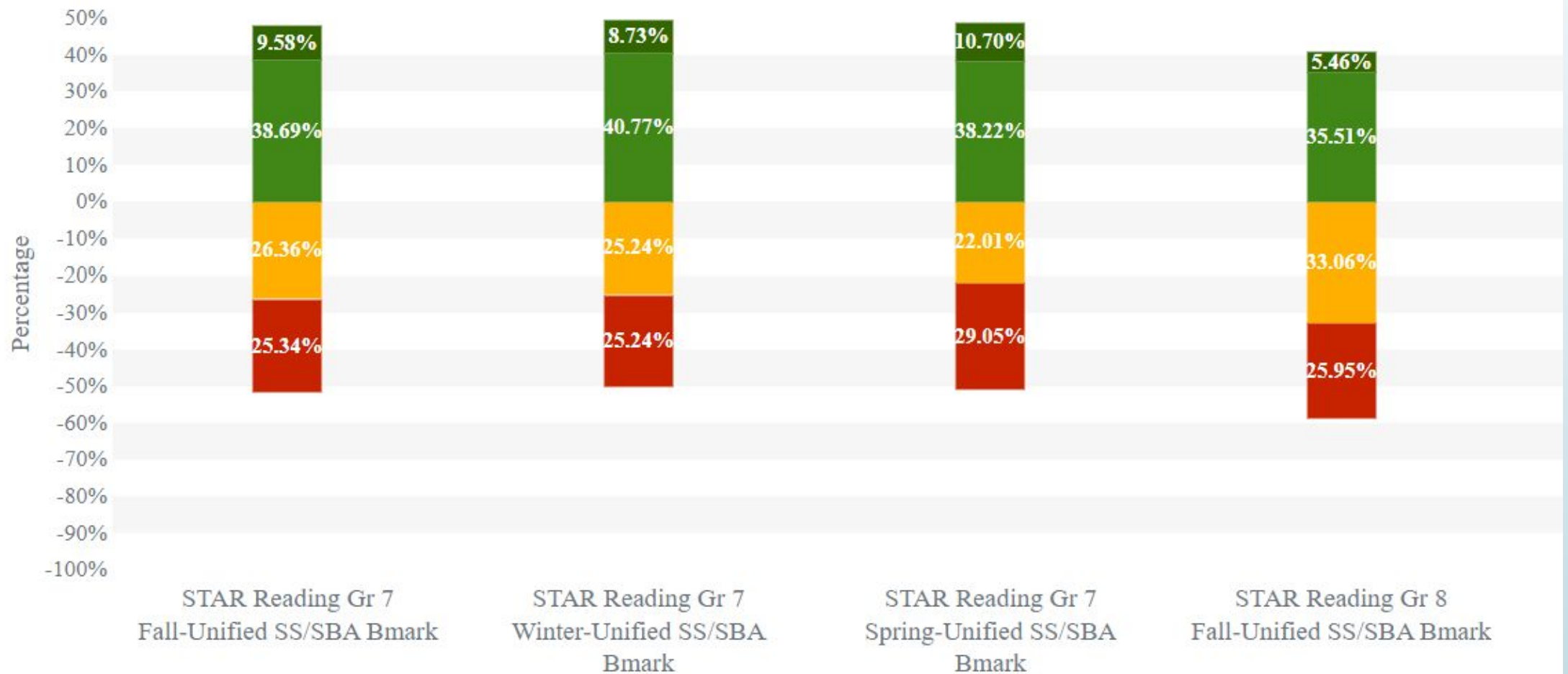
Gr 2 STAR Reading

Gr 3 STAR Reading

Gr 4 STAR Reading

Gr 5 STAR Reading

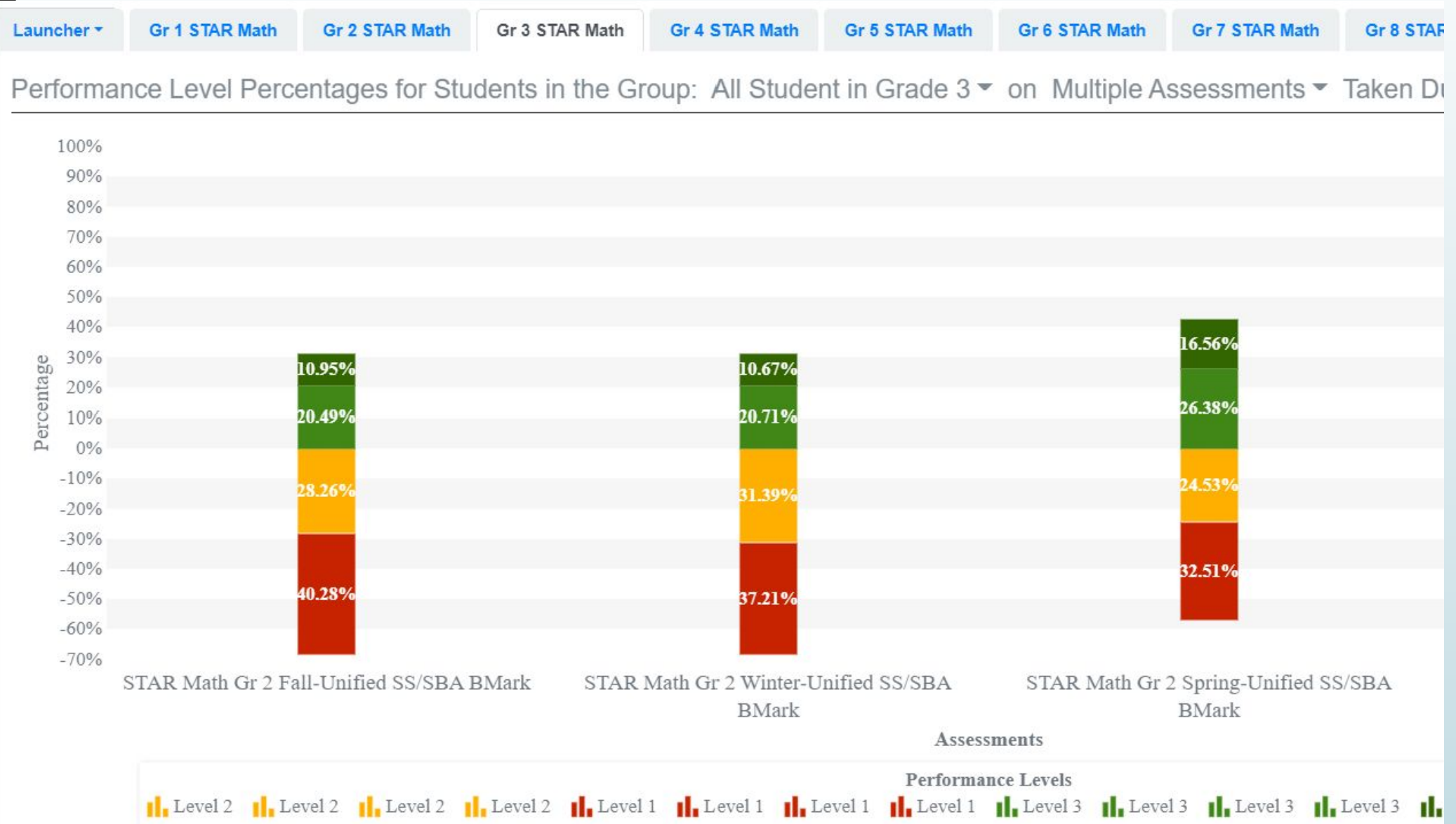
Performance Level Percentages for Students in the Group: All Student in Grade 8 ▾ on Multiple Assessments ▾



Star Math - Current 2nd Grade



Star Math - Current 3rd Grade



Star Math - Current 4th Grade

Launcher ▾

Gr 1 STAR Math

Gr 2 STAR Math

Gr 3 STAR Math

Gr 4 STAR Math

Gr 5 STAR Math

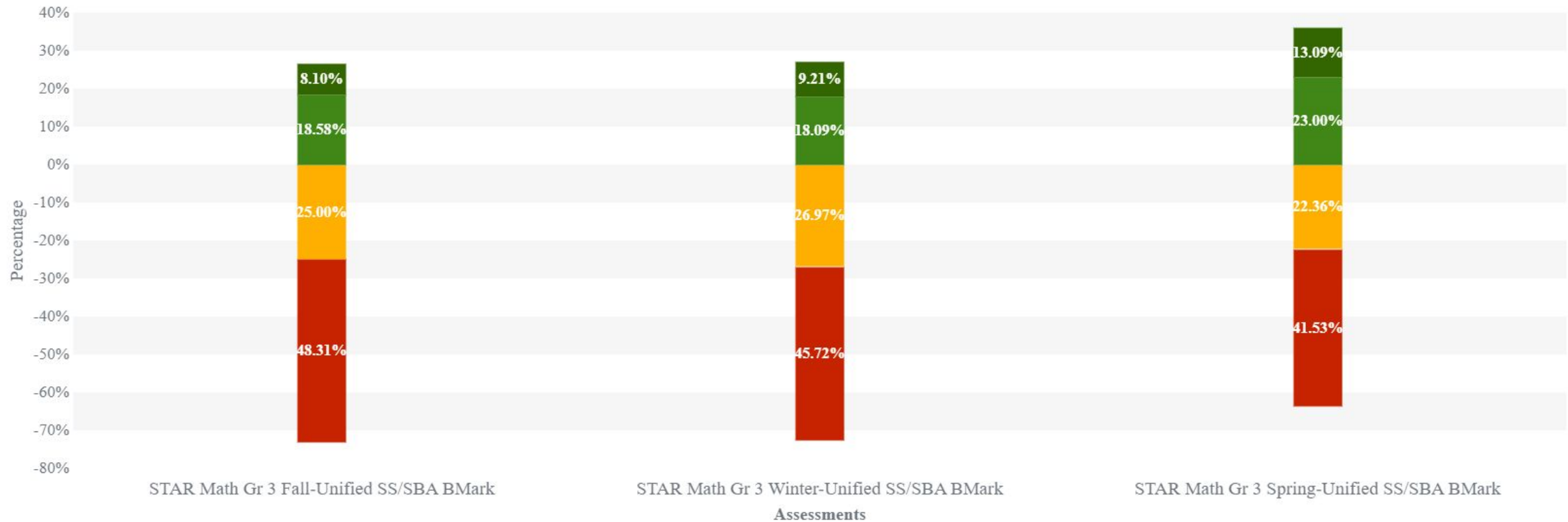
Gr 6 STAR Math

Gr 7 STAR Math

Gr 8 STAR Math



Performance Level Percentages for Students in the Group: All Student in Grade 4 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Performance Levels

Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4

Star Math - Current 5th Grade

Launcher ▾

Gr 1 STAR Math

Gr 2 STAR Math

Gr 3 STAR Math

Gr 4 STAR Math

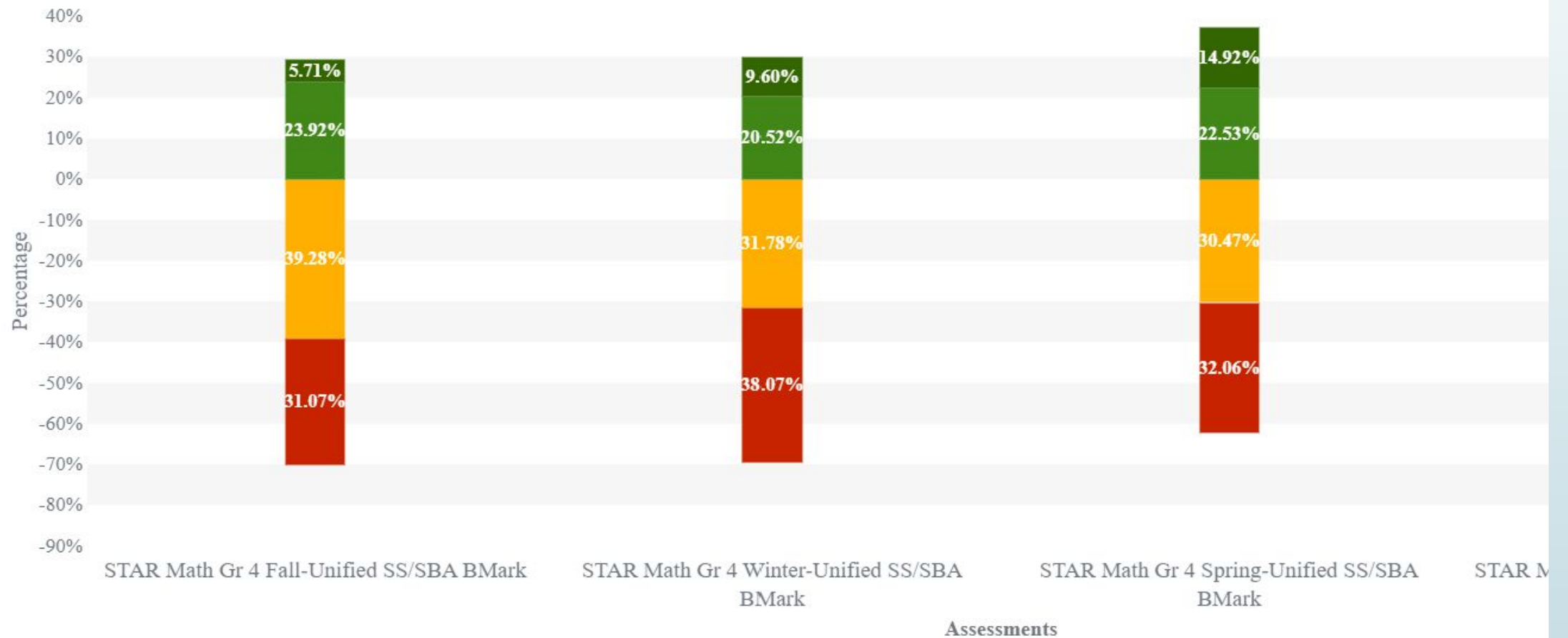
Gr 5 STAR Math

Gr 6 STAR Math

Gr 7 STAR Math

Gr 8 STAR Math

Performance Level Percentages for Students in the Group: All Student in Grade 5 ▾ on Multiple Assessments ▾ Taken During



Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4

Star Math - Current 6th Grade

Launcher ▾

Gr 1 STAR Math

Gr 2 STAR Math

Gr 3 STAR Math

Gr 4 STAR Math

Gr 5 STAR Math

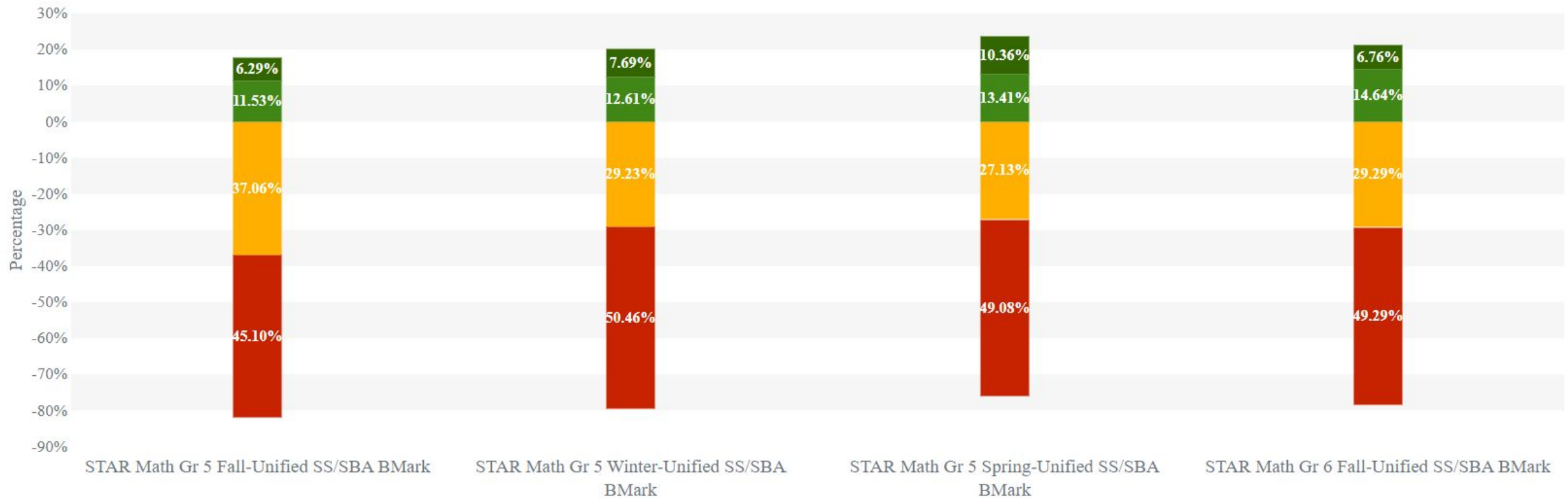
Gr 6 STAR Math

Gr 7 STAR Math

Gr 8 STAR Math



Performance Level Percentages for Students in the Group: All Student in Grade 6 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Math - Current 7th Grade

Launcher ▾

Gr 1 STAR Math

Gr 2 STAR Math

Gr 3 STAR Math

Gr 4 STAR Math

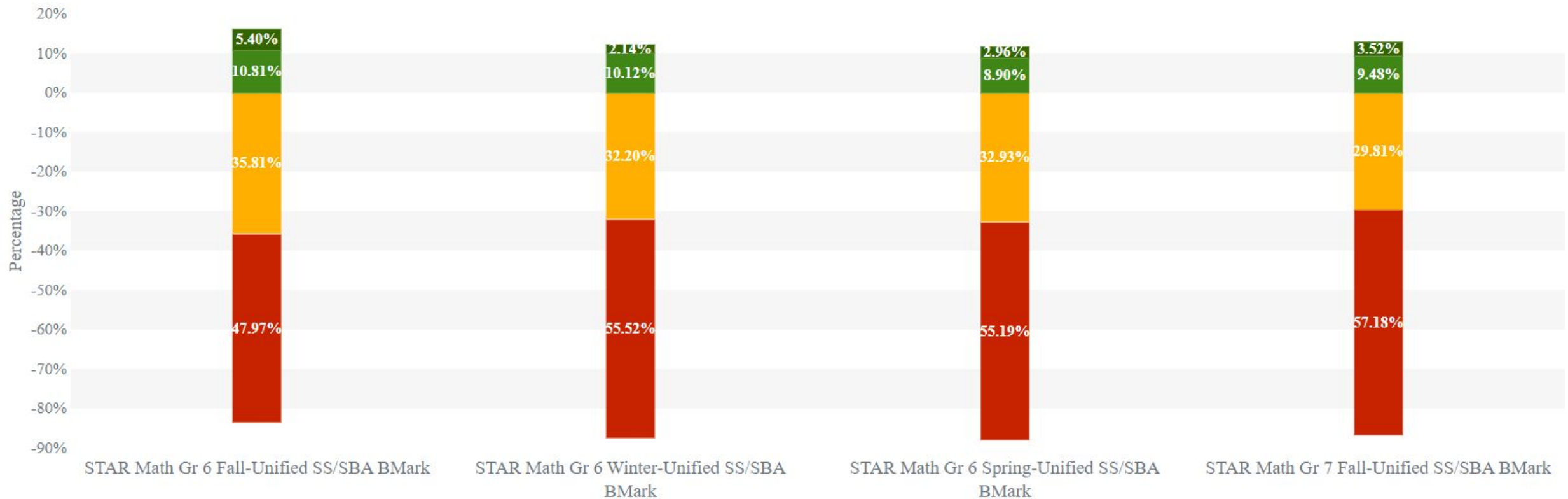
Gr 5 STAR Math

Gr 6 STAR Math

Gr 7 STAR Math

Gr 8 STAR Math

Performance Level Percentages for Students in the Group: All Student in Grade 7 ▾ on Multiple Assessments ▾ Taken During any School Year ▾



Assessments

Performance Levels

Level 2 Level 2 Level 2 Level 2 Level 1 Level 1 Level 1 Level 1 Level 3 Level 3 Level 3 Level 3 Level 4 Level 4 Level 4 Level 4

Star Math - Current 8th Grade

Launcher ▾

Gr 1 STAR Math

Gr 2 STAR Math

Gr 3 STAR Math

Gr 4 STAR Math

Gr 5 STAR Math

Gr 6 STAR Math

Gr 7 STAR Math

Performance Level Percentages for Students in the Group: All Student in Grade 8 ▾ on Multiple Assessments ▾



Adjourn at 6:00 p.m.

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL

October 17, 2022

New Hires:

Cross, Megan - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective September 26, 2022

Resignation:

Mendez, Grace - Special Education Teacher, Butler Acres Elementary

1.0 FTE

Effective October 21, 2022

Rademacher, Sydney - Special Education Teacher, Coweeman Middle School

1.0 FTE

Effective August 3, 2022

* = Leave Replacement

TBD = To Be Determined

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

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Allison, Amy Jeanne	Special Education Extended Days (2)	BARNES
9/29/2022	Amrine, Jaime Ann	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Anderson, Karen	Intramural Module - Track Team	Wallace Elementary
9/29/2022	Anderson, Karen	Intramural Module - Running Club/Recess Sports	Wallace Elementary
9/29/2022	Anderson, Thressa	Intramural Module - Running Club	Huntington Middle School
9/29/2022	Andrechak, Rachel	Intramural Module - 5th Grade Leadership (2 stipends)	Lexington Elementary
9/29/2022	Andrechak, Rachel	Intramural Module - Running/Walking Club (2 stipends)	Lexington Elementary
9/29/2022	Angelico, Brenda Jo	Special Education Extended Days (2)	BUTLER ACRES
9/29/2022	Atkins, Taylor	Coach Volleyball - Asst.	Huntington Middle School
9/29/2022	Atkinson, Jesse	Intramural Module - Reading CAFÉ	Butler Acres Elementary
10/4/2022	Atkinson, Jesse	Excess Students (1)	Butler Acres Elementary
9/29/2022	Babayan, Liz	LAP Coordinator	Kelso High School
9/29/2022	Baierl, Kelly Marie	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Barella, Olivia	Intramural Module - Choir (2 stipends)	Butler Acres Elementary
9/29/2022	Bennett, Tangi	Intramural Module - Math Intervention	Wallace Elementary
9/29/2022	Bennett, Tangi	Excess Students (1)	Wallace Elementary
9/29/2022	Birdsell, Roberta	Excess Students (1)	Coweeman Middle School
9/29/2022	Blackburn, Sean Eugene	Special Education Extended Days (2)	BARNES
9/21/2022	Booth, Stacey	Building Technology Coordinator - correction of incorrect payment made during 2021/22 SY	Lexington
9/29/2022	Boucher, Carrie	Excess Students (2)	Butler Acres Elementary
9/29/2022	Brogan, Cody Ann	Special Education Extended Days (2)	KELSO HIGH
10/4/2022	Brosnan, Samantha	Intramural Module - Academic/Leadership	Coweeman Middle School
9/29/2022	Brown, Allan Stennis	Special Education Extended Days (2)	HUNTINGTON
9/29/2022	Brown, Gretchen Lynne	Special Education Extended Days (2)	COWEEMAN
9/29/2022	Bruce, Sonja	Intramural Module - Peer Mediators (2 stipends)	Lexington Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/23/2022	Caddel, Lisa	Additional Period Contract - Semester 1	Huntington Middle School
9/29/2022	Caddel, Lisa	Intramural Module - Volleyball Skills	Huntington Middle School
10/4/2022	Carpenter, Olga	Intramural Module - Wednesday Walking Club	Rose Valley Elementary
9/29/2022	Carter, Jessica	Intramural Module - Family Engagement	Wallace Elementary
9/29/2022	Carter, Jessica	Excess Students (2)	Wallace Elementary
9/29/2022	Clement, Colette	Intramural Module - Sewing Skills	Huntington Middle School
9/29/2022	Clement, Colette	Intramural Module - Cooking Skills	Huntington Middle School
9/29/2022	Cole, Chelsea Irene	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Conrad, Shawn Michael	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Corl, Shawna	Intramural Module - Drawing with a Twist	Butler Acres Elementary
9/29/2022	Couts, Breanna	School Psychologist Intern	Undesignated
9/29/2022	Cox, Christine Belinda	Special Education Extended Days (2)	KELSO VIRTUAL ACADEMY
9/29/2022	Coy, Amy	Excess Students (1)	Barnes Elementary
9/29/2022	Crawford, Pennie Sue	Special Education Extended Days (2)	COWEEMAN
9/29/2022	Curry, Gianne	Intramural Module - Leadership Broadcast (two stipends)	Kelso Virtual Academy
9/29/2022	Curry, Gianne	Intramural Module - Friday Fun Game Day	Kelso Virtual Academy
9/29/2022	Dahl, Sarah Kathleen	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Davis, Denelle L	Special Education Extended Days (2)	ROSE VALLEY
9/29/2022	Davis, Kelsey Rae	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Dean, Parker	Intramural Module - Track Club	Butler Acres Elementary
9/29/2022	Demshar, Kelly Ann	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Despain, Penelope	Intramural Module - Math Support (Job Share w/G. Pearsall)	Huntington Middle School
10/4/2022	Dieter, Jason	Intramural Module - Athletic (2 stipends)	Coweeman Middle School
9/29/2022	Dollarhyde, Lavern	Intramural Module - Family Engagement	Wallace Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Dollarhyde, Lavern	Intramural Module - 5th Grade Career & College Prep	Wallace Elementary
10/11/2022	Dyer, Angela	Intramural Module - Family Event Nights	Barnes Elementary
9/29/2022	Earnest, Jenny L	Special Education Extended Days (2)	HUNTINGTON
9/29/2022	Erickson, Jenee	Intramural Module - Yearbook Club	Lexington Elementary
9/29/2022	Erickson, Jenee	Intramural Module - Pep Club	Lexington Elementary
9/29/2022	Finkas, Ty Joseph	Special Education Extended Days (2)	UNDESIGNATED
10/4/2022	Flores, Elaina	Intramural Module - STEAM Coding (shared stipend)	Rose Valley Elementary
10/4/2022	Flores, Elaina	Intramural Module - Talent Show	Rose Valley Elementary
9/29/2022	Fortner, Amber	Intramural Module - Sunshine Squad	Wallace Elementary
9/29/2022	Fortner, Amber	Intramural Module - Recess Garden Club	Wallace Elementary
9/29/2022	Fortner, Amber	Intramural Module - After School Garden Club	Wallace Elementary
10/4/2022	Freeman, Taylor	Intramural Module - Performance	Coweeman Middle School
9/29/2022	Fromdahl, John	Intramural Module - Futsol Skills	Huntington Middle School
9/29/2022	Geisler, Alison Christina	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Goodpaster, Natalie	Intramural Module - Music Club (2 stipends)	Lexington Elementary
9/29/2022	Goodpaster, Natalie	Intramural Module - Choir	Lexington Elementary
9/29/2022	Guard Buckhalter, Erica	Intramural Module - Sunshine Squad	Wallace Elementary
9/29/2022	Guard Buckhalter, Erica	Intramural Module - Recess Garden Club	Wallace Elementary
9/29/2022	Guard Buckhalter, Erica	Intramural Module - After School Garden Club	Wallace Elementary
9/29/2022	Guttormsen, Abby	Intramural Module - Track Team	Wallace Elementary
9/29/2022	Guttormsen, Abby	Intramural Module - Running Club/Recess Sports	Wallace Elementary
9/29/2022	Hatfield, Tauni	Dept. Head - Electives (Diversified Program) (Ends 06/30/2025)	CMS
9/29/2022	Hatfield, Tauni	Department Head - Diversified (Electives) - Ends June 30, 2025	Coweeman Middle School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Hayden, Jennifer Marie	Special Education Extended Days (2)	HUNTINGTON
10/4/2022	Hays, Sue	Intramural Module - Wednesday Walking Club	Rose Valley Elementary
9/23/2022	Heasley, John	Additional Period Contract - Semester 1	Huntington Middle School
9/29/2022	Hennessey, Rhonda	Excess Students (3)	Barnes Elementary
10/11/2022	Hennessey, Rhonda	Intramural Module - Family Event Nights	Barnes Elementary
9/29/2022	Heselwood, Katharyn Elizabeth	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Hickman, Keri	Excess Students (1)	Wallace Elementary
9/29/2022	Hinderman, Karen Lynn	Special Education Extended Days (2)	KELSO HIGH
10/4/2022	Hougum, Ann	Intramural Module - STEAM Coding (shared stipend)	Rose Valley Elementary
10/4/2022	Hougum, Ann	Intramural Module - Open Library	Rose Valley Elementary
10/4/2022	Hougum, Ann	Intramural Module - Wednesday Walking Club	Rose Valley Elementary
9/29/2022	Hruska, Janet Ann Urman	Special Education Extended Days (2)	UNDESIGNATED
9/21/2022	Huhta, Rebecca	Building Technology Coordinator - correction of incorrect payment made during 2021/22 SY	Lexington
9/29/2022	Huhta, Rebecca	Excess Students (1)	Lexington Elementary
9/29/2022	Hutchison, Tyler R	Special Education Extended Days (2)	WALLACE
9/29/2022	Jabusch, Julia	Intramural Module - Family Fun Book Club	Kelso Virtual Academy
9/29/2022	Jabusch, Julia	Intramural Module - Brain Break Boogie	Kelso Virtual Academy
9/29/2022	Jabusch, Julia	Intramural Module - Lunch Bunch	Kelso Virtual Academy
9/29/2022	Jaskowiak, Emily Louise	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Jorgenson, Rhonda	Intramural Module - LEX Eagles Running Club	Lexington Elementary
9/29/2022	Keatley, Kimberly	Intramural Module - Drama Club	Huntington Middle School
9/29/2022	Keatley, Kimberly	Intramural Module - Science Support	Huntington Middle School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Krieder, Joseph	Excess Students (3)	Coweeman Middle School
9/29/2022	Ladd, Taryn Leigh Rae	Special Education Extended Days (2)	LEXINGTON
9/29/2022	Langenbach, Jason M	Special Education Extended Days (2)	KELSO HIGH
10/4/2022	Latham, Alison	Intramural Module - STEAM Coding (shared stipend)	Rose Valley Elementary
10/4/2022	Latham, Alison	Intramural Module - Content Area Nights (shared stipend)	Rose Valley Elementary
10/4/2022	Latham, Alison	Intramural Module - Talent Show	Rose Valley Elementary
10/4/2022	Latham, Alison	Intramural Module - Wednesday Walking Club	Rose Valley Elementary
9/29/2022	Le Baron, Sarah M	Special Education Extended Days (2)	BUTLER ACRES
9/29/2022	Long, Erin	Intramural Module - Cursive Writing	Butler Acres Elementary
9/29/2022	Luczek, Audrie Beth	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Madsen, Aaron K	Special Education Extended Days (2)	LEXINGTON
9/29/2022	Marlow, Sarah	Intramural Module - Peer Mediators	Butler Acres Elementary
9/29/2022	Martin, Jill Colleen	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Maurer, Amy	Intramural Module - Art Club	Lexington Elementary
10/11/2022	McCormick, Kirstin	Intramural Module - Choir	Barnes Elementary
9/29/2022	Mejia, Jaime	Excess Students (2)	Barnes Elementary
10/11/2022	Mejia, Jaime	Intramural Module - Reading Tutor - Tri 1	Barnes Elementary
10/11/2022	Mejia, Jaime	Intramural Module - Reading Tutor - Tri 2	Barnes Elementary
10/11/2022	Mejia, Jaime	Intramural Module - Reading Tutor - Tri 3	Barnes Elementary
9/29/2022	Mendez, Grace Rose	Special Education Extended Days (2)	BUTLER ACRES
10/4/2022	Moon, Megan	Excess Students (6)	Kelso High School
9/29/2022	Morrow, Susan	Intramural Module - AVID ER (job share with D. Wishard)	Huntington Middle School
9/29/2022	Morse, Julie	Excess Students (1)	Barnes Elementary
9/29/2022	Mozes, Jason	Excess Students (6)	Coweeman Middle School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
10/4/2022	Mozes, Jason	Intramural Module - Performance	Coweeman Middle School
10/7/2022	Muir, Adam	Excess Students (2)	Huntington Middle School
9/29/2022	Muir, Elizabeth	Intramural Module - LES College & Career Readiness (2 stipends)	Lexington Elementary
9/29/2022	Musgrove, Loryn Dayle	Special Education Extended Days (2)	UNDESIGNATED
10/4/2022	Music, Debbie	Excess Students (3)	Butler Acres Elementary
9/29/2022	Naglich, Sarah Elizabeth	Special Education Extended Days (2)	UNDESIGNATED
9/19/2022	Nerland, Michele	Professional Responsibility Stipend	Adminsitration
9/29/2022	Norris, Jesse Verle	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Olason, Katie	Coach Cross Country - Asst.	Coweeman Middle School
10/4/2022	Olason, Katie	Intramural Module - Performance	Coweeman Middle School
9/29/2022	Olin, Marissa	Special Education Extended Days (2)	WALLACE
9/29/2022	Orth, Maura Ann	Special Education Extended Days (2)	COWEEMAN
9/29/2022	Parsons, Kelcey	Excess Students (1)	Butler Acres Elementary
9/29/2022	Parsons, Tammy	Intramural Module - NASA Artemis Challenge	Lexington Elementary
9/29/2022	Parsons, Tammy	Intramural Module - Harry Potter Club	Lexington Elementary
9/29/2022	Paul, Kristal	Intramural Module - Butler Acres Talent Show	Butler Acres Elementary
9/29/2022	Paul, Kristal	Intramural Module - Drawing & Yoga, Stress Management	Butler Acres Elementary
9/29/2022	Pearsall, Grady	Intramural Module - Math Support (Job Share w/P. Despain)	Huntington Middle School
9/29/2022	Phipps, Jennifer (2 stipends)	Intramural Module - LEX Eagles Running Club	Lexington Elementary
9/29/2022	Porter, Trentina ElizabethMaree	Special Education Extended Days (2)	LEXINGTON
10/4/2022	Prothero, Ryan	Intramural Module - Athletic	Coweeman Middle School
10/4/2022	Prothero, Ryan	Intramural Module - Academic/Leadership	Coweeman Middle School
9/29/2022	Ramey, Monica	Excess Students (3)	Barnes Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Reveal, Jeannie	Intramural Module - Yearbook Club	Lexington Elementary
9/29/2022	Reveal, Jeannie	Intramural Module - Pep Club	Lexington Elementary
9/29/2022	Rice, Jon	LAP Coordinator	Kelso High School
10/4/2022	Richards, Becky	Intramural Module - Content Area Nights (shared stipend)	Rose Valley Elementary
9/21/2022	Richie, Paul	Professional Responsibility Stipend	Maintenance
9/29/2022	Rivas, Jill Le Andre	Special Education Extended Days (2)	LEXINGTON
9/29/2022	Robertson, Elizabeth Kathryn	Special Education Extended Days (2)	LEXINGTON
9/29/2022	Robertson, Mandie	Intramural Module - What's Your Story	Kelso Virtual Academy
10/7/2022	Roffler, Elizabeth	Intramural Module - Computer Coding	HMS
9/29/2022	Roffler, Elizabeth	Intramural Module - Running Club	Huntington Middle School
9/29/2022	Rothwell, Cami	Intramural Module - Peer Mediators (2 stipends)	Lexington Elementary
9/29/2022	Rothwell, Krista Kay	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Rynevich, Anna	Special Education Extended Days (2)	WALLACE
9/29/2022	Saccio, Jasmine	Intramural Module - Esports/Chess Club (2 stipends)	Kelso Virtual Academy
9/29/2022	Sause, Signe	Excess Students (2)	Butler Acres Elementary
9/29/2022	Schill, Sarah	Intramural Module - 5th Grade Leadership (2 stipends)	Lexington Elementary
9/29/2022	Schill, Sarah	Intramural Module - Running/Walking Club (2 stipends)	Lexington Elementary
9/29/2022	Schlangen, Rachel Anne	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Shoddy, David	Excess Students (3)	Coweeman Middle School
9/29/2022	Shuttleworth, Colleen	Intramural Module - Family Engagement	Wallace Elementary
9/29/2022	Sims, Kelly	Excess Students (1)	Butler Acres Elementary
9/29/2022	Sims, Kelly	Intramural Module - Reading CAFÉ	Butler Acres Elementary
9/29/2022	Smith, Billea Joyce	Special Education Extended Days (2)	CARROLLS
9/29/2022	Smith, Tamara K	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Soyars, Kristine A	Special Education Extended Days (2)	COWEEMAN
10/11/2022	Stewart, Kelli	Intramural Module - Family Event Nights	Barnes Elementary

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
9/29/2022	Stewart, Kelli Loraine	Special Education Extended Days (2)	BARNES
9/29/2022	Straube, Hailey	Intramural Module - Running/Walking Club (2 stipends)	Lexington Elementary
9/29/2022	Swart, Casey	Intramural Module - Music Club (2 stipends)	Lexington Elementary
9/29/2022	Swart, Casey	Intramural Module - Choir	Lexington Elementary
9/29/2022	Tatum, Atticus	Intramural Module - Math Mastery Club	Wallace Elementary
9/29/2022	Tatum, Atticus	Excess Students (2)	Wallace Elementary
9/29/2022	Taylor, Amanda	Intramural Module - NASA Artemis Challenge	Lexington Elementary
9/29/2022	Taylor, Amanda	Intramural Module - Harry Potter Club	Lexington Elementary
9/29/2022	Thomas, Danielle	Excess Students (2)	Barnes Elementary
9/29/2022	Thompson, Tamra Louise	Special Education Extended Days (2)	ADMINISTRATION
9/29/2022	Toney, Julie	Intramural Module - Coding Club	Wallace Elementary
9/29/2022	Trish Watson	Intramural Module - Coding Club	Butler Acres Elementary
9/29/2022	Uhrlaub, Laura	Intramural Module - STEAM Team	Lexington Elementary
9/29/2022	Uhrlaub, Laura	Intramural Module - Art Club	Lexington Elementary
10/4/2022	Van, Alicia	Intramural Module - STEAM Coding (shared stipend)	Rose Valley Elementary
10/4/2022	Van, Alicia	Intramural Module - Talent Show	Rose Valley Elementary
9/29/2022	Walther, Hilary A	Special Education Extended Days (2)	KELSO HIGH
9/29/2022	Watson, Patricia	Intramural Module - Book Club	Butler Acres Elementary
9/29/2022	Webb, Bethny	Intramural Module - Butler Acres Talent Show	Butler Acres Elementary
9/29/2022	Webb, Bethny	Intramural Module - Library Leaders/Media Mentors (2 stipends)	Butler Acres Elementary
9/29/2022	Webb, Jonathon	Intramural Module - Intro to Team Sports (3 stipends)	Butler Acres Elementary
9/29/2022	Wise, Lacey Nicole	Special Education Extended Days (2)	UNDESIGNATED
9/29/2022	Wishard, Darcy	Intramural Module - AVID ER (job share with S. Morrow)	Huntington Middle School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/16/2022 to 10/12/2022

Date Issued	Name	Position	School
10/4/2022	Wurst, Chris	Intramural Module - Performance (2 stipends)	Coweeman Middle School

CLASSIFIED PERSONNEL
October 17, 2022

New Hires:

Well, William - Paraeducator - SpEd/Resource, Butler Acres Elementary School

6.5 hrs/day, 190 days/year

Effective September 29, 2022

Barrett, Cameron - Custodian, Kelso High School

8.0 hrs/day, 260 days/year

Effective September 29, 2022

Garcia Perez, Arline - Custodian, Kelso High School/Coweeman Middle School

8.0 hrs/day, 260 days/year

Effective October 10, 2022

Chaffin, Sara - Paraeducator - SpEd/Moderate, Butler Acres Elementary School

6.5 hrs/day, 190 days/year

Effective September 29, 2022

Polk, Caitlyn - Paraeducator - Preschool, Wallace Elementary School

6.5 hrs/day, 158 days/year

Effective September 29, 2022

Seibert, Joe - Custodian, Butler Acres Elementary & KVA

8.0 hrs/day, 260 days/year

Effective October 13, 2022

Wishard, Terry - Bus Driver, Transportation

4.75 hrs/day, 191 days/year

Effective October 4, 2022

Parsons, Wesley - Bus Driver, Transportation

4.75 hrs/day, 191 days/year

Effective 10/5/2022

Lopez, Jorge - Bus Driver, Transportation

4.0 hrs/day, 191 days/year

Effective 10/6/2022

Norman, Kristen - Bus Driver, Transportation

4.75 hrs/day, 191 days/year

Effective October 10, 10/2022

Crocker, Steven - Bus Driver, Transportation

4.75 hrs/day, 191 days/year

Effective October 11, 2022

Brentano, Kara - Paraeducator - LAP, Butler Acres Elementary School

6.5 hrs/day, 190 days/year

Effective October 27, 2022

Resignation:

Rinke, Rose - ISS Clerk, Huntington Middle School

7.0 hrs/day, 191 days/year

Effective October 5, 2022

Cook, Victoria - Bus Driver, Transportation

4.25 hrs/day, 191 days/year

Effective October 1, 2022

Separation:

Kuning, Katey - Paraeducator - BEA/Title/Playground, Lexington Elementary

6.5 hrs/day, 190 days/year

Effective October 1, 2022

Layoff Status

Lair, Hanna - Paraeducator - SpEd/SLC, Lexington Elementary School

6.5 hrs/day, 190 days/year

Effective September 8, 2022

Return from Layoff

Lair, Hanna - Paraeducator - Basic Ed/LAP/Playground, Lexington Elementary School

6.0 hrs/day, 190 days/year

Effective September 8, 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
Apple	Cody Reid	Apple License Agreement Updated	Non-Financial
Community Integrated Health Services, LLC	Don Iverson	Provide mental health and family services.	Non-Financial
Forma Construction Company	Scott Westlund	Construction Change Order - Huntington Middle School CO 08 - See attached CCD's	Cost of \$741,653.00
Heritage Bank	Scott Westlund	New bank account for DECA store	Non-Financial
Hometown Ticketing, Inc.	Scott Westlund	For 22/23 SY - Provides a platform for online ticket sales with cloud hosting, technical services and support for clients.	Vendor collects fees/ticket
Nomad Consulting, Training & Safety Services LLC	Jessica Aldrich	American Red Cross Lifeguard Instructor Recertification Course	Cost of \$727.00
OSPI - E-Rate	Mary Beth Tack	Agreement to comply with Children's Internet Protection Act (CIPA) to receive E-Rate Discounts	Non-Financial
Washington State School For The Blind	Heather Ogden	Revision of O&M Services Agreement. (.25 days of services/month to 1.0 day of services/month)	Revised Cost of \$7,777.50

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 August 15, 2022, the board, by a ^{vote,} approves payments, totaling \$9,049.74. ~~The payments are further identified~~
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263288 through 263288, totaling \$9,049.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
263288	TECHNOLOGY INTEGRATION GROUP	09/09/2022	9,049.74

1	Computer	Check(s) For a Total of	9,049.74
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**GENERAL FUND
SEPTEMBER 30TH, 2022**

**WE, THE UNDERSIGNED BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458,
COWLITZ COUNTY, WASHINGTON, DO HEREBY CERTIFY THAT ALL SERVICES
RELATED TO PAYROLL COSTS, PAID BY DIRECT WARRANT(S) AS SPECIFIED ON
WARRANT(S) 263289-263292 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF
\$2,262.84 ON SEPTEMBER 30TH, 2022**

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$5,574,751.36. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263293 through 263324, totaling \$5,574,751.36

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

Check Nbr	Vendor Name	Check Date	Check Amount
263293	ACH Cowlitz County Treasurer	09/30/2022	2,770,221.91
263294	COWLITZ COUNTY TREASURER	09/30/2022	349,729.23
263295	COWLITZ COUNTY TREASURER	09/30/2022	590,621.02
263296	DEPT OF RETIREMENT SYSTEMS	09/30/2022	741.33
263297	DEPT OF RETIREMENT SYSTEMS	09/30/2022	200,038.69
263298	DEPT OF RETIREMENT SYSTEMS	09/30/2022	624,603.41
263299	DEPT OF RETIREMENT SYSTEMS	09/30/2022	19,389.23
263300	ESD 112 WORK/COMP	09/30/2022	70,968.83
263301	ESD 112 UNEMPLOYMENT COOP	09/30/2022	7,766.75
263302	Vendor Continued Check	09/30/2022	0.00
263303	HCA-SEBB BENEFITS	09/30/2022	804,308.00
263304	HCA-SEBB FLEX SPEND	09/30/2022	2,758.40
263305	HEALTH EQUITY	09/30/2022	500.00
263306	INFOARMOR INC	09/30/2022	76.75
263307	KELSO SCHOOLS FOUNDATION	09/30/2022	407.00
263308	KELSO TRANS CHAPTE	09/30/2022	75.00
263309	LEGALEASE GROUP	09/30/2022	279.20
263310	METROPOLITAN LIFE	09/30/2022	5,251.01
263311	NATIONWIDE	09/30/2022	928.60
263312	Oregon Dept. of Revenue	09/30/2022	3,677.90
263313	PSE KELSO LOCAL	09/30/2022	470.00
263314	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2022	1,366.66
263315	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2022	10,709.26
263316	The Standard Insurance Company	09/30/2022	10,160.34
263317	THE OMNI GROUP	09/30/2022	49,183.99
263318	UNITED STATES TREASURY	09/30/2022	207.52
263319	UNITED WAY OF COWLITZ CO	09/30/2022	453.50

Check Nbr	Vendor Name	Check Date	Check Amount
263320	VEBA TRUST	09/30/2022	11,000.00
263321	W.S.P.L.E.A.	09/30/2022	10.00
263322	WA ST SCHOOL RETIREES ASSOC	09/30/2022	98.00
263323	WEA	09/30/2022	1.58
263324	WEA PAYROLL DEDUCTIONS	09/30/2022	38,748.25
32	Computer	Check(s) For a Total of	5,574,751.36

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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$825.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263325 through 263325, totaling \$825.40

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

Check Nbr	Vendor Name	Check Date	Check Amount
263325	ACH-AP COWLITZ COUNTY TREASURE	09/30/2022	825.40

1	Computer	Check(s) For a Total of	825.40
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$825.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 222300001 through 222300008, totaling \$825.40

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
222300001 De La Grange, Amy J	09/30/2022 16.27
222300002 Kiefer, Laura Ann	09/30/2022 64.56
222300003 Mirenta, Kimberley K	09/30/2022 23.94
222300004 Ogden, Heather Renee	09/30/2022 43.84
222300005 Powell, David A	09/30/2022 452.23
222300006 Shelby, Trevor Wade	09/30/2022 74.81
222300007 Talbert IV, William Gary	09/30/2022 56.69
222300008 Westlund, Scott W	09/30/2022 93.06

8	ACH	Check(s) For a Total of	825.40
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$6,511.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263326 through 263326, totaling \$6,511.25

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
263326	ACH-AP COWLITZ COUNTY TREASURE	09/30/2022	6,511.25

1	Computer	Check(s) For a Total of	6,511.25
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$6,511.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 222300009 through 222300054, totaling \$6,511.25

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
222300009 Birdsell, Robert L	09/30/2022 94.64
222300010 Boyer-Blum, Angela L	09/30/2022 974.96
222300011 Bridges, Jeri L	09/30/2022 75.00
222300012 Broschat, Claudia Francine	09/30/2022 240.08
222300013 Clark, Lori Beth	09/30/2022 60.00
222300014 Clement, Colette	09/30/2022 691.63
222300015 Corl, Shawna L	09/30/2022 52.69
222300016 Coy, Amy Christina	09/30/2022 97.14
222300017 Crocker, Steven R.	09/30/2022 111.30
222300018 Davis, Kelsey Rae	09/30/2022 60.00
222300019 Fortner, Amber Starr	09/30/2022 75.00
222300020 Guttormsen, Gunnar G	09/30/2022 88.15
222300021 Harris, Kaydee Mae	09/30/2022 71.25
222300022 Hensley, Tracy	09/30/2022 76.50
222300023 Hutchison, Diane Lavina	09/30/2022 78.00
222300024 Johanson, Robert D	09/30/2022 49.56
222300025 Junnikkala, Sue Lynne	09/30/2022 75.00
222300026 Keller, Jennifer Ann	09/30/2022 9.00
222300027 Kent, Rebecca L	09/30/2022 122.26
222300028 Kiefer, Laura Ann	09/30/2022 112.38
222300029 Krieder, Joseph J	09/30/2022 60.00
222300030 Larsen, George Severin	09/30/2022 17.61
222300031 Libby, Carmen Irene	09/30/2022 17.72
222300032 Lundberg, Andrew James	09/30/2022 32.37
222300033 Mahitka, Steven E	09/30/2022 13.46
222300034 Malagon-Lopez, Jorge	09/30/2022 87.25
222300035 Martelli, Tailor Elizabeth	09/30/2022 44.25

Check Nbr	Vendor Name	Check Date	Check Amount
222300036	Morse, Julie A	09/30/2022	100.00
222300037	Munger, Tracy M	09/30/2022	10.00
222300038	Norman, Kristen Louise	09/30/2022	76.50
222300039	Ogden, Heather Renee	09/30/2022	64.95
222300040	Oswald, Lynette Kathryn	09/30/2022	146.32
222300041	Owens, Julie Ann	09/30/2022	187.50
222300042	Pearson, Brieanna Lynne	09/30/2022	75.00
222300043	Ramey, Monica Lyn	09/30/2022	100.00
222300044	Rister, Brittney Erin	09/30/2022	133.89
222300045	Rolfe, Marna Kaye	09/30/2022	45.66
222300046	Sholtys-Cromwell, Cindy May	09/30/2022	93.35
222300047	Shuttleworth, Colleen S	09/30/2022	113.76
222300048	Talbert IV, William Gary	09/30/2022	40.13
222300049	Tatum, Andrew Atticus	09/30/2022	75.00
222300050	VASILICHENKO, OLGA VASILIIYEVNA	09/30/2022	10.00
222300051	Watkins, Katherine St Claire	09/30/2022	904.80
222300052	Watson, Patricia Michelle	09/30/2022	500.00
222300053	Whipps, Anthony Clifton	09/30/2022	272.19
222300054	Yarroll, Megan Ann	09/30/2022	75.00
46	ACH	Check(s) For a Total of	6,511.25

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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$714,668.10. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263327 through 263358, totaling \$714,668.10

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

Check Nbr	Vendor Name	Check Date	Check Amount
263327	AMAZON	09/30/2022	5,956.83
263328	AUTISM-PRODUCTS.COM	09/30/2022	92.85
263329	BANK OF AMERICA	09/30/2022	1,898.57
263330	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2022	6,434.66
263331	BEACON HILL SEWER	09/30/2022	7,057.12
263332	BLUUM USA, INC	09/30/2022	116,771.65
263333	CARROLLS WATER ASSOCIATION	09/30/2022	229.41
263334	CASCADE NATURAL GAS	09/30/2022	1,700.59
263335	CENTRAL RESTAURANT PRODUCTS	09/30/2022	15,012.21
263336	CITY OF KELSO	09/30/2022	12,794.50
263337	CITY OF KELSO - UTILITY DEPT	09/30/2022	21,871.02
263338	COLLEGE BOARD	09/30/2022	6,991.00
263339	COLUMBIA TECHNICAL, LLC	09/30/2022	463.00
263340	COWLITZ COUNTY PUBLIC WORKS DE	09/30/2022	208.15
263341	COWLITZ PUD	09/30/2022	36,288.08
263342	DAILY JOURNAL OF COMMERCE INC	09/30/2022	299.30
263343	DAILY NEWS	09/30/2022	1,537.50
263344	EDUCATIONAL SERVICE DIST #112	09/30/2022	17,238.84
263345	EDWARD DON & COMPANY HOLDINGS	09/30/2022	2,177.82
263346	GOPHER	09/30/2022	463.26
263347	IMAGINE LEARNING LLC	09/30/2022	10,755.91
263348	INTEGRATED REGISTER SYSTEM INC	09/30/2022	1,257.42
263349	JH KELLY LLC	09/30/2022	11,098.63
263350	LOWE'S	09/30/2022	994.09
263351	MINT VALLEY RACQUET CLUB	09/30/2022	839.97
263352	NORTHWEST ENFORCEMENT INC	09/30/2022	790.82
263353	NW TEXTBOOK DEPOSITORY	09/30/2022	420,527.53

Check Nbr	Vendor Name	Check Date	Check Amount
263354	PORTER FOSTER RORICK LLP	09/30/2022	4,275.00
263355	QUEEN CITY MED MART, LLC	09/30/2022	3,338.13
263356	U.S. CELLULAR	09/30/2022	1,442.41
263357	VOYAGER SOPRIS LEARNING, INC	09/30/2022	2,051.20
263358	WASTE CONTROL/KELSO	09/30/2022	1,810.63
32	Computer	Check(s) For a Total of	714,668.10

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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$1,340,891.96. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263359 through 263517, totaling \$1,340,891.96

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

Check Nbr	Vendor Name	Check Date	Check Amount
263359	AIR REPS LLC	09/30/2022	473.22
263360	AIRGAS - NOR PAC, INC.	09/30/2022	162.47
263361	ALVAH M. SQUIBB CO, INC.	09/30/2022	64.32
263362	Vendor Continued Check	09/30/2022	0.00
263363	Vendor Continued Check	09/30/2022	0.00
263364	Vendor Continued Check	09/30/2022	0.00
263365	Vendor Continued Check	09/30/2022	0.00
263366	Vendor Continued Check	09/30/2022	0.00
263367	AMAZON	09/30/2022	27,109.34
263368	APPLE INC	09/30/2022	2,000.00
263369	ARAMARK	09/30/2022	137.04
263370	ASSOC OF WA SCHOOL PRINCIPALS	09/30/2022	18,740.00
263371	AVEANNA HEALTHCARE	09/30/2022	1,950.00
263372	B & H PHOTO VIDEO	09/30/2022	1,544.29
263373	BAKER LUMBER CO.	09/30/2022	799.27
263374	Vendor Continued Check	09/30/2022	0.00
263375	Vendor Continued Check	09/30/2022	0.00
263376	BANK OF AMERICA	09/30/2022	22,994.67
263377	BAXTER AUTO PARTS #23	09/30/2022	1,329.98
263378	BE READY OUTFITTERS	09/30/2022	2,305.00
263379	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2022	458.95
263380	BLICK ART MATERIALS	09/30/2022	2,208.25
263381	BLUUM USA, INC	09/30/2022	1,118.84
263382	BSN SPORTS / SPORTS SUPPLY GRO	09/30/2022	902.64
263383	Vendor Continued Check	09/30/2022	0.00
263384	BUSINESS OFFICE-REV FUND	09/30/2022	3,704.68
263385	C & R Tractor Landscaping Inc	09/30/2022	1,186.70

Check Nbr	Vendor Name	Check Date	Check Amount
263386	CAMFIL USA INC	09/30/2022	8,243.37
263387	CAPITAL HEATING & COOLING INC	09/30/2022	389.16
263388	CAPTEK ALARM	09/30/2022	5,154.56
263389	CAROLINA BIOLOGICAL SUPPLY	09/30/2022	72.54
263390	CDW GOVERNMENT, INC.	09/30/2022	3,594.87
263391	CENTRAL WELDING SUPPLY	09/30/2022	193.83
263392	CHOWN HARDWARE & MACHINERY	09/30/2022	341.62
263393	COLUMBIA WELLNESS	09/30/2022	300.00
263394	COMCAST BUSINESS	09/30/2022	12,406.48
263395	COMMUNICATIONS NORTHWEST	09/30/2022	103.49
263396	CONREY ELECTRIC, INC.	09/30/2022	3,923.97
263397	COPIES TODAY SPEEDY LITHO	09/30/2022	4,901.30
263398	COWLITZ CLEAN SWEEP	09/30/2022	2,413.60
263399	CURRICULUM ASSOCIATES LLC	09/30/2022	52,500.00
263400	D.A. DAVIDSON & CO.	09/30/2022	25,000.00
263401	Vendor Continued Check	09/30/2022	0.00
263402	DAIRY FRESH FARMS	09/30/2022	16,301.24
263403	DAVIS DEMOGRAPHICS MGT LLC	09/30/2022	1,518.00
263404	DELL	09/30/2022	1,501.67
263405	DELUXE FOR BUSINESS	09/30/2022	1,162.32
263406	DISCOVERY EDUCATION, INC	09/30/2022	31,835.44
263407	EDUCATIONAL SERVICE DIST #112	09/30/2022	252.00
263408	EMERALD SERVICES, INC.	09/30/2022	212.43
263409	ENTEK CORPORATION	09/30/2022	684.90
263410	ENVIRONMENTAL CONTROLS CORP	09/30/2022	2,398.74
263411	ERF COMPANY, INC.	09/30/2022	310.00
263412	ESD 112/RISK	09/30/2022	593,966.00
263413	ESGI, LLC	09/30/2022	1,120.00
263414	EWELL EDUCATIONAL SERVICES, IN	09/30/2022	590.00
263415	FARMTEK	09/30/2022	1,815.66
263416	FERGUSON ENTERPRISES, LLC	09/30/2022	70.56
263417	FINALFORMS	09/30/2022	2,850.00
263418	FLORAL SUPPLY SYNDICATE	09/30/2022	570.00
263419	FOSTER GARVEY PC	09/30/2022	22,500.00
263420	FRANZ FAMILY BAKERIES	09/30/2022	4,476.12

Check Nbr	Vendor Name	Check Date	Check Amount
263421	GATEWAY EDUCATIONAL SERVICES	09/30/2022	260.00
263422	GB MANCHESTER CORPORATION	09/30/2022	1,213.16
263423	GOLD STAR FOODS - GOOD SOURCE	09/30/2022	18,138.72
263424	GOODHEART-WILCOX PUBLISHER	09/30/2022	1,234.02
263425	GRAINGER	09/30/2022	5,585.14
263426	GUITAR CENTER	09/30/2022	599.99
263427	HOUGHTON MIFFLIN HARCOURT PUBL	09/30/2022	2,856.43
263428	INTERSTATE BATTERIES OF RIVER	09/30/2022	278.79
263429	INTERSTATE PEST MANAGEMENT	09/30/2022	621.58
263430	J.W. PEPPER & SON, INC.	09/30/2022	993.43
263431	JACKSON THERAPY PARTNERS LLC	09/30/2022	11,182.50
263432	JGB SPEAKS LLC	09/30/2022	8,000.00
263433	JH KELLY LLC	09/30/2022	3,769.23
263434	JUBITZ CORP	09/30/2022	228.72
263435	JUNIOR LIBRARY GUILD	09/30/2022	560.26
263436	KELSO PETERBILT INC	09/30/2022	102.60
263437	KEYS PLUS LOCKSMITHS	09/30/2022	218.34
263438	Vendor Continued Check	09/30/2022	0.00
263439	KING COUNTY DIRECTORS	09/30/2022	11,479.21
263440	KNOWLEDGE MATTERS	09/30/2022	6,932.37
263441	LITTLE BEE SPEECH CO.	09/30/2022	720.64
263442	LN CURTIS & SONS	09/30/2022	973.04
263443	Longbell Security Resources	09/30/2022	601.04
263444	LOWE'S	09/30/2022	353.02
263445	LOWER COLUMBIA COLLEGE	09/30/2022	445.00
263446	LOWER COLUMBIA OCCUPATIONAL HE	09/30/2022	360.00
263447	MANTHE EQUIPMENT, INC.	09/30/2022	370.19
263448	MCGRAW-HILL	09/30/2022	280.04
263449	MCMaster-Carr Supply Company	09/30/2022	171.75
263450	NORTHWEST ENFORCEMENT INC	09/30/2022	10,167.64
263451	NuCO2	09/30/2022	558.00
263452	NW TEXTBOOK DEPOSITORY	09/30/2022	13,799.24
263453	ODP BUSINESS SOLUTIONS	09/30/2022	1,457.98
263454	OETC	09/30/2022	1,158.48
263455	OFFICE EXPRESS, INC	09/30/2022	15,417.04

Check Nbr	Vendor Name	Check Date	Check Amount
263456	OVERHEAD DOOR OF 'SW WASHINGTON	09/30/2022	199.44
263457	PACIFIC OFFICE AUTOMATION	09/30/2022	2,399.84
263458	PACIFIC OFFICE AUTOMATION	09/30/2022	5,988.17
263459	PALMERS GLASS COMPANY	09/30/2022	603.91
263460	PARTS AUTHORITY LLC	09/30/2022	6.04
263461	PDM STEEL SERVICE CENTERS, INC	09/30/2022	1,473.76
263462	PEARSON / NCS PEARSON INC	09/30/2022	1,637.38
263463	PEERLESS NETWORK	09/30/2022	2,274.27
263464	PILGRIM'S PRIDE CORPORATION	09/30/2022	29,142.62
263465	PLATT ELECTRIC SUPPLY	09/30/2022	4,111.88
263466	POTTER WEBSTER COMPANY	09/30/2022	124.99
263467	PROCARE THERAPY	09/30/2022	7,110.00
263468	PROJECT LEAD THE WAY, INC.	09/30/2022	1,847.16
263469	RESILITE SPORTS PRODUCT	09/30/2022	36,004.91
263470	ROLLING HILLS PUBLISHING LLC	09/30/2022	2,962.50
263471	SAFEWAY INC	09/30/2022	741.12
263472	SCHETKY NORTHWEST SALES, INC	09/30/2022	1,774.61
263473	SCHOOL CHECKIN	09/30/2022	404.26
263474	SCREENCASTIFY, LLC	09/30/2022	1,560.00
263475	SECURITY PROFESSIONALS, LLC	09/30/2022	258.31
263476	SHERWIN WILLIAMS	09/30/2022	70.22
263477	SIGN PRINT 360	09/30/2022	4,088.34
263478	SMARTSENSE BY DIGI	09/30/2022	9,984.41
263479	SPENCER'S TRUCKING & EXCAVATIN	09/30/2022	79.99
263480	SPROUT THERAPY SOLUTIONS, LLC	09/30/2022	3,833.50
263481	SRI / SIGNING RESOURCES & INTE	09/30/2022	240.00
263482	STAPLES CONTRACT & COMMERCIAL	09/30/2022	2,039.21
263483	STAR RENTALS AND SALES	09/30/2022	131.22
263484	SWAA-WIAA DISTRICT 4	09/30/2022	240.00
263485	SWANSON BARK & WOOD PRODUCTS I	09/30/2022	702.08
263486	T & T TIRE LLC	09/30/2022	1,559.10
263487	TACO TIME	09/30/2022	525.00
263488	TCI	09/30/2022	27,251.00
263489	TEACHER SYNERGY	09/30/2022	249.45
263490	TEACHING STRATEGIES LLC	09/30/2022	713.46

Check Nbr	Vendor Name	Check Date	Check Amount
263491	THE HELLO FOUNDATION LLC	09/30/2022	3,150.00
263492	THE HOME DEPOT PRO-SUPPLYWORKS	09/30/2022	7,105.65
263493	TK ELEVATOR	09/30/2022	3,312.39
263494	TODD ZIMBELMAN MUSIC SERVICES	09/30/2022	500.00
263495	TWIN CITY SERVICE CO. INC.	09/30/2022	1,803.16
263496	U.S. CELLULAR	09/30/2022	176.94
263497	UNITED RENTALS	09/30/2022	5,712.87
263498	Vendor Continued Check	09/30/2022	0.00
263499	UNITED SALAD CO	09/30/2022	28,677.10
263500	Vendor Continued Check	09/30/2022	0.00
263501	US FOODS INC	09/30/2022	76,788.53
263502	VANCOUVER BOLT AND SUPPLY INC	09/30/2022	458.46
263503	VERNIE'S	09/30/2022	175.01
263504	VIKING AUTOMATIC SPRINKLER COM	09/30/2022	3,081.22
263505	WA ACTE	09/30/2022	1,400.00
263506	WA ASSOC OF SCHOOL ADMINISTRAT	09/30/2022	2,185.82
263507	WA CORRECTIONAL INDUSTRIES	09/30/2022	805.35
263508	WA ST ASSOC OF SCHOOL PSYCHOLO	09/30/2022	75.00
263509	WA STATE COACHES ASSOC	09/30/2022	240.00
263510	WATKINS TRACTOR & SUPPLY CO.	09/30/2022	242.85
263511	WIAA	09/30/2022	270.00
263512	WILCO	09/30/2022	600.70
263513	WILCOX & FLEGEL FUEL OIL CO.	09/30/2022	23,362.50
263514	WIRE RITE ELECTRIC INC	09/30/2022	3,098.96
263515	WOOD'S LOGGING SUPPLY, INC	09/30/2022	278.71
263516	WORTHINGTON DIRECT	09/30/2022	1,416.40
263517	WSIPC	09/30/2022	9,691.07

159	Computer	Check(s) For a Total of	1,340,891.96
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$4,243.81. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263518 through 263518, totaling \$4,243.81

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

Check Nbr	Vendor Name	Check Date	Check Amount
263518	ACH- COWLITZ COUNTY TREASURER	09/30/2022	4,243.81

1	Computer	Check(s) For a Total of	4,243.81
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$476.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 263519 through 263520, totaling \$476.23

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

Check Nbr	Vendor Name	Check Date	Check Amount
263519	HCA-SEBB BENEFITS	10/06/2022	454.00
263520	The Standard Insurance Company	10/06/2022	22.23

2	Computer	Check(s) For a Total of	476.23
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$2,085,934.61. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3776 through 3793, totaling \$2,085,934.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
3776	COLLINS ARCHITECTURAL GROUP PS	09/30/2022	25,580.59
3777	COWLITZ COUNTY BUILDING & PLAN	09/30/2022	19,020.81
3778	EDUCATIONAL SERVICE DIST #112	09/30/2022	76,985.63
3779	FORMA CONSTRUCTION CO	09/30/2022	1,432,342.86
3780	HEFFRON TRANSPORTATION INC	09/30/2022	748.00
3781	HERITAGE BANK & FORMA CONSTRUC	09/30/2022	69,463.77
3782	HULTZ/BHU ENGINEERS INC	09/30/2022	10,002.00
3783	INTEGRUS ARCHITECTURE PS	09/30/2022	66,433.43
3784	LONG BUILDING TECHNOLOGIES INC	09/30/2022	79,705.51
3785	MATERIALS TESTING & CONSULTING	09/30/2022	1,070.00
3786	METEOR EDUCATION LLC	09/30/2022	24,433.78
3787	NW LANDSCAPE SERVICE INC	09/30/2022	30,956.03
3788	PBS ENGINEERING & ENVIRON.	09/30/2022	6,145.00
3789	PERKINS COIE LLP	09/30/2022	4,350.00
3790	PROFESSIONAL ROOF CONSULTANTS	09/30/2022	1,546.00
3791	PURCELL P & C LLC	09/30/2022	203,448.37
3792	THE HOME DEPOT PRO-SUPPLYWORKS	09/30/2022	241.56
3793	WA CORRECTIONAL INDUSTRIES	09/30/2022	33,461.27

18	Computer	Check(s) For a Total of	2,085,934.61
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Capital Projects
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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$19.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3794 through 3794, totaling \$19.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
3794	ACH- COWLITZ COUNTY TREASURER	09/30/2022	19.57

1	Computer	Check(s) For a Total of	19.57
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$410.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31252 through 31252, totaling \$410.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
31252	ACH-AP COWLITZ COUNTY TREASURE	09/30/2022	410.07

1	Computer	Check(s) For a Total of	410.07
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$410.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 222300055 through 222300056, totaling \$410.07

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
222300055 Amrine, Steve F	09/30/2022	95.07
222300056 WINES, TIMOTHY SCOTT	09/30/2022	315.00

2	ACH	Check(s) For a Total of	410.07
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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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$33,778.61. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31253 through 31259, totaling \$33,778.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
31253	COPIES TODAY SPEEDY LITHO	09/30/2022	2,274.35
31254	DOERNBECHER CHILDRENS HOSP FOU	09/30/2022	95.00
31255	GEAR UP SPORTS, LLC	09/30/2022	8,924.74
31256	JOSTENS	09/30/2022	9,518.11
31257	KELSO SCHOOL DISTRICT	09/30/2022	5,000.00
31258	PURE WATER AQUATICS	09/30/2022	3,854.91
31259	WASHINGTON OFFICIALS ASSOCIATI	09/30/2022	4,111.50

7	Computer	Check(s) For a Total of	33,778.61
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ASB 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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$38,134.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31260 through 31291, totaling \$38,134.12

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
31260	A.S.B. IMPREST FUND	09/30/2022	1,036.14
31261	AMAZON	09/30/2022	876.72
31262	BAND SHOPPE	09/30/2022	1,151.63
31263	BANK OF AMERICA	09/30/2022	2,717.91
31264	BELL STUDIOS	09/30/2022	64.86
31265	Brotherton, Abigail Anneliese	09/30/2022	100.00
31266	BSN SPORTS / SPORTS SUPPLY GRO	09/30/2022	6,378.63
31267	BUSINESS OFFICE-REV FUND	09/30/2022	200.00
31268	CLOVER ISLAND INN	09/30/2022	845.41
31269	COPIES TODAY SPEEDY LITHO	09/30/2022	204.31
31270	EASTBAY INC.	09/30/2022	1,314.00
31271	KING COUNTY DIRECTORS	09/30/2022	171.09
31272	KORNEY BOARD AIDS, INC.	09/30/2022	509.97
31273	LAKES HIGH SCHOOL	09/30/2022	150.00
31274	MARK MORRIS HIGH SCHOOL	09/30/2022	275.00
31275	MINT VALLEY GOLF COURSE	09/30/2022	618.68
31276	NORTH AMERICAN TARP, LLC	09/30/2022	959.93
31277	NW DELI DISTRIBUTING, INC.	09/30/2022	4,237.51
31278	PLAQUES & SUCH	09/30/2022	810.00
31279	RIDDELL ALL AMERICAN	09/30/2022	5,233.01
31280	RSCHOOLTODAY	09/30/2022	500.00
31281	SAFEWAY INC	09/30/2022	1,250.39
31282	SIGNMASTERS AWARDS N' MORE, IN	09/30/2022	1,879.43
31283	SPORT KILT INC	09/30/2022	801.95
31284	STEWART, PAMELA	09/30/2022	195.00
31285	SW WA ACTIVITIES ASSOCIATION	09/30/2022	500.00
31286	SWIRE COCA-COLA USA	09/30/2022	2,072.92

Check Nbr	Vendor Name	Check Date	Check Amount
31287	THE LEOTARD INC	09/30/2022	702.40
31288	UNION VOLLEYBALL BOOSTERS	09/30/2022	100.00
31289	VERNIE'S	09/30/2022	137.23
31290	WASBO	09/30/2022	840.00
31291	WIAA	09/30/2022	1,300.00
32	Computer	Check(s) For a Total of	38,134.12

ASB 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 September 26, 2022, the board, by a _____ vote, approves payments, totaling \$187.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31292 through 31292, totaling \$187.46

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

Check Nbr	Vendor Name	Check Date	Check Amount
31292	ACH- COWLITZ COUNTY TREASURER	09/30/2022	187.46

1	Computer	Check(s) For a Total of	187.46
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KELSO SCHOOL DISTRICT NO. 458
RESOLUTION NO. 22/23-04

WHEREAS, the legislature of the State of Washington, by means of RCW 28A.325.020 allows school districts to establish and operate an “Associated Student Body”, and

WHEREAS, WAC 392-138-018 provides for the establishment of associated student body petty cash funds for convenience in provide for the making of change, and

WHEREAS, the Kelso School District Board of Directors last increased the associated student body petty cash fund for Coweeman Middle School during the 1983/84 school year, to \$100, and

WHEREAS, it now appears necessary to increase the associated student body petty cash fund for Coweeman Middle School,

THEREFORE, BE IT RESOLVED, that Kelso School District Board of Directors does hereby adjust the associated student body petty cash fund for Coweeman Middle School to the amount of \$275.

DATED this 17th day of October 2022.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary

UNFINISHED BUSINESS


NEW BUSINESS

- A. Construction Update Forma/CSG/Collins
- B. Budget Update – August Scott Westlund
- C. Acceptance of Bid for Rose Valley Elementary School Modernization Project (Action) Scott Westlund
- D. Policy 2110 Transitional Bilingual Instruction Program (1st Reading) Paige Kelsey
- E. Policy 4218/4218P Language Access (1st Reading) Paige Kelsey
- F. Policy 2161P Special Education and Related Services for Eligible Students (Information) Heather Ogden
- G. Policy 2165 Home or Hospital Instruction (1st Reading) Heather Ogden
- H. Legislative Assembly Update Leah Moore
- I. Superintendent's Report Mary Beth Tack

CONSTRUCTION UPDATE



October 17, 2022

TO: Mary Beth Tack, Superintendent
FROM:  Scott Westlund, Chief Financial and Operations Officer
SUBJECT: Budget Status Reports for August 31, 2022.

As we finish closing out the financials for 2021/22, our ending fund balance for August 31, 2022, through September 2022 reconciliation shows approximately \$6.53 million. Total ending fund balance for 2021/22 will increase to approximately \$7.1 million as we recover remaining federal ESSER funds related to 21/22 expenditures, and other revenue accruals at the end of October.

Accrued revenues still pending leaves our projected beginning fund balance of \$7.1 million at 8.6% of budgeted expenditures/transfers for the 2022/23 fiscal year. This leaves us on solid footing as we move into the new fiscal year.

Enrollment to start-off the 2022/23 school year is also on solid footing as we are approximately 55 FTE above budget. This should leave us with an ending enrollment level at or above budget for the school year.

The ending budget for the 2021/22 fiscal year looks great, and I am pleased where we've finished the year.

General Fund Revenues | Dashboard Summary

For the Period Ending August 31, 2022

Total Revenues
Actual YTD



Local Sources
Actual YTD



State Sources
Actual YTD



Federal Sources
Actual YTD

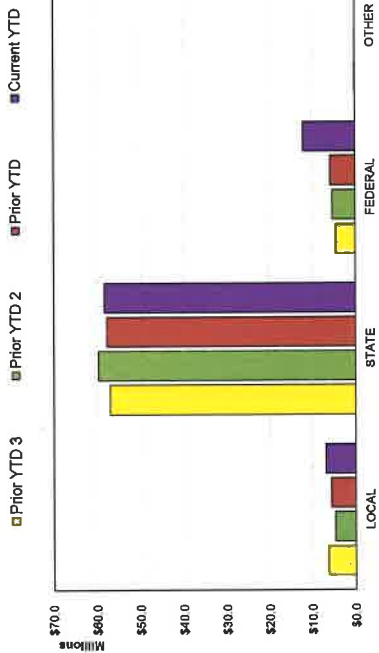


Revenue Analysis

Top 10 Sources of Revenue (YTD)

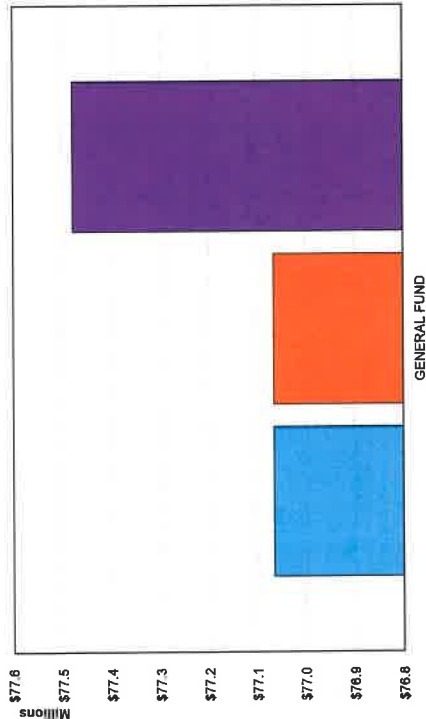
Apportionment	\$41,951,222
Special Purpose - Unassigned	\$13,221,086
Special Purpose - OSPF Unassigned	\$11,778,310
Local Property Tax	\$6,182,951
Local Effort Assistance	\$3,206,623
Local Support Non-Tax - Unassigned	\$339,011
USDA Commodities	\$174,662
Timber Excise Tax	\$120,127
Sales of Goods, Supplies, and Services - Unassigned	\$118,907
Gifts, Grants, and Donations (Local)	\$72,411
Percent of Total Revenues YTD	99.59%

Revenues by Source | Prior YTD vs. Current YTD

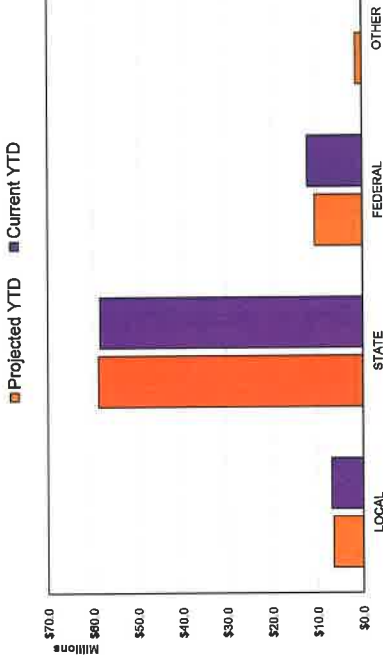


Total Revenues | Budget / Projected YTD / Current YTD

Legend: Budget (Blue), Projected YTD (Red), Current YTD (Green)



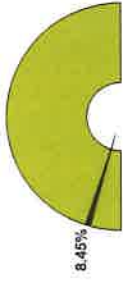
Revenues by Source | Projected YTD vs. Current YTD



General Fund Expenditures | Dashboard Summary

For the Period Ending August 31, 2022

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
98.43%

Salaries & Benefits
Actual YTD



Projected YTD Salary/ Benefits
99.59%

Basic Education
Actual YTD



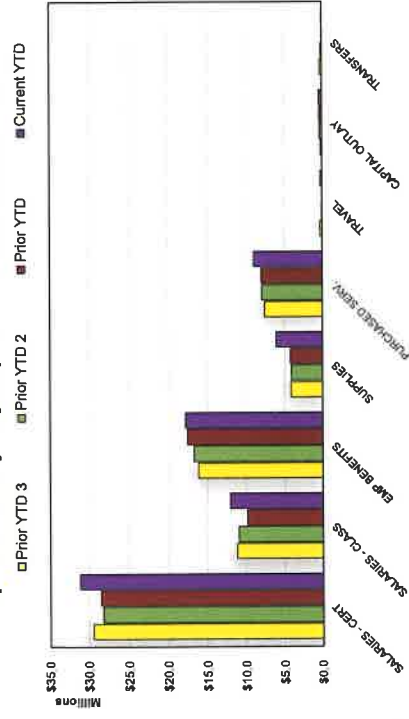
Projected YTD Basic Education
100.00%

Expenditure Analysis

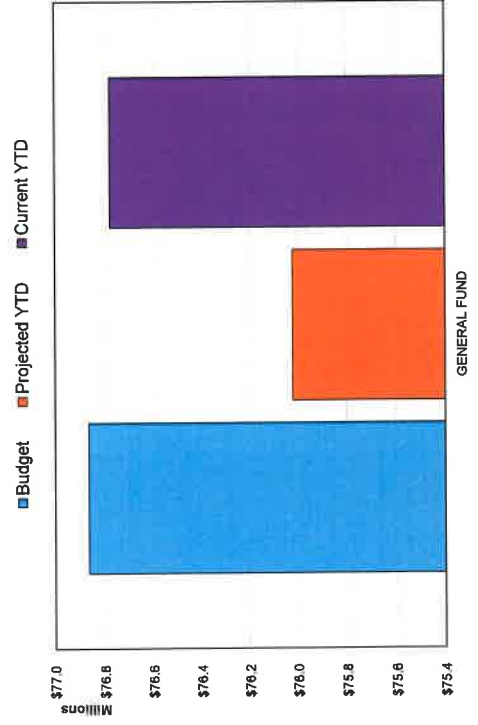
Top 10 Expenditures by Program (YTD)

Basic Education	\$33,281,391
Districtwide Support	\$11,338,683
Special Education - Supplemental - State	\$8,793,640
Vocational - Basic - State	\$3,094,259
School Food Services	\$3,001,848
Learning Assistance Program - State	\$2,814,924
Pupil Transportation	\$2,606,055
ESSER II	\$1,878,479
ESSER III LL	\$1,565,050
ESEA Disadvantaged - Federal	\$1,455,992
Percent of Total Expenditures YTD	89.86%

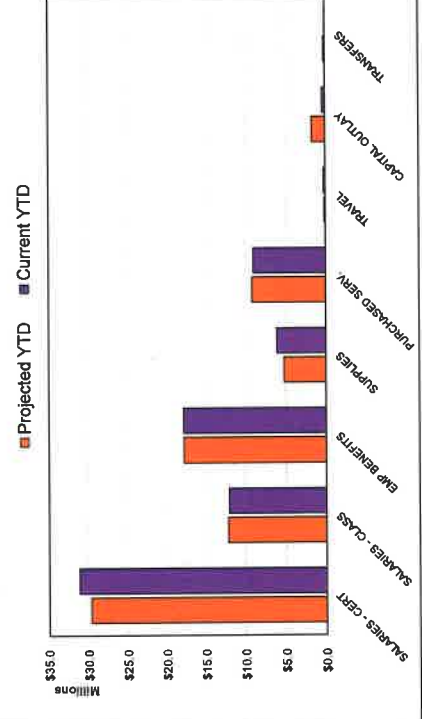
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



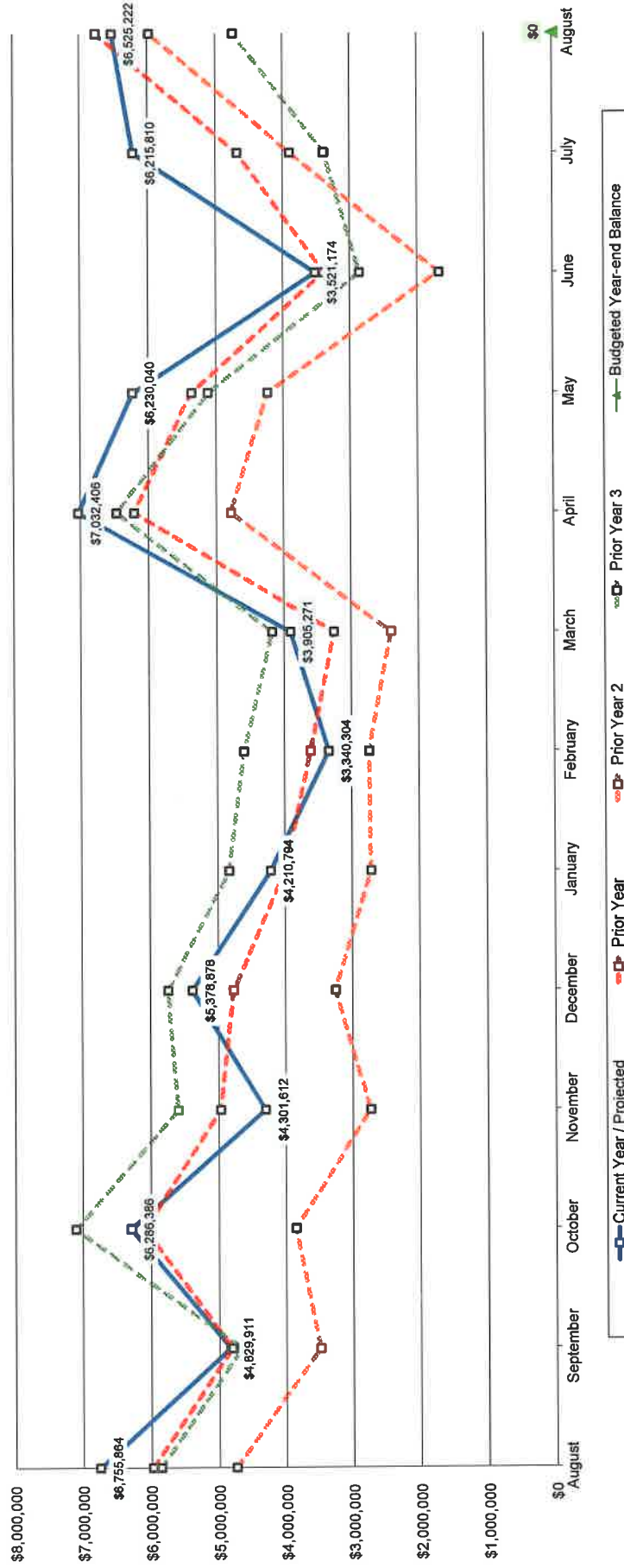
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending August 31, 2022

Month-End Balances (Year-over-Year Trend)

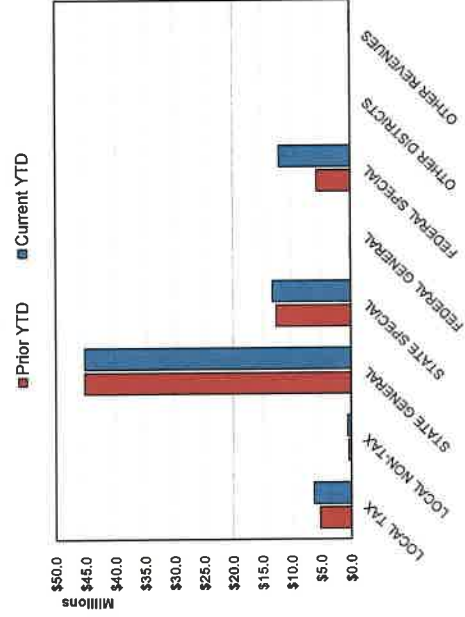


General Fund | Financial Summary

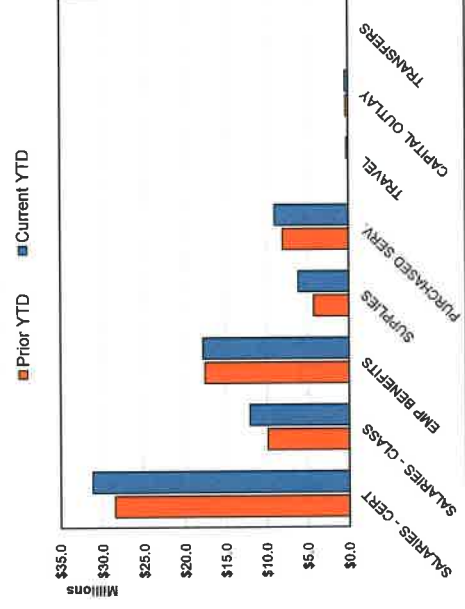
For the Period Ending August 31, 2022

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$5,229,200	\$5,229,200	100.00%	\$6,303,078	\$6,213,424	101.44%
Local Support Non-Tax	429,985	429,985	100.00%	607,696	\$275,500	220.58%
State General Purpose	45,194,878	45,194,878	100.00%	45,157,845	\$45,376,802	99.52%
State Special Purpose	12,626,980	12,626,980	100.00%	13,243,837	\$13,373,256	99.03%
Federal General Purpose	131,708	131,708	100.00%	17,429	\$16,165	107.82%
Federal Special Purpose	5,670,283	5,670,283	100.00%	12,058,366	\$10,448,709	115.41%
Other School Districts	0	0		0	\$0	
Other Revenues	33,687	33,687	100.00%	90,668	\$1,360,000	6.67%
TOTAL REVENUE	\$69,316,721	\$69,316,721	100.00%	\$77,478,919	\$77,063,856	100.54%
EXPENDITURES						
Salaries - Certificated Employees	\$28,524,480	\$28,524,480	100.00%	\$31,189,759	\$29,710,448	104.98%
Salaries - Classified Employees	9,878,862	9,878,862	100.00%	12,079,172	\$12,319,799	98.05%
Employee Benefits and Payroll Taxes	17,554,512	17,554,512	100.00%	17,821,518	\$17,854,449	99.82%
Supplies, Instr. Resources, and Non-Cap Items	4,238,105	4,238,105	100.00%	6,094,827	\$5,301,762	114.96%
Purchased Services	8,009,154	8,009,154	100.00%	8,965,228	\$9,240,848	97.02%
Travel	16,616	16,616	100.00%	220,927	\$148,731	148.54%
Capital Outlay	316,654	316,654	100.00%	373,264	\$2,289,000	16.31%
Transfers	0	0	100.00%	33,057	\$185,000	17.87%
TOTAL EXPENDITURES	\$68,539,384	\$68,539,384	100.00%	\$76,777,762	\$77,050,037	99.65%
SURPLUS / (DEFICIT)	\$778,337	\$778,337		\$701,157	\$13,819	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$1,660	\$1,660		\$3,192	\$1,500	
Other Financing Uses	\$0	\$0		(\$935,000)	(\$185,000)	
NET CHANGE IN FUND BALANCE	\$779,997	\$779,997		(\$230,641)	(\$169,681)	
ENDING FUND BALANCE	\$6,755,864	\$6,755,864		\$6,525,222		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD



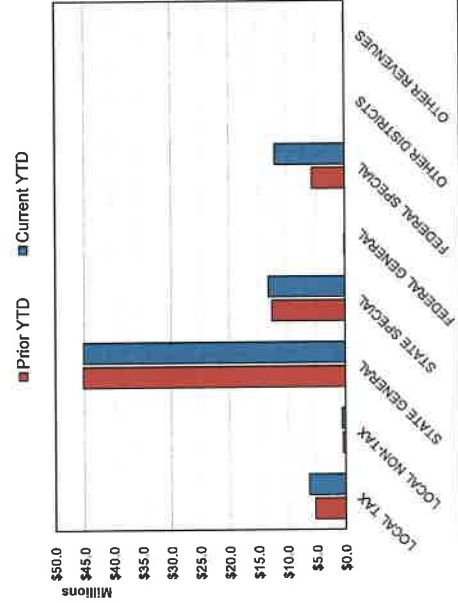
General Fund | Financial Summary

For the Period Ending August 31, 2022

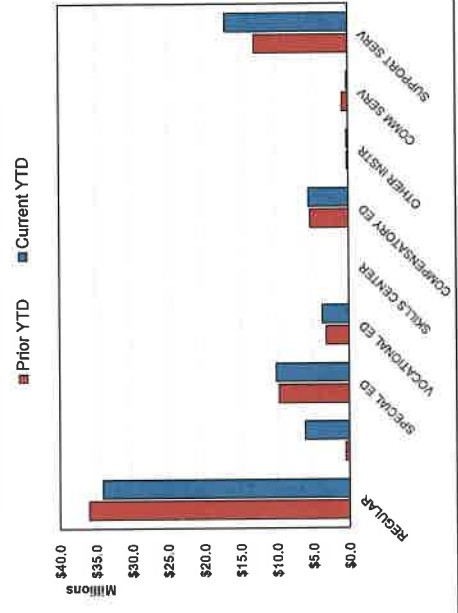
	Prior YTD	Prior Year Actual	YTD % of PY Actual
REVENUES			
Local Tax	\$5,229,200	\$5,229,200	100.00%
Local Support Non-Tax	429,985	429,985	100.00%
State General Purpose	45,194,878	45,194,878	100.00%
State Special Purpose	12,626,980	12,626,980	100.00%
Federal General Purpose	131,708	131,708	100.00%
Federal Special Purpose	5,670,283	5,670,283	100.00%
Other School Districts	0	0	100.00%
Other Revenues	33,687	33,687	100.00%
TOTAL REVENUE	\$69,316,721	\$69,316,721	100.00%
EXPENDITURES			
Regular Instruction	\$35,968,613	\$35,968,613	100.00%
Federal Special Purpose	486,559	486,559	100.00%
Special Education Instruction	9,693,900	9,693,900	100.00%
Vocational Education Instruction	3,156,821	3,156,821	100.00%
Skills Center Instruction	0	0	100.00%
Compensatory Education Instruction	5,309,059	5,309,059	100.00%
Other Instructional Programs	177,919	177,919	100.00%
Community Services	813,395	813,395	100.00%
Support Services	12,932,118	12,932,118	100.00%
TOTAL EXPENDITURES	\$69,538,384	\$69,538,384	100.00%
SURPLUS / (DEFICIT)	\$778,337	\$778,337	
OTHER FINANCING SOURCES / (USES)			
Other Financing Sources	\$1,660	\$1,660	
Other Financing Uses	\$0	\$0	
NET CHANGE IN FUND BALANCE	\$779,997	\$779,997	
ENDING FUND BALANCE	\$6,755,864	\$6,755,864	

	Current YTD	Annual Budget	YTD % of Budget
REVENUES			
Local Tax	\$6,303,078	\$6,213,424	101.44%
Local Support Non-Tax	607,696	\$275,500	220.58%
State General Purpose	45,157,845	\$45,376,802	99.52%
State Special Purpose	13,243,837	\$13,373,256	99.03%
Federal General Purpose	17,429	\$16,165	107.82%
Federal Special Purpose	12,058,366	\$10,448,709	115.41%
Other School Districts	0	\$0	
Other Revenues	90,668	\$1,360,000	6.67%
TOTAL REVENUE	\$77,478,919	\$77,063,856	100.54%
EXPENDITURES			
Regular Instruction	\$34,055,704	\$34,269,426	99.36%
Federal Special Purpose	6,104,426	\$5,221,088	116.92%
Special Education Instruction	10,085,582	\$11,701,517	86.19%
Vocational Education Instruction	3,684,860	\$3,155,331	116.78%
Skills Center Instruction	0	\$0	
Compensatory Education Instruction	5,553,288	\$5,528,363	100.45%
Other Instructional Programs	197,073	\$1,526,839	12.91%
Community Services	150,255	\$32,198	466.66%
Support Services	16,946,586	\$15,615,276	108.53%
TOTAL EXPENDITURES	\$76,777,752	\$77,060,037	99.65%
SURPLUS / (DEFICIT)	\$701,167	\$13,819	
OTHER FINANCING SOURCES / (USES)			
Other Financing Sources	\$3,192	\$1,500	
Other Financing Uses	(\$935,000)	(\$185,000)	
NET CHANGE IN FUND BALANCE	(\$230,841)	(\$169,681)	
ENDING FUND BALANCE	\$6,525,222	\$6,525,222	

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

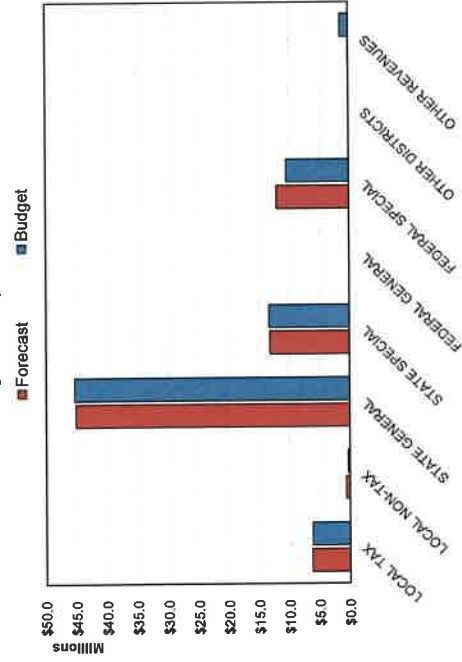


General Fund (High Level) | Financial Forecast

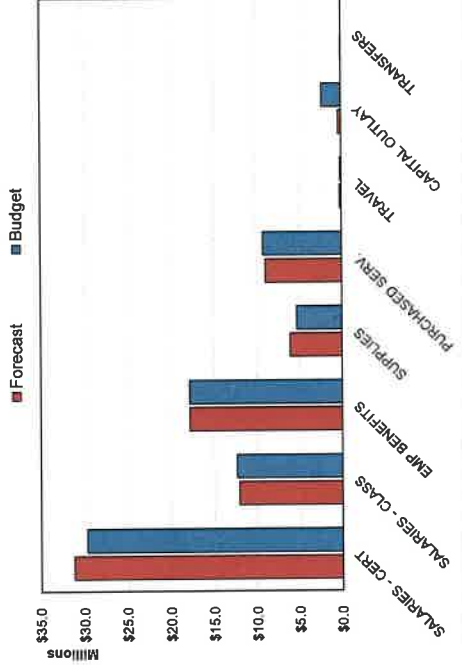
For the Period Ending August 31, 2022

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$5,229,200	\$6,303,078	\$0	\$6,303,078	\$6,213,424	\$89,654
Local Support Non-Tax	429,985	607,696	0	607,696	\$275,500	332,196
State General Purpose	45,194,878	45,157,845	0	45,157,845	\$45,378,802	(218,957)
State Special Purpose	12,626,980	13,243,837	0	13,243,837	\$13,373,256	(129,419)
Federal General Purpose	131,708	17,429	0	17,429	\$16,165	1,264
Federal Special Purpose	5,670,283	12,058,366	0	12,058,366	\$10,448,709	1,609,657
Other School Districts	0	0	0	0	\$0	0
Other Revenues	33,687	90,668	0	90,668	\$1,360,000	(1,269,332)
TOTAL REVENUE	\$69,316,721	\$77,478,919	\$0	\$77,478,919	\$77,063,856	\$415,063
EXPENDITURES						
Salaries - Certificated Employees	\$28,524,480	\$31,198,759	\$0	\$31,198,759	\$29,710,448	(\$1,479,311)
Salaries - Classified Employees	9,878,862	12,079,172	0	\$12,079,172	\$12,318,799	240,627
Employee Benefits and Payroll Taxes	17,554,512	17,821,518	0	\$17,821,518	\$17,854,449	32,932
Supplies, Instr. Resources, and Non-Cap Items	4,238,105	6,094,827	0	\$6,094,827	\$5,301,762	(793,065)
Purchased Services	8,009,154	8,965,228	0	\$8,965,228	\$9,240,848	275,620
Travel	16,616	220,927	0	\$220,927	\$148,731	(72,196)
Capital Outlay	316,654	373,264	0	\$373,264	\$2,289,000	1,915,736
Transfers	0	33,057	0	\$33,057	\$0	(33,057)
TOTAL EXPENDITURES	\$88,538,384	\$76,777,752	\$0	\$76,777,752	\$76,865,037	\$87,286
SURPLUS / (DEFICIT)	\$778,337	\$701,167	\$0	\$701,167	\$198,819	\$502,348
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$1,660	\$3,192	\$0	\$3,192	\$1,500	\$0
Other Financing Uses	\$0	(\$935,000)	\$0	(\$935,000)	(\$185,000)	(\$750,000)
NET CHANGE IN FUND BALANCE	\$779,997	(\$230,641)	\$0	(\$230,641)	\$15,319	(\$247,652)
ENDING FUND BALANCE	\$6,755,864	\$6,525,222	\$0	\$6,525,222	\$0	\$0

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending August 31, 2022

	Prior-YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance (Fav / Unfav)
REVENUES						
1100 Local Property Tax	\$5,078,672	\$5,182,951	\$0	\$5,182,951	\$5,121,064	\$61,887
1500 Timber Excise Tax	150,529	120,127	0	120,127	92,360	27,767
2100 Tuition and Fees - Unassigned	3,557	23,833	0	23,833	15,000	8,833
2200 Sales of Goods, Supplies, and Services - Unassigned	51,364	118,907	0	118,907	80,000	38,907
2300 Investment Earnings	5,465	18,080	0	18,080	20,000	(1,920)
2500 Gifts, Grants, and Donations (Local)	35,762	72,411	0	72,411	50,000	22,411
2600 Fines and Damages	7,002	9,547	0	9,547	10,000	(453)
2700 Rentals and Leases	597	25,907	0	25,907	35,000	(9,093)
2800 Insurance Recoveries	0	0	0	0	500	(500)
2900 Local Support Non-Tax - Unassigned	326,238	339,011	0	339,011	65,000	274,011
3100 Apportionment	41,315,149	41,951,222	0	41,951,222	42,276,747	(325,525)
3300 Local Effort Assistance	3,879,729	3,206,623	0	3,206,623	3,100,000	106,623
3600 State Forests	0	0	0	0	55	(55)
4100 Special Purpose - Unassigned	12,584,189	13,221,086	0	13,221,086	13,373,256	(152,170)
4300 Other State Agencies - Unassigned	42,791	22,751	0	22,751	0	22,751
5200 General Purpose Direct Federal Grants - Unassigned	118,287	0	0	0	0	0
5500 Federal Forests	13,421	17,429	0	17,429	16,165	1,264
6100 Special Purpose - OSPI Unassigned	5,317,168	11,778,310	0	11,778,310	10,218,709	1,559,601
6200 Direct Special Purpose Grants	24,253	33,627	0	33,627	30,000	3,627
6300 Federal Grants Through Other Entities - Unassigned	235,461	71,766	0	71,766	40,000	31,766
6600 USDA Commodities	93,401	174,662	0	174,662	160,000	14,662
8100 Governmental Entities	0	1,146	0	1,146	1,300,500	(1,299,354)
8200 Private Foundation	6,354	30,254	0	30,254	18,000	12,254
8500 Educational Service Districts	27,334	59,267	0	59,267	40,000	19,267
9300 Sale of Equipment	1,650	3,192	0	3,192	1,500	1,692
TOTAL REVENUES	\$59,318,381	\$77,482,111	\$0	\$77,482,111	\$77,063,856	\$418,255
EXPENDITURES						
01 Basic Education	\$35,665,361	\$33,281,391	\$0	\$33,281,391	\$33,679,446	\$398,054
02 Basic Education - Alternative Learning Experience	78,264	626,333	0	626,333	254,980	(373,353)
03 Dropout Reengagement	204,968	145,979	0	145,979	150,000	4,021
11 Enrollment Stabilization	0	1,217,131	0	1,217,131	0	(1,217,131)
12 ESSER II	420,866	1,876,478	0	1,876,478	2,869,434	990,955
13 ESSER III	32,207	1,187,007	0	1,187,007	2,351,654	1,164,647
14 ESSER III LL	33,486	1,565,050	0	1,565,050	0	(1,565,050)
19 ESSER	0	256,759	0	256,759	0	(256,759)
21 Special Education - Supplemental - State	8,684,973	8,793,640	0	8,793,640	10,612,529	1,818,880
22 Special Education - Infants and Toddlers - State	42,330	0	0	0	0	0
23 Supplemental Federal	0	200,364	0	200,364	0	(200,364)
24 Special Education - Supplemental - Federal	966,597	1,091,528	0	1,091,528	1,088,988	(2,540)
31 Vocational - Basic - State	2,640,408	3,094,259	0	3,094,259	2,673,127	(421,132)
34 Middle School Career and Technical Education State	451,093	545,484	0	545,484	443,987	(101,487)
38 Vocational - Federal	65,320	45,117	0	45,117	38,208	(6,909)
51 ESEA Disadvantaged - Federal	1,329,570	1,455,992	0	1,455,992	1,475,957	19,965
52 Other Title Grants Under ESEA - Federal	308,202	153,092	0	153,092	275,505	122,412
55 Learning Assistance Program - State	2,753,338	2,814,924	0	2,814,924	2,931,457	116,534
56 Special and Pilot Programs - State	408,980	578,017	0	578,017	324,994	(253,023)
64 Limited English Proficiency - Federal	25,365	57,903	0	57,903	41,136	(16,767)
65 Transitional Bilingual - State	467,364	429,781	0	429,781	431,314	1,533
68 Indian Education - Federal - ED	9,665	33,627	0	33,627	30,000	(3,627)
69 Compensatory - Other	6,555	29,951	0	29,951	18,000	(11,951)
74 Highly Capable	136,499	135,046	0	135,046	135,892	846
79 Instructional Programs - Other	41,420	62,027	0	62,027	1,390,947	1,328,920
89 Other Community Services	813,395	150,255	0	150,255	32,198	(118,056)
97 Districtwide Support	9,530,373	11,338,683	0	11,338,683	10,447,835	(890,848)
98 School Food Services	1,405,928	3,001,848	0	3,001,848	2,603,515	(398,333)
99 Pupil Transportation	1,995,817	2,606,055	0	2,606,055	2,563,926	(42,129)
TOTAL EXPENDITURES	\$58,538,364	\$76,777,752	\$0	\$76,777,752	\$76,865,037	\$87,288
SURPLUS / (DEFICIT)	779,997	704,359	0	704,359	198,819	1,632
Other Financing Uses	0	(935,000)	0	(935,000)	(165,000)	(750,000)
ENDING FUND BALANCE	5,755,864	5,525,222	0	5,525,222	0	0

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	6,213,424	25,453.21	6,303,077.93		89,653.93-	101.44
2000 LOCAL SUPPORT NONTAX	275,500	221,116.27	594,988.99		319,488.99-	215.97
3000 STATE, GENERAL PURPOSE	45,376,802	4,721,592.36	45,157,844.80		218,957.20	99.52
4000 STATE, SPECIAL PURPOSE	13,373,256	1,856,894.39	13,243,757.70		129,498.30	99.03
5000 FEDERAL, GENERAL PURPOSE	16,165	.00	17,429.10		1,264.10-	107.82
6000 FEDERAL, SPECIAL PURPOSE	12,448,709	1,372,950.04	12,058,110.46		390,598.54	96.86
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	1,358,500	42,164.85	90,667.86		1,267,832.14	6.67
9000 OTHER FINANCING SOURCES	1,500	.00	3,192.00		1,692.00-	212.80
<u>Total REVENUES/OTHER FIN. SOURCES</u>	79,063,856	8,240,171.12	77,469,068.84		1,594,787.16	97.98
<u>B. EXPENDITURES</u>						
00 Regular Instruction	34,297,985	2,734,444.72	34,001,447.18	0.00	296,537.82	99.14
10 Federal Stimulus	5,561,450	1,043,088.68	6,132,079.03	0.00	570,629.03-	110.26
20 Special Ed Instruction	11,946,624	849,528.65	10,085,326.21	0.00	1,861,297.79	84.42
30 Voc. Ed Instruction	3,980,635	384,257.53	3,684,709.55	0.00	295,925.45	92.57
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	6,389,264	768,535.22	5,572,817.15	0.00	816,446.85	87.22
70 Other Instructional Pgms	1,025,605	11,408.14	196,883.68	0.00	828,721.32	19.20
80 Community Services	33,519	24,954.89	150,254.52	0.00	116,735.52-	448.27
90 Support Services	15,629,973	1,364,540.98	16,928,496.02	0.00	1,298,523.02-	108.31
<u>Total EXPENDITURES</u>	78,865,055	7,180,758.81	76,752,013.34	0.00	2,113,041.66	97.32
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	2,045,000	750,000.00	935,000.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	1,846,199-	309,412.31	217,944.50-		1,628,254.50	88.19-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	6,000,000		6,755,863.66			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	4,153,801		6,537,919.16			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	90,348.32
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	370,000	478,489.46
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	295,820.10
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	125,000	198,416.73
G/L 890 Unassigned Fund Balance	3,408,801	5,523,863.14
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	4,153,801	6,586,937.75
Differences	0	49,018.59

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	10,000	9,542.90	26,195.65		16,195.65-	261.96
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	30,000,000	3,394,637.63	14,174,599.04		15,825,400.96	47.25
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	750,000.00		750,000.00-	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	140,000	750,000.00	890,000.00		750,000.00-	635.71
Total REVENUES/OTHER FIN. SOURCES	30,150,000	4,154,180.53	15,840,794.69		14,309,205.31	52.54
B. EXPENDITURES						
10 Sites	10,000,000	.00	92,417.49	0.00	9,907,582.51	0.92
20 Buildings	40,000,000	4,705,396.41	26,477,562.38	0.00	13,522,437.62	66.19
30 Equipment	0	677,756.44	924,068.49	0.00	924,068.49-	0.00
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
Total EXPENDITURES	50,000,000	5,383,152.85	27,494,048.36	0.00	22,505,951.64	54.99
C. OTHER FIN. USES TRANS. OUT (GL 536)	140,000	.00	139,540.73			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)	19,990,000-	1,228,972.32-	11,792,794.40-		8,197,205.60	41.01-
F. TOTAL BEGINNING FUND BALANCE	25,000,000		15,761,788.99			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	5,010,000		3,968,994.59			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RES FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	25,000,000-	17,160,512.80-
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	16,425,961.11
G/L 864 RES FOR FEDERAL PROCEEDS	0	750,000.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	30,010,000	3,953,546.28
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	5,010,000	3,968,994.59

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	6,940,000	26,767.53	6,972,344.24		32,344.24-	100.47
2000 Local Support Nontax	10,000	3,516.95	8,162.69		1,837.31	81.63
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	400,000	.00	395,853.97		4,146.03	98.96
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,350,000	30,284.48	7,376,360.90		26,360.90-	100.36
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,181,522	.00	3,181,521.95	0.00	.05	100.00
Interest On Bonds	4,051,532	.00	4,051,532.02	0.00	.02-	100.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	7,233,054	.00	7,233,053.97	0.00	.03	100.00
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	116,946	30,284.48	143,306.93		26,360.93	22.54
<u>F. TOTAL BEGINNING FUND BALANCE</u>	2,600,000		2,789,697.76			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	2,716,946		2,933,004.69			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,716,946		2,933,004.69			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	2,716,946		2,933,004.69			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	529,945	1,834.37	224,034.22		305,910.78	42.27
2000 Athletics	72,100	60.00	25,713.52		46,386.48	35.66
3000 Classes	45,750	.00	16,794.50		28,955.50	36.71
4000 Clubs	412,340	344.13-	161,743.31		250,596.69	39.23
6000 Private Moneys	39,500	.00	9,213.38		30,286.62	23.33
Total REVENUES	1,099,635	1,550.24	437,498.93		662,136.07	39.79
B. EXPENDITURES						
1000 General Student Body	375,891	17,006.57	81,141.27	0.00	294,749.73	21.59
2000 Athletics	251,925	6,873.39	138,938.41	0.00	112,986.59	55.15
3000 Classes	36,850	2,274.35	10,098.63	0.00	26,751.37	27.40
4000 Clubs	400,465	8,685.25	141,673.18	0.00	258,791.82	35.38
6000 Private Moneys	39,500	95.00	10,228.30	0.00	29,271.70	25.89
Total EXPENDITURES	1,104,631	34,934.56	382,079.79	0.00	722,551.21	34.59
C. EXCESS OF REVENUES OVER(UNDER) EXPENDITURES (A-B)	4,996-	33,384.32-	55,419.14		60,415.14	< 1000-
D. TOTAL BEGINNING FUND BALANCE	289,445		338,757.82			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE C+D + OR - E)	284,449		394,176.96			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	254,449		374,745.26			
G/L 840 Nonspnd FB - Invent/Prepd Itms	30,000		19,874.01			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	284,449		394,619.27			
Differences	0		442.31			

Note: A difference in the annual budget column represents an error between Revenue, Expenditure, Residual Equity Transfer accounts and Fund Balance ledger accounts. In the Actual For Year column the arithmetically displayed Fund Balance is different than the posted Fund Balance. An activity for GL 898 will indicate an expected difference.

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2021 (September 1, 2021 - August 31, 2022)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2022

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	28.40	364.88		135.12	72.98
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	199,000	246,435.32	246,435.32		47,435.32-	123.84
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	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	199,500	246,463.72	246,800.20		47,300.20-	123.71
B. <u>9900 TRANSFERS IN FROM GF</u>	45,000	.00	45,000.00		.00	100.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	244,500	246,463.72	291,800.20		47,300.20-	119.35
<u>D. EXPENDITURES</u>						
Type 30 Equipment	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	260,000	.00	256,313.24			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	15,500-	246,463.72	35,486.96		50,986.96	328.95-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	232,500		232,801.20			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	217,000		268,288.16			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	17,000		8,288.16			
G/L 830 Restricted for Debt Service	200,000		260,000.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	217,000		268,288.16			



October 17, 2022

TO: Mary Beth Tack, Superintendent

FROM: *SW* Scott W. Westlund, Chief Financial and Operations Officer

RE: Acceptance of Bid for Rose Valley Elementary School Modernization Project.

We have completed the design and bidding process for the Rose Valley Elementary School Modernization Project. Collins Architecture served as our lead designer and prepared the bid documents for the project.

Our deadline for bids was September 28, 2022, and we received five (5) qualified bids. The bid documents included the base bid, and six (6) optional alternative bids.

Our construction planning team is recommending we accept the base bid and five of the six alternates: 1, 2, 3, 5 and 6. Alternate 4, carpet replacement, was not selected by our team. Attached is the bid tally sheet.

I am recommending to the Board that we offer a contract for services for the Rose Valley Modernization Project to JH Kelly, out of Longview, Washington.

JH Kelly's bid includes the following for a total of \$8,186,026:

1. Base Bid - \$6,485,475
2. Alternate 1 (two additional classrooms) - \$944,942
3. Alternate 2 (covered play structure) - \$228,780
4. Alternate 3 (roof replacement) - \$439,780
5. Alternate 5 (library casework) - \$31,272
6. Alternate 6 (divide Room 208) - \$55,777



BID OPENING: 9/18/2022
BID TIME: 3:00 PM
BID LOCATION: Kelso School District
601 Crawford St
Kelso, WA 98626

Rose Valley ES - Modernization
Kelso School District

Name	Contractor: Five Rivers Construction, Inc.	Contractor: JH Kelly LLC	Contractor: Pacific Tech Construction Inc.	Contractor: Pease Construction
APPENDIX NO'S 1-4 ACKNOWLEDGED	YES	YES	YES	YES
SIGNED BID FORM	YES	YES	YES	YES
BID SECURITY (Bids Over \$100,000)	YES	YES	YES	YES
TOTAL Base Bid	7,100,000	6,485,475	7,919,175	6,586,020
Trench Safety Provisions	1,500	500	2,500	5,000
Alternate Bid No. 1: 2 Classrooms	950,000	944,942	1,216,732	916,690
Alternate Bid No. 2: Covered Play	340,000	228,780	279,000	208,120
Alternate Bid No. 3: Existing Roof Replacement	375,000	439,780	423,000	405,650
Alternate Bid No. 4: Carpet Replace	130,000	142,716	142,000	88,230
Alternate Bid No. 5: Library Casework	30,000	31,272	30,480	25,730
Alternate Bid No. 6: Divide floor 208	30,000	55,777	47,500	57,820

Carli Howard 9/28/22
Owner Signature

Transitional Bilingual Instruction Program

Policy 2110

The Kelso board of directors is highly committed to ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district will provide a transitional bilingual instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's transitional bilingual instruction program is designed to enable students to achieve competency in English. Annually, the board of directors will approve the district's transitional bilingual instruction program.

The district and its staff will:

- A. Communicate, ~~whenever feasible~~, with parents/**family members** of English language learners in a language they can understand **in accordance with 4218 – Language Access**;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- C. Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;
- D. Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and
- E. Provide for continuous improvement and evaluation of the district's Program to determine its effectiveness.

For purposes of providing such services, the superintendent shall establish procedures for implementing the district's Transitional Bilingual Instruction Program.

Cross References:	Policy 3210	Nondiscrimination
	Policy 4129	Family Involvement
	Policy 4217	Effective Communication
	Policy 4218	Language Access
Legal References:	Chapter 28A.180 RCW	Transitional Bilingual Instructional Program
	WAC 162-25-040	English language limitations and national origin discrimination
	Chapter 392-160 WAC	Special service program – Transitional bilingual

Adopted: 03.22.10

Revised: 04.09.18

Language Access Policy 4218

The Board of Directors is committed to improving meaningful, two-way communication and promoting access to District programs, services, and activities for students and their parents and families. The Board recognizes that students whose family members have limited English proficiency might also speak or be learning multiple languages and are assets to the community. It is crucial that the District seek to address language barriers and do so free of charge. To that end and as required by law the District will develop and adopt a plan for implementing and maintaining a language access program that is culturally responsive, provides for systematic family engagement developed through meaningful stakeholder engagement, and is tailored to the District's current population of students and families who have limited English proficiency.

At a minimum, the District's plan for a language access program will adhere to the principles of an effective language access program for culturally responsive, systematic family engagement, which are:

- **Accessibility and equity.** This means that schools provide access to all; two-way communication is a priority and is woven into the design of all programs and services.
- **Accountability and transparency.** This means that the language access program and decision-making processes at all levels are: Open, accessible, and usable to families; readily available; continuously improved based on ongoing feedback from families and staff; and regulated by a clear and just complaint process.
- **Responsive culture.** This means that schools are safe, compassionate places where each family's opinions are heard, needs are met, and contributions are valued. School staff are humble and empathetic towards families.
- **Focus on relationships.** This means that schools seek to understand families without judgment on an individual level, building trust through respectful relationships that recognize the unique strengths that each family and student possesses.

The District will implement its Language Access Program by the 2023-2024 school year.

Identification of Families Needing Language Access Services

The District will accurately and in a timely manner identify parents/family members of students with limited English proficiency and provide them information in a language they can understand regarding the language service resources available within the District.

Oral Interpretation

The District will take reasonable steps to provide parents/family members with limited English proficiency with competent oral interpretation of materials or information about any program, service, and activity provided to parents who do not have limited English proficiency and to facilitate any interaction with

district staff significant to the student's education. The District will provide such services upon request and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The District will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- Registration, application, and selection;
- Academic standards and student performance;
- Safety, discipline, and conduct expectations;
- Special education and related services, Section 504 information, and McKinney-Vento services;
- Policies and procedures related to school attendance;
- Requests for parent permission in activities or programs;
- Opportunities for students or families to access school activities, programs, and services;
- Student/parent handbook;
- The District's Language Access Plan and Program and related services or resources available;
- School closure information; and
- Any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

If the District is unable to translate a vital document due to resource limitations or if a small number of families require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand through competent oral interpretation.

Staff

The Superintendent will designate a staff member to serve as the Language Access Liaison / Coordinator, who will monitor and facilitate compliance with state and federal laws related to language access and family engagement. The Language Access Coordinator's name and contact information will be widely shared so parents, school staff, and community members may contact them to inquire about language access services.

All school administrators, particularly those who have the most interaction with the public, such as registrars and enrollment staff, certificated staff, and other appropriate staff as determined by the Language Access Coordinator/Liaison, will receive guidance on meaningful communication with parents/family members with limited English proficiency, best practices for working with an interpreter, how to access an interpreter or translation services in a timely manner, language services available within the District and other information deemed necessary by the Language Access Coordinator/Liaison to effectuate the language access plan and program.

Appropriate district staff, as determined by the Language Access Coordinator/Liaison, will also receive guidance on the interaction between this policy and the District's policy on effective communication with students, families, and community members with disabilities.

Review and Update

The Board will periodically review, evaluate, and further update this policy and its associated procedure based on pertinent data, including the data collected according to the accompanying procedure. This review will also include community feedback collected according to this policy and procedure and with opportunity for participation from the school community, including school personnel, students, parents, families, and the community members. .

The Board will annually review the District’s spending on language access services and consider whether budget adjustments are needed to effectively engage with families who would benefit from Language Access services.

The District will provide effective communication for students’ families who are deaf, deaf and blind, blind, hard of hearing, or need other communication assistance according to 4217 – Effective Communication.

Cross References:	Policy 2110	Transitional Bilingual Instruction
	Policy 4129	Family Involvement
Legal References:	Policy 6000	Program Planning, Budget Preparation, Adoption, and Implementation
	Chapter 28A.155 RCW	Special Education
	Chapter 28A.642 RCW	Discrimination prohibition
	Chapter 49.60 RCW	Discrimination – Human Rights Commission
	Chapter 392-400 WAC	Pupils
	WAC 392-400-215	Student rights
Management Resources:	Title VI of the Civil Rights Act of 1964	
	Policy & Legal News	
	2022 – June	
	2019 – July	
	2016 – July	
	OSPI website: Interpretation and Translation Services	

Adopted:
Revised:

Language Access Procedure 4218P

The following procedures are intended to implement Policy 4218, establish meaningful, two-way communication between the District and parents/family members with limited English proficiency, and **promote access for such parents and families to the programs, services, and activities of the District.**

A. Definitions

1. Persons with “limited English proficiency” are individuals who are unable to communicate effectively in English either verbally or in writing, or both, because their primary language is not English, and they have not developed fluency in the English language. A person with limited English proficiency may have difficulty in one or more of four domains of language: speaking, listening, reading, and writing. Staff are urged to remember that limited English proficiency may be context-specific—e.g., a parent may have sufficient English language skills to understand, communicate and/or exchange basic information with a teacher, but they may not have sufficient skills to communicate detailed, specific information needed in a particular context, like an IEP meeting, a 504 meeting, or a student discipline hearing.
2. “Primary language” means the primary language spoken by a student’s parent or guardian, or the predominant language spoken in the student’s home. Parents may have more than one primary language and/or dialect.
3. “Language services” refers to a broad spectrum of services used or required to facilitate communication and understanding between speakers of different languages, and typically includes interpretation and translation services.
4. “Interpretation” means the process of first fully understanding, analyzing, and processing a spoken or signed message and then faithfully rendering it into another spoken or signed language.
5. “Interpreter” means a spoken language or sign language interpreter working in a public school, as defined in RCW 28A.150.010, to interpret for students’ families, students, and communities in educational settings outside the classroom,
6. “Translation” means the process of communicating the meaning of a written source-language text into an equivalent target language text in such a way that the content of both texts can be considered the same.
7. “Qualified Interpreter” means an interpreter who is able to interpret effectively, accurately, and impartially, both receptively and expressively using necessary specialized vocabulary.

B. Language Access Program

The District’s language access program will include completion of the following activities:

- Adopting or developing a language access plan that outlines how the District will identify language access needs, allocate resources, establish standards for providing language access services, and monitor the effectiveness of the language access program (additional

information about how to develop the language access plan is provided in a subsequent section of this procedure);

- Administering the self-assessment developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services (additional information about the self-assessment is provided in a subsequent section of this procedure);
- Using the guide developed by the Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for developing, implementing, and evaluating the District's language access policy, procedures, and plan. The processes for developing and evaluating the language access policy, procedures, and plan must engage staff, students' families, and other community members in ways likely to result in timely and meaningful feedback, for example partnering with community-based organizations and providing translation and interpretation in languages that are understood by students' families;
- Reviewing, periodically, the District's language access policy and procedures to incorporate necessary updates;
- Collaborating with community-based organizations on how to work effectively with interpreters and families; and
- Reviewing, updating, and publishing, at least annually, information about the school district's language access plan, policy and procedures, and language access services, including the need for, and spending on, language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.

Developing a Language Access Plan

The District will develop a language access plan for ensuring the district complies with the language access policy adopted by the board and all other language access requirements. The language access plan will establish the following:

- Who is responsible for implementing the plan, including district-level administrators, workgroups, committees, or other district and school staff who will be responsible for overseeing the language access work in the district and schools, developing and modifying the language access plan, establishing and implementing operational procedures (i.e., how staff may access interpretation and translation services), and monitoring and evaluating the effectiveness of the District's language access plan and services.
- Staff training on the district's language access policy, procedure, and plan, including the frequency, curriculum, and target personnel who will participate in the training.
- Identification of the language access needs in the district and the services that will be provided. The plan will include a list of the languages that students, parents, and families communicate in and the prevalence of those languages. The plan will also identify the languages in the district

that vital publications most commonly must be regularly translated into, in alignment with this procedure.

- How the District will conduct outreach to parents and communities with language assistance needs and the actions needed to implement an effective system for gathering feedback.
- What resources will be allocated for the provision of language access services.
- A description of the timeframe, objectives, and benchmarks for work to be undertaken.
- The District's approach to monitoring and evaluating the effectiveness of the District's language access plan and services, and the district's process for modifying the language access plan and operating procedures in response to feedback and changing language needs.
- In developing and modifying the language access plan, the District will use self-assessment data and other collected feedback and data required in this procedure and/or the policy adopted by the board.
- In developing the language access plan, the District will adhere to the standards for providing language access services as outlined in this procedure and the policy adopted by the board.

Self-Assessment

- In developing the language access plan, the language access coordinator/liaison will administer a self-assessment to understand whether the District is effectively communicating with people with language assistance needs and to inform the District's language access planning, including evaluating the following areas:
 - o How individuals with language access needs interact with the District
 - o How well the District is providing language assistance services
 - o How well the District is identifying individuals with language access needs
 - o Whether school staff receive appropriate training on the District's language access and policy and plan
 - o How the District provides notice of language assistance services to its community
 - o Whether the District has an effective process for monitoring and updating its language access policy and plan.
- In implementing the self-assessment, the language access coordinator/liaison will engage with community members, leaders, and organizations that have the inherent knowledge about cultural and language access needs.
- The coordinator/liaison may administer the self-assessment tool developed by the OSPI Language Access Technical Assistance Program of Center for Improvement of Student Learning, established in RCW 28A.300.130 for evaluating the provision of language access services.
- The coordinator/liaison will re-administer the self-assessment on a periodic basis as part of the District's monitoring of the effectiveness of its language access program.

C. Identification of Families Needing Language Access Services

1. Upon student enrollment and periodically through a student's education, schools will utilize a survey to identify parents who need language access services and the languages in which they may need assistance. The survey will be translated into the most commonly known languages spoken in the district and will be included in the standard enrollment packet provided to all District parents.
2. Schools must determine within thirty (30) days of a student's enrollment the primary language spoken by the parent of each student enrolled in the school, and if such language is not English, whether the parent requires language services to communicate effectively with the school or District.
3. Schools will maintain an appropriate and current record of students' families' primary language, and use that information to inform its language access plan and program.

D. Interpretation and Translation Services

1. The District will collaborate with community-based organizations on how to work effectively with interpreters and families.
2. As materials become available, the District will make reasonable efforts to implement the toolkit developed by the Language Access Technical Assistance Program of the Center for the Improvement of Student Learning, established in RCW 28A.300.130, including the self-assessment, guide, and best practices.
3. Each school and District office will, consistent with this policy and procedure, provide free oral interpretation services to those parents/family members who require language services to communicate effectively during any interaction with the District that is significant to the student's education. Additionally, each school and District office will provide free translation of vital documents as required below.
4. All interpretation and translation will be provided by competent professionals as demonstrated by certification or similar means. The District will take reasonable steps to ensure that interpreters and translators have the knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and that they have been trained in the role of an interpreter or translator, the ethics of interpreting and translating, and the need to maintain confidentiality.

The District will take reasonable steps to ensure that the interpreter utilized is trained regarding the role of an interpreter, the ethics of interpreting and translating, and the need to maintain confidentiality.

5. The Parent is welcome to invite additional persons for support and that person may participate in discussions. Although a parent may decline the District's offer to provide

an interpreter, the district or school should consider whether having a qualified interpreter present as the communication lead is still required.

Students and other minor children under the age of 18 may not serve as interpreters for school staff and parents during any formal or informal meeting or process.

6. The District will facilitate staff access to appropriate interpretation and translation services in order to communicate with parents and families with limited English proficiency consistent with federal and/or state law and this policy and procedure. The District will strive to be aware of and plan for the language access needs within the district. For a planned program, activity, meeting, or event, staff should initiate the request for language aid or services at least three days ahead of time. The District or school will take steps to respond to such a request as soon as possible after it is received. For unplanned and urgent communication, staff should request language assistance and try to arrange for such as soon as it is known that language assistance is needed. If an interpreter cannot be found that day, the school or District should maintain open communication with the requester to schedule an interpreted meeting as soon as possible. If no interpreter can be present, District staff should utilize remote interpreting services to communicate with parents and families.
7. In-house interpretation and translation services are currently available in the District by contacting our Teaching & Learning Department at (360)501-1939.

District staff will be informed of when and how to access interpretation and translation services available within the District and the administrator responsible for ensuring the availability of such services. District staff may contact, the Teaching & Learning Department, by phone at (360) 501-1939 with questions or concerns, or to obtain information or assistance regarding interpretation and translation services.

8. District administrators, including those involved with registration and enrollment, certificated staff, and other appropriate staff as determined by the superintendent, will receive guidance and information regarding:
 - a. the rights of parents and families with limited English proficiency under state and federal law to language access services provided by the District;
 - b. the importance of meaningfully and effectively communicating with parents and families with limited English proficiency;
 - c. the most effective ways to communicate with parents and families with limited English proficiency regarding the District's available language services;
 - d. the importance of utilizing competent translation and interpretation services when communicating with parents and families with limited English proficiency;
 - e. the availability of translation and interpretation services within the District, whether through in-person interpretation, telephonic services, online services, or video-conferencing;

- f. the mechanisms and processes for accessing translation and interpretation services when working with parents and families with limited English proficiency, including ensuring the correct language service is being accessed, checking for parent/family understanding once interpretation has commenced, and proper vetting of translations for audience-appropriate content; and
 - g. the process for reporting concerns or complaints.
- 9. **Interpretation Services:** Whenever requested by a parent or families or whenever school staff or District officials can reasonably anticipate that interpretation services are necessary to meaningfully communicate with parents or families regarding important information about the student's education or school activities, the District will provide interpretation services in accordance with this procedure.

Such interpretation services may be provided either at the location where the parent or family member is seeking to communicate or by electronic means, such as telephone or video conferencing.

Upon three days' notice that such services are required, the District will provide interpretation services at public meetings organized or sponsored by the District (e.g., board meetings).
- 10. **Translation of Vital District Documents:** The District will identify vital documents that are distributed or electronically communicated to all or substantially all parents containing important information regarding a student's education, including but not limited to:
 - a. registration, application, and selection;
 - b. academic standards and student performance;
 - c. safety, discipline, and conduct expectations;
 - d. special education and related services, Section 504 information, and McKinney-Vento services;
 - e. policies and procedures related to school attendance;
 - f. requests for parent permission in activities or programs;
 - g. opportunities for parents to access school activities, programs, and services;
 - h. student/parent handbook;
 - i. the District's Language Access Plan and related services or resources available;
 - j. school closure information; and
 - k. any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or District policy.

The District will provide a written translation of vital documents for each language group that constitutes at least 5 percent of the District's total parent population or 1000 persons, whichever is less. If the District is unable to translate a document due to resource limitations or if a small number of parents require the information in a language other than English such that document translation is unreasonable, the District will still provide the information to parents in a language they can understand, such as through oral interpretation of the document.

Written translations of vital documents by machine/computer translation programs will not be used or issued to parents and families with limited English Proficiency without prior review and editing by a certified translator for those languages where testing for certification exists. For all languages where testing for certification does not exist, the District will use a qualified translator as determined by the District.

All documents and information posted or issued by the District for parents and families should contain a notice in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

9. **Translation of Student-Specific Documents:** The District will take all reasonable steps to provide parents and families, in a language they can understand, a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:
 - a. health;
 - b. safety;
 - c. legal or disciplinary matters; and
 - d. entitlement to public education, eligibility for special education services, placement in the English Language Learner Program, the Highly Capable Program, accelerated courses such as Advanced Placement, or any other non-standard academic program.
10. **Alternatives to Translation:** When translation for a document otherwise required to be translated is unavailable or cannot be done, such as in an emergency situation, a school or District office will provide an attached notice to parents and families in appropriate language(s) that free translation and/or interpretation services are available and how to request a free translation or interpretation of the document.

D. Providing Information to Parents and Families

1. The District will review, update, and publish, at least annually, information about the school district's language access plan, policy and procedures, and language access services. The information must include notice to families about their right to free language access services and the contact information for any school district language access liaison/coordinator and any building points of contact for language access services. The information must be translated into common languages understood by students' families.

2. The District will notify staff, at least annually of this policy. Staff will be regularly provided written guidance regarding how and when interpretation and translation services should be accessed and such guidance will be updated as needed to reflect available services.
3. Parents and families will also be annually notified regarding the process for filing complaints through the District's nondiscrimination policy and procedure if they believe that such services have not been appropriately provided.
4. The District will take steps to ensure that, at the time of enrollment, information regarding available interpretation and translation services and the District's complaint process is provided to any parent (s) or family members when there is reason to believe that the student's parent(s) or family members may have limited English proficiency (e.g., results of home language survey, a parent or family member's request for an interpreter). The District will take reasonable steps to provide information required by this section in the primary language spoken predominantly in the home.
5. Schools and District offices will post in a conspicuous location at or near the primary entrance to the school or office a sign in primary languages spoken in the District concerning the rights of parents to translation and interpretation services and how to access such services.
6. To the extent practicable, the District website will provide information in designated languages concerning the rights of parents to translation and interpretation services under federal and state law and how to access such services.

E. The Collection and Analysis of Data

The District will annually collect and periodically analyze the following language access and language access service information:

- The language in which each student and student's family prefers to communicate;
- Whether a qualified interpreter for the student's family was requested for and provided at meetings reported in OSPI's Comprehensive Education Data and Research (CEDARS) student data system.
- Other data on provision of language access services, as required by OSPI.

The District will submit the information collected as required by OSPI.

The District will provide an opportunity for participants in each interpreted meeting to provide feedback on the effectiveness of the interpretation and the provision of language access services.

Discrimination Complaints

Discrimination based on national origin, which includes language and limited-English proficiency, is prohibited. The language access liaison/coordinator will communicate with the district's Civil Rights Compliance Coordinator. Anyone may file a complaint alleging discrimination based on language or the district's failure to provide language access services using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

Management Resources: 2022 - June Issue
 2019 – July Policy Issue

Adopted:

DRAFT

Special Education and Related Services for Eligible Students

Procedure 2161P

The purpose of the district's special education program procedures is to address program areas where state and federal regulations require specific local procedures or permit local discretionary choices. The state regulations governing implementation of special education services pursuant to the Individuals with Disabilities Education Improvement Act (IDEA) of 2004 are addressed in Chapter 392-172A WAC. These procedures do not address all of the requirements established in the regulations. District personnel who are not familiar with the regulations need to contact the special education department director or designee if there are questions regarding special education. These procedures describe how the district implements its special education program.

Free Appropriate Public Education (FAPE)

The district will apply annually for Federal Part B and state special education funding to assist in the provision of special education and any necessary related services. This funding is in addition to students' basic education funding and state special education funding.

The superintendent, in consultation with building staff, will annually determine whether to use Early Intervening Services (EIS) funding for students who have not been identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

The district will annually report to the Office of Superintendent of Public Instruction (OSPI) the number of students receiving EIS; and the number of students who received EIS and subsequently received special education and related services under Part B of IDEA during the preceding two-year period.

Services to eligible special education students, age three to 21, will be provided without charge to the student. This does not include incidental fees that are normally charged to all students. Special education services will include preschool, elementary and secondary education and are provided in conformance with the student's Individualized Education Program (IEP).

The district provides a continuum of services for students, regardless of the funding source. Where the district is unable to provide all or part of the special education or necessary related services, it will make arrangements through contracts with other public or non-public sources, inter-district agreements, or interagency coordination.

Students Covered by Public or Private Insurance

The district may use Medicaid or other public insurance benefits programs in which a student participates to provide or pay for services required to provide a FAPE, as permitted by the public insurance program. However, the district will not:

- A. Require parents to sign up for or enroll in public benefits or insurance programs in order for their student to receive FAPE under Part B of the IDEA;
- B. Require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim;

- C. Use a parent or student's benefits under a public insurance programs if that use would:
 - 1. Decrease available lifetime coverage or any other insured benefit;
 - 2. Result in the family paying for services required after school hours that would otherwise be covered by the public insurance program;
 - 3. Increase premiums or result in discontinuation of insurance; or
 - 4. Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

The district may access a parent's private insurance proceeds to provide FAPE to an eligible student only if the parent provides informed consent to the district. Whenever the district proposes to access the parent's private insurance proceeds, the district will:

- A. Obtain parent consent in accordance with Chapter 392-172A WAC each time the district wishes to access benefits for a new procedure; and
- B. Inform the parents that their refusal to permit the district to access their insurance does not relieve the district of its responsibility to ensure that all required services are provided at no cost to the parents.

Before first accessing a parent's or students public benefits, for the first time and annually after the first notification, the district will provide written notification using the prior written notice provisions under WAC 392-172A-05010(3) that includes:

- A. a statement of the parental consent provisions;
- B. a statement of the "no cost" provisions;
- C. a statement that the parents may withdraw their consent to disclose personally identifiable information to the agency responsible for administering the state's public benefits or insurance, and
- D. a statement that a parent's withdrawal or refusal to consent does not relieve the school district of its responsibility to ensure that all required services are provided at no cost to the parents.

After providing the required notification, the district will obtain written informed consent from the parent allowing the district to disclose information from the student's educational records to the agency responsible for administering the state's public benefits or insurance programs. The consent will specify:

- 1. The personally identifiable information that may be disclosed, such as records or information about the services that may be provided to the student;
- 2. The purpose of the disclosure;
- 3. The agency to which the disclosure will be made; and
- 4. That the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to apply for services under the act.

To avoid financial cost to parents who would otherwise consent to use private insurance, or public benefits if the parent would incur a cost such as a deductible or co-pay, the district may use its Part B funds to pay the cost the parents would incur.

The student's IEP case manager is responsible for providing the required notices and requests for consent to parents under this section.

Parent Participation in Meetings

The district encourages parental involvement and sharing of information between district and parents to support the provision of appropriate services to its students. As used in these procedures, the term "parent" includes biological and adoptive parents, legal guardians, persons acting in the place of a parent, such as relatives and stepparents, foster parents, persons appointed as surrogate parents and adult students.

Parents (and as appropriate, students) will be provided the opportunity to participate in any meetings with respect to the identification, evaluation, educational placement and provision of a FAPE, including IEP team meetings, school discipline, and truancy meetings.

When a meeting is scheduled parents will be:

- A. Notified of the meeting early enough that they will have an opportunity to attend; and
- B. Notified of the availability of interpretation and translation services at no cost to the parents;
- C. Notified of the purpose, time, and location of the meeting and who will be in attendance.
- D. The parent will be notified that the district or the parent may invite others who have knowledge or special expertise of the student; and
- E. The meetings will be scheduled at a mutually agreeable time and place.

The district will take whatever action is necessary to ensure that the parent understands the proceedings of the IEP team meeting, including but not limited to, arranging for an interpreter for parents who are deaf or hard of hearing or whose native language is other than English. The district will maintain documentation of the language in which families prefer to communicate and whether a qualified interpreter for the student's family was provided.

The staff person responsible for inviting the parents to meetings will keep documentation of the information provided and the methods used to notify the parents of the meeting. The district may proceed with a meeting if the district is not able to convince the parent to attend. In this case, the district will document its attempts to arrange the meeting. This documentation will include records of telephone calls and the results, copies of correspondence sent to the parent, and/or other means used to contact the parent.

This documentation will be kept in the student's special education file.

The student's IEP manager will be responsible for the notification, scheduling and copying activities outlined above.

If the parent cannot attend a meeting but wishes to participate, the district will arrange for other means to participate. This can include individual or conference phone calls, video or other means of conferencing.

A meeting does not include informal or unscheduled conversations involving district personnel; conversations on issues such as teaching methodology, lesson plans, coordination of service provisions; or preparatory activities that district personnel engage in to develop a proposal or a response to a parent proposal to be discussed at a later meeting.

Identification and Referral (Child Find)

A. Identification

The purpose of child find is to locate, evaluate, and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries including preschool-aged children;
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The district will consult with parents and representatives of private school students to ensure its child find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur *annually by phone, meetings, letters, etc.*

The district reaches students who may be eligible for special education services through:

1. Notification to parents of child find activities in its annual informational packet;
2. Notification to parents district-wide through local papers or other media;
3. Information regarding child find on the district's Web site;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, Laundromats, day cares, community preschool sites and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;

8. Early childhood screenings conducted by the district or designee;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures; and
12. Review of student behavior, discipline and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the MTSS team and the group of qualified professionals (GQP).

The district's special education department conducts early childhood screenings for age's birth to five. These occur at least four times per year at specified elementary schools and/or local agencies. When parents or others inquire about screenings, the caller will be referred to the Kelso School District Special Education Department.

The screening process involves the following:

1. Parents are asked to provide information to assist in assessing their child; and
2. Children are screened to assess cognitive, communication, physical, social-emotional and adaptive development. Parents will be notified at the screening of the results and the parents will also be provided written notice of the results within ten days of the screening. If the screening supports evaluation, obtain written consent for evaluation at the exit interview if possible, or include consent forms with the written notice notifying the parents of the results. If the screening results indicate that the child does not need an evaluation, written notice will be sent to the parents within 10 days of the screening explaining the basis for the district's decision not to evaluate. Evaluation occurs in accordance with evaluation procedures.

B. Referral

A student, whether or not enrolled in school, may be referred for a special education evaluation by parents, district staff or other persons knowledgeable about the student. Each building principal will designate a person responsible for ensuring that district staff understands the MTSS and referral process and maintain the availability of the district's optional referral form. Referrals are required to be in writing unless the person referring is unable to write and/or communicate orally. A person who makes a referral orally must be provided with the optional district referral **form in the requestor's native language and offered assistance in completing the referral** with the support of a qualified interpreter when needed.

When a referral is made, the district must act within a 25 school-day timeline to make a decision about whether or not the student will receive an evaluation for eligibility for special education services.

All certificated employees will document referrals immediately upon a referral being made to or by them. All other staff receiving a referral from another person will notify a certificated staff member *or the designated building based person*. The special education department and/or School Psychologist will: (a) records the referral; (b) Provides written notice of the referral to the parent including the date the request

was received; and (c) advises the group of qualified professionals (GQP) to collect and review district data and information provided by the parent to determine whether evaluation is warranted.

During the referral period the group of qualified professionals (GQP) will collect and review existing information from all sources, including parents. Examples may include:

1. Child's history, including developmental milestones;
2. Report cards and progress reports;
3. Individual teacher's or other provider information regarding the child including observations;
4. Assessment data;
5. Medical information, if provided; and
6. Other information that may be relevant to assist in determining whether the child should be evaluated.

If the review of data occurs at a meeting, the parent will be invited. The special education department *or group of qualified professionals* provides written notice to the parents of the decision regarding evaluation, whether or not the parents attend the meeting.

Recommendations regarding evaluation are forwarded to the special education department and the MTSS team.

After *the group of qualified professionals* reviews the request for evaluation and supporting data and does not suspect that the child has a disability, the district may deny the request. In this case written notice, including the reason for the denial and the information used as the basis for the denial, must be given to the parent.

If the determination is that the child should be evaluated, the reviewers will include information about the recommended areas of evaluation, including the need for further medical evaluation of the student. This information will assist the district in providing parents prior written notice and will assist the district in selecting appropriate evaluation group members. The group of qualified professionals GQP is responsible for notifying parents of the results using prior written notice. When the determination is that the child will be evaluated, parent consent for evaluation and consent for release of appropriate records will be sent with the notice.

District group of qualified professionals will seek parental consent to conduct the evaluation without any unnecessary delay. The school district is not required to obtain consent from the biological parent if:

1. The student is a ward of the state and does not reside with a parent;
2. The parent cannot be located, or their rights have been terminated; or
3. Consent for an evaluation is given by an individual appointed to represent the student.

When the parent provides consent, the district will select an evaluation group. The evaluation group is to complete the evaluation within 35 school days after the district's receipt of parent consent, unless:

1. The parents and district agree in writing to extending the timeline;
2. The parent fails or refuses to make the student available for the evaluation; or
3. The student enrolls in another school district after the evaluation is begun but before completion and the parent and new district have an agreement for completion of the evaluation.

If a parent does not provide written, informed consent for the evaluation, notify the special education department. District staff will make a determination as to whether it wishes to use mediation to seek agreement to evaluate or file a due process hearing to override the parent's refusal to consent. The district may not override a parent's refusal to consent for an evaluation if the student is homeschooled or is unilaterally placed in a private school. If the parent does not provide written informed consent and the district does not use mediation or due process, the group of qualified professionals will provide the parent with prior written notice informing the parent that the district cannot proceed with the evaluation to determine eligibility and is not responsible for providing special education and related services without an initial evaluation to determine eligibility.

Evaluation and Reevaluation

A. Evaluation of Students moving from Part C to Part B and Participation in Transition Planning Conferences

The district will participate in transition planning conferences, arranged by the local lead agency as designee of the Part C lead agency for each student who may be eligible for preschool services. Transition plans will be designed to promote uninterrupted provision of appropriate services to the child.

1. District designated liaison will serve as the point of contact with the family resource coordinator for timely execution of transition planning conferences that are arranged at least 90 days before the student's third birthday by the designee of the Part C agency;
2. Within 25 school days following the transition planning conference, a determination whether or not to evaluate the student for Part B services will be made;
3. The district will follow the procedures for obtaining consent and conducting an initial evaluation, and provide prior written notice of the decision, if it determines that the student will be evaluated to determine eligibility for Part B services;

The district will follow the procedures for timelines and evaluation requirements for students moving from Part C to Part B. However, students turning three, who were previously determined eligible for early intervention services under Part C of IDEA, will be evaluated for initial eligibility for special education services under Part B of IDEA. The evaluation must be completed in enough time to develop an initial IEP by the date of the student's third birthday.

B. Evaluation Requirements

The purpose of the evaluation is to collect information about a student's functional, developmental and academic skills and achievements from a variety of sources, to determine whether a student qualifies for special education and related services, and to develop an IEP. This includes information provided by the parent. All information gathered in this process is reviewed by the IEP team or other group of qualified professionals.

The evaluation must be an individual assessment designed to determine:

- A. Whether the student is eligible for special education and any necessary related services; and,
- B. The nature and extent of special education and related services needed by the student, including information related to enabling the child to be involved in and progress in the general education curriculum.

The district's group of qualified professionals (GQP) will select the members of the evaluation group. Members selected must be knowledgeable about the student and the areas of suspected disabilities. Qualifications of a group member include having the appropriate professional license or certification and may include outside practitioners when necessary. When assessing for specific learning disabilities, the parent and a group of qualified professionals must be part of the group. If the student requires a medical evaluation in order to determine eligibility, the district will coordinate with the parents to arrange for the evaluation at district expense or through the use of public or private insurance if the parent consents to allow the district to use the insurance.

There are many legal requirements for conducting evaluations. Evaluation procedures or materials must be free of racial, cultural, or sexual/gender bias and they must be used for the purpose for which they are valid and reliable. Tests must be appropriate for the student's age and stage of developmental level. Tests should be administered in the native language of the student or conducted in the mode of communication most familiar to the student. If it appears to be clearly not feasible to conduct a procedure or test in the mode of communication most frequently used by the student, the IEP team will contact the special education administrator to develop an individualized strategy for valid evaluation of the student's skills. The inclusion of parents in this collaboration is desirable and strongly encouraged.

Specific areas to be included in the evaluation are determined by group of qualified professionals (GQP), as appropriate, as part of a review of existing data concerning the student. The evaluation does not rely on one source or procedure as the sole criterion for determination and should include:

- 1. Review of existing data, including corresponding response to intervention (RTI) documentation;
- 2. Relevant functional and developmental information;
- 3. Information from parents;
- 4. Information from other providers;
- 5. Information related to enabling access to and progress within the general education curriculum and assisting in determining whether there is a disability and the content of the IEP;
- 6. Current classroom-based evaluations, using criterion-referenced and curriculum-based methods, anecdotal records, and observations;
- 7. Teacher and related service providers' observations; and
- 8. Testing and other evaluation materials, which may include medical or other evaluations when necessary.

All current evaluation data as well as data previously reviewed by the team must be considered. Professional members of the evaluation team need to be familiar with qualifying disability definitions and criteria in federal and state rules.

This review of existing data may be in the form of a meeting of IEP team members, or may be conducted without a meeting. It includes data provided by parents, data gathered in the general education classroom, or data from state and district level assessments. The data may provide information about the student's physical condition, social or cultural background and adaptive behavior.

When additional assessments are necessary, the group members have the responsibility of selecting, administering, interpreting, and making judgments about evaluation methods and results, and ensuring that the tests and assessments are administered by qualified personnel in accordance with the instructions of the test producer. The gathering of additional data in combination with existing data must be sufficiently comprehensive to address all areas of the suspected disability and any special education needs, whether linked to the disability category or not. If the IEP Team determines that no additional data are needed, the IEP team will notify the student's parent of that determination and the reasons for it, and inform them of their right to request additional assessments. The district will complete the evaluation using existing data.

Parents and district staff are encouraged to work towards consensus, but the school district has the ultimate responsibility to determine whether the student has a disability or not. The group of qualified professionals will provide the parent with prior written notice of the eligibility decision, as well as a copy of the evaluation report. If the parent disagrees with the eligibility decision they will be informed of their dispute resolution options described in the procedural safeguards.

C. Specific Learning Disability (SLD)

- The district uses a combination of severe discrepancy and a process based on a student's response to scientific, research-based intervention in determining the identification of students with a specific learning disability consistent with the District's RTI policy and procedures, number 2163. Grade levels and content areas are described in the district's RTI general education procedure 2163.

Student response is only one element of determining whether a child has a specific learning disability. The evaluation will be comprehensive and address all areas of suspected disability and will also include whether the child performs adequately to meet the grade-level standards in the general curriculum. The evaluation will also include whether failure to make progress is not the result of:

- A. *A physical, mental, emotional, cultural or environmental factor or limited English proficiency; or*
- B. *Inadequate instruction in reading or mathematics.*

The district must act promptly on a referral. Anyone, including parents and teachers, can make a referral at any time. A student cannot be required to progress through all levels of intervention before being evaluated if evidence exists to suspect a disability.

D. Evaluation of Transfer Students

If a student transfers into the school district while an evaluation process is pending from the other district, the group of qualified professionals (GQP) is responsible for determining the status of evaluations conducted to date and making a determination as to whether the evaluation can be completed within the

35 school day timeline from the date the parent provided consent. If the determination is that additional time will be needed, the group of qualified professionals (GQP) will notify the parent and obtain the parent's agreement to establish a new timeline.

E. Eligibility

The evaluation group and the parent will determine whether or not the student is a special education student.

1. A student is not eligible if the determinant factor is lack of appropriate instruction in reading or math, based upon the state's grade level expectations or limited English proficiency; and
2. Eligibility may be determined by documented professional judgment when:
 - a. Properly validated tests are unavailable; or
 - b. Corroborating evidence indicates that results were influenced due to measuring a disability.

The parent will be provided with a copy of the evaluation report and the documentation of determination of eligibility.

Parents will also be provided with prior written notice of the eligibility decision within ten school days of the decision. The group of qualified professionals (GQP) is responsible for sending the notice.

Students remain eligible for special education services until one of four events occur:

1. The student is determined through a reevaluation to no longer be eligible for special education;
2. The student has met the district's high school graduation requirements;
3. The student has reached age 21. A special education student whose 21st birthday occurs after August 31, will continue to be eligible for special education and any necessary related services for the remainder of the school year; or
4. The student no longer receives special education services based upon a parent's written revocation of services.

When a special education student is expected to graduate prior to age 21, or when graduation is part of the transition plan, the IEP team will document a student's progress towards achieving course credits towards graduation on the transition portion of the IEP. The district will provide prior written notice to parents and adult students that the student is expected to graduate and will no longer be eligible for special education services. The district will also provide the parents and student with a summary of academic achievement and functional performance and recommendations to assist the student with postsecondary goals.

Please also note that WAC 180-51-115 requires schools to develop procedures for granting high school graduation credits for students with disabilities; the procedures in place by the district may be found under policy 2410.

F. Evaluation Report

Each person conducting an assessment of the student will specify the procedures and instruments used and their results and the significance of findings related to the student's instructional program, including

a specification of the factors interfering with performance and the special education and related services needed.

The evaluation group will determine who is most appropriate to develop the evaluation report reflecting the evaluation information. This will be completed before the conclusion of the evaluation period and will, at a minimum:

1. Identify the disability that requires special education and related services, if a disability exists;
2. Discuss assessments and review data supporting conclusions regarding eligibility;
3. Include the additional information required for the specific learning disability eligibility category;
4. Describe how the disability or disabilities affect the student's involvement and progress in the general curriculum;
5. Make recommendations to the IEP team with respect to special education and related services needed, materials or equipment, instructional and curricular practices, student management strategies, the need for extended school year services beyond 180 school days, and location of services;
6. Include other information, as determined through the evaluation process and parent input;
7. Include the additional information required for the specific learning disability eligibility category;
8. Provide any necessary professional judgments and the facts or reasons in support of the judgments; and
9. Be signed and dated by the evaluation group members certifying their agreement. Any group member who disagrees with the conclusions of the report will prepare a separate statement representing their own conclusion.
10. The group of qualified professionals (GQP) is responsible for notifying parents of the date, time and location of evaluation meetings by following the procedures in the parent participation section for inviting parents to meetings.

G. Reevaluations

A reevaluation of a student receiving special education or related services is conducted if academic achievement and functional performance has improved to warrant a reevaluation, if the IEP team suspects that the student may no longer be a student with a disability or if the child's parent or teacher requests a reevaluation. A reevaluation does not occur more than once per year, unless parent and school agree otherwise. A reevaluation must occur at least once every three years, unless parent and school staff agree that a reevaluation is unnecessary. An agreement that an evaluation is unnecessary will be confirmed in writing to the parent. *The group of qualified professionals* (GQP) will schedule a review of this determination and notify the special education department.

Students who were previously eligible under the category “Developmentally Delayed” must be reevaluated before age ten to determine eligibility within another category.

As part of any reevaluation, the IEP team members and other professionals the district determines appropriate will review existing data that includes:

1. Evaluations and information provided by the parents;
2. Current classroom-based assessment, local or state assessments, and classroom based observations; and
3. Observations by other teachers and related services providers data.

Based on this review the team will determine whether any additional data is necessary to determine:

1. Whether the student continues to be eligible for special education and any necessary related services;
2. The present levels of performance and educational needs; and
3. Whether any additions or modifications to the student’s program are needed. This review can occur with or without a meeting or through individual review. If the IEP team members and any other persons reviewing the data determine that no further testing is necessary, the district will notify the parents of this determination, using written prior notice and will inform parents that they have the right to request assessments if they disagree with the determination that additional testing is not necessary. Parent consent is not required if the reevaluation does not require additional testing;
4. If additional testing is needed:
 - a. the group of qualified professionals will request written parental consent for reevaluation and provide prior written notice identifying the areas of assessment;
 - b. If the parents do not return the signed consent form, the district will send another letter explaining the need for reevaluation and parent consent and will enclose another consent form and a copy of the prior written notice. In addition, the district will document its reasonable attempts to obtain consent such as telephone calls, emails, personal contact and other efforts to obtain consent;
 - c. If the parents do not respond to the request for consent, and the district has documented its reasonable attempts to obtain consent, the district can proceed with the reevaluation; and
 - d. If the parents refuse to consent to the reevaluation, the evaluation group will notify the special education department so that the district can determine whether it will seek mediation in order to obtain consent or request a due process hearing to ask an administrative judge to override the parent’s refusal to consent.

After the reevaluation is completed, the group of qualified professionals (GQP) will invite parents to the eligibility meeting and provide prior written notice after the meeting of the results of the reevaluation to parents in their primary language, indicating one or more of the following:

1. Whether the student continues to be eligible and in need of special education;
2. Present levels of performance and educational needs of the student; and
3. Whether any additions or modifications to the special education and related services are needed to enable the student to meet IEP annual goals and to participate, as appropriate, in the general curriculum.

This notice will occur within ten school days of the eligibility decision. The group of qualified professionals is responsible for sending the notice.

H. Reevaluation and Graduation

No reevaluation is required when special education eligibility terminates due to graduation from high school with a regular diploma or due to reaching the end of the school year during which the student turned 21. Instead, the district will provide prior written notice to the student and the parent one month prior to the end of the school year and the IEP team will provide the student with a summary of academic achievement and functional performance including recommendations on how to assist the student in meeting post-secondary goals. The IEP case manager is responsible for assuring that the IEP team completes the summary of academic achievement and functional performance.

Independent Educational Evaluations (IEE)

Parents of students eligible for special education, students referred for special education and determined to not be eligible or students determined not to need an evaluation have a right to obtain an IEE at public expense, each time the district conducts an evaluation of the student.

When parents request an IEE the district must decide within 15 calendar days whether or not it agrees to provide it. Any parent request for an independent evaluation should be immediately referred to *the special education director*. The *special education director* will review the request and determine whether or not the request is warranted. If the district agrees to provide an IEE, arrangements will be made promptly. If the district denies the request to pay for an IEE, it must file for a due process hearing within 15 calendar days of the parent's request. The district may request mediation as an option after filing the due process hearing. If the parents withdraw their request for an IEE, the due process hearing can be dismissed.

When a parent requests an IEE, the district must provide parents a list of district criteria and evaluators. If the school district initiates a hearing and a decision is made that the district's evaluation is appropriate, the parent still has the right to an IEE but not a public expense. A parent is only entitled to one IEE at public expense each time the district conducts an evaluation with which the parent disagrees.

If the parent obtains an IEE at either public or private expense, any results of the IEE must be considered by the district if providing FAPE. The IEE may also be presented as evidence at a hearing regarding the student.

The following criteria are established for the selection of an individual to conduct an IEE at public expense. These criteria are established in order to identify the knowledge, experience, and qualifications of individuals selected to conduct the evaluations. Any individual selected to conduct either a district evaluation or an IEE must be:

1. Licensed, credentialed, or otherwise qualified within the state of Washington or state of residence/practice to perform an evaluation in the specific professional discipline for which an independent evaluation is sought;
2. Knowledgeable and experienced in evaluating children with similar disabilities;
3. Geographically located within the state of Washington; and
4. Available to the district at a maximum fee which does not exceed by more than 25% the prevailing average for similar evaluations within the state of Washington.

Exceptions to the criteria will be granted only when it can be shown that the unique circumstances of the child or the disability:

1. Make it impossible to identify anyone within the state of Washington who holds the appropriate credentials or experience necessary to conduct the evaluation; or
2. Require a specialized evaluator whose fee exceeds the prevailing average by more than 25%; or
3. Include factors which would warrant an exception in order to obtain an appropriate evaluation.

Individualized Education Programs (IEP)

A. IEP Development

The term IEP means a written statement for each student eligible for special education that is developed, reviewed, and revised in a meeting in accordance with WAC 392-172A-03095 through WAC 392-172A-03100. The IEP reflects the implementation of instructional programs and other services for students who are eligible for special education services, based on the evaluation of student needs.

An IEP must be in effect before initiation of special education services. The IEP must be developed within 30 calendar days after the student's initial determination of eligibility for special services. IEPs must be updated annually, or revised more frequently if needed to adjust the program and services.

Parent consent is required before the initial provision of special education services. If a parent refuses to consent to the provision of special education services, the district may not use mediation or due process to override a parent's refusal. When a parent refuses to provide consent the IEP case manager will notify the parent that the district does not have a FAPE obligation to the student. The notification will be documented in the student's file.

The district will maintain a copy of the current IEP which is accessible to all staff members responsible for providing education, other services or implementation of the IEP. All staff members will be informed of their responsibilities for its implementation. This includes not only teachers and other service providers, but also bus drivers, playground and lunchroom supervisors, nursing staff and others who may be responsible for the proper implementation. The building principal *and special education director* are responsible for ensuring that staff members are knowledgeable about their responsibilities.

IEPs will be implemented without undue delay following IEP meetings, regardless of the payment source for special education and or related services.

Parents are members of the IEP team and will have the opportunity to fully participate. The district will make sure that the parents understand the proceedings, including arranging for an interpreter for parents

who are deaf or whose native language is other than English. The district will also ensure that meeting locations are accessible. The special education department is responsible for coordinating interpreters and making arrangements for the meeting location.

The district will provide parents/guardians with a copy of the district's Restraint, Isolation and Other Uses of Reasonable Force (Policy 3246) with each initial and annual IEP.

B. IEP Team

The IEP team includes:

1. The parent(s) of the student;
2. Not less than one general education teacher (or preschool teacher) of the student if the student is, or will be, participating in the general education environment. The general education teacher will, to the extent appropriate, participate in development of the student's IEP, including determinations of:
 - a. Appropriate positive behavioral interventions and supports for the student; and
 - b. Supplementary aids and services, program modifications, and support for school personnel consistent with WAC 392-172A-01185 and WAC 392-172A-03110(s)(b).
3. Not less than one special education teacher, or if appropriate, not less than one special education provider of the student;
4. A representative of the district, who is qualified to provide or supervise the provision of special education and related services, is knowledgeable about general education curriculum, and is knowledgeable about the availability of district resources; (*the building principal may serve as the district representative*).
5. An individual who can interpret the instructional implications of the evaluation results;
6. Any other individuals who have knowledge or special expertise about the student. These individuals may be invited by both the district and the parents, at the discretion of the person making the invitation;
7. The student, when appropriate, or when required;
8. Students must be invited when the purpose of the meeting includes discussion of transition needs or services;
9. If another agency is or may be responsible for payment or provision of transition services, an agency representative will be invited, with the parent's consent. If the agency representative cannot attend the meeting, district personnel will keep the representative informed of the meeting and obtain agency information that will assist in the service provision; and
10. Parents will be notified of the participation of the Part C service coordinator or other designated representatives of the Part C system as specified by the state lead educational agency for Part C at the initial IEP meeting for a child previously served under Part C of IDEA.

The parents and district must agree in writing before any of the above team members are excused from all or part of a meeting. If a team member's area of the IEP is being discussed or modified, then the parent

and district must consent to their excusal; and that specific team member must provide advance written input for their part of the IEP prior to the meeting. Written documentation for excusal must be sent to the parent prior to the IEP meeting. If excusal is not returned or allowed, the IEP case manager must reschedule the meeting to ensure that all the required participants are in attendance.

Existing team members may fill more than one of these roles if they meet the criteria for the role.

Sometimes parents do not attend IEP meetings. There will also be times the parents do not agree with the IEP as proposed, and despite attempts to reach agreement on IEP content, the team does not reach agreement. If a parent attends the IEP meeting and agreement is not reached on the IEP, the team will determine whether another IEP meeting should be scheduled as soon as mutually possible, or whether there is enough information to complete the IEP. When the decision is made that the IEP will be implemented the district must send prior written notice of the decisions reached to the parent, including the date the IEP will be implemented.

When the parents do not attend the IEP meeting, despite the district's efforts to ensure participation, or if the team does not reach agreement, it is the district's obligation to offer an appropriate educational program:

1. Have IEP members present sign the IEP (or document participation if any member is unwilling to sign);
2. Send a copy to the parent, and provide the parent prior written notice that the district intends to implement the IEP; and
3. Forward the documentation of actual or attempted contacts to the special education department for processing when parents do not attend the meeting.

When making changes to an IEP after the annual IEP meeting for a school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making changes. The parent and the district must complete a written document indicating the changes and inform IEP team members and appropriate individuals of the changes. The IEP case manager is responsible for IEP amendments. If the parent requests that the district revise the IEP to include the amendments, the IEP case manager will revise the IEP.

C. IEP Preparation and Content:

IEP teams will consider the recommendations in the initial or most recent evaluation to develop the IEP. In developing each IEP, the team must consider:

1. The strengths of the student including the academic, developmental, and functional needs of the student and the concerns of the parents for enhancing the education of their child;
2. Whether positive behavioral interventions and supports, including a behavioral intervention plan, as defined by WAC 392-172A01031 are needed to address the student's behavior.
3. The language needs of the student as those needs relate to the student's IEP, for a student with limited English proficiency.
4. Whether Braille instruction is appropriate for a student who is blind or visually impaired;
5. Whether a student has other language and communication needs; The communication needs of the student (and in the case of a student who is deaf or hard of hearing consider the

student's language and communication needs), opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; and full range of needs, including opportunity for direct instruction in the student's language and communication mode; and

6. Whether assistive technology devices or services are needed.

IEP content must include:

1. The student's present levels of academic and functional performance with a description of how the disability(ies) affect the student's involvement and progress in the general curriculum or preschool activities;
2. Measurable academic and functional annual goals for the student (including benchmarks or short term objectives if the student is participating in alternate assessments) that will meet the student's needs resulting from the disability(ies) to enable involvement and progress in the general curriculum or in preschool activities, and will meet the student's other educational needs;
3. A statement of special education services, any necessary related services, and supplementary aids and services based on peer-reviewed research to the extent practicable to be provided to the student and program modifications or supports for personnel so that the student may advance towards annual goals, progress in the general curriculum and be educated and participate with other special education students and non-disabled students and participate in extracurricular and other nonacademic activities;
4. A statement of the extent, if any, that the student will not participate with non-disabled students in general classroom, extra-curricular and non-academic activities;
5. A statement of any individual appropriate accommodations in the administration of state or district-wide assessments of student achievement that are needed to measure academic achievement and functional performance of the child on state assessments. If the team determines that the student will not participate in a particular assessment, the IEP will address why the student cannot participate in the regular assessment(s) and why the particular alternative assessment is appropriate for the child, and document (a) that the parents were informed that their student's academic achievement will be measured on alternate standards, and (b) how participation in an alternate assessment may delay or otherwise affect the student from completing the requirements for a regular high school diploma;
6. The date for the beginning of services and the anticipated frequency, location, and duration of services and modifications;
7. A statement of how the student's progress towards goals will be measured, how the student's parents will be regularly informed of their child's progress towards the annual goals, and whether the progress is sufficient to enable the student to achieve the goal by the end of the year. Measurement of the student's progress will be based on the data collected as designated on the IEP. The individual responsible for implementing the goal is responsible for maintaining the data used to measure progress. Information to the parents can be provided

at the same time the district issues progress reports or report cards, or other agreed times as identified in the IEP.

8. The projected beginning date for the special education and related services;
9. With an IEP that is in effect when the child turns 16, or sooner if the IEP team determines it is appropriate, a statement of needed transition services and any interagency responsibilities or needed linkages. The transition component must include appropriate measurable postsecondary goals based on age appropriate transition and assessments related to training, education, employment and independent living skills where appropriate; the transition services (including courses of study) needed to assist the child in reaching those goals; and a description of how the postsecondary goals and transition services align with the high school and beyond plan (HSBP);
10. Emergency response protocol, if determined necessary by the IEP team for the student to receive FAPE and parents provide consent. Emergency response protocols must meet the requirements stated in WAC 392-172A-02105.
11. A behavioral intervention plan (BIP), if determined necessary by the IEP team for a student to receive FAPE. The BIP must meet the requirements stated in WAC 392-172A-01031;
12. The procedures by which parents/guardians will be notified of the use of isolation or restraint or a restraint device on their student (see Procedure 3247).
13. A statement regarding transfer of rights at the age of majority. The IEP case manager will provide prior written notice to the student one year prior to student turning 18 years of age; and
14. Extended school year (ESY) services. The consideration for ESY services is a team decision, based on information provided in the evaluation report and based on the individual needs of a student. ESY services are not limited by categories of disability, or limited by type amount or duration of the services. If the need for ESY services is not addressed in the IEP and ESY services may be appropriate for the student, the IEP team will meet by April to address the need for ESY. Factors for the team to consider when determining the need for ESY may include, but are not limited to:
 - a. Evidence of regression or recoupment time based on documented evidence; or
 - b. A documented determination based on the professional judgment of the IEP team including consideration of the nature and severity of the student's disability, the rate of progress, and emerging skills.

Use of isolation, restraint and restraint devices:

A. Definitions

1. **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
2. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet

space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.

3. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:
 - a. upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - b. upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - c. upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - d. after the student has threatened the physical safety of another and has history of one or more violent acts.
 4. **Positive behavioral intervention:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.
 5. **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment, or to permit a student to safely participate in activities.
 6. **Restraint device:** A device used to assist in controlling a student, including, but not limited to, metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers, or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- B. **Practices presumed to be unreasonable when correcting or restraining any student under the age of 18:**
- Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:
1. throwing, kicking, burning, or cutting a child;
 2. striking a child with a closed fist;
 3. shaking a child under the age of three;
 4. interfering with a child's breathing;

5. threatening a child with a deadly weapon; or
6. doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

C. Conditions specific to use of isolation:

1. The isolation must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.
3. The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
4. An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
5. Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
6. Any staff member or other adults using isolation must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and also trained by the district in isolation requirements, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

D. Conditions specific to use of restraint and restraint devices:

1. The use of restraint or a restraint device must be discontinued as soon as the likelihood of serious harm has dissipated;
2. The restraint or restraint device will not interfere with the student's breathing;
3. Any staff member or other adults using restraint or restraint devices must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques), and such restraint or restraint devices, or otherwise available in the case of an emergency unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.
4. In the case of a restraint device, either the student will be capable of releasing himself or herself from the restraint device or the student shall continuously remain within view of an adult responsible for supervising the student.

E. Prohibited practices involving restraint, use of force, and discipline:

The following practices are prohibited with students eligible for special education services:

1. District personnel are prohibited from using aversive interventions;
2. District personnel are prohibited from physically restraining or isolating a student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;
3. No student may be stimulated by contact with electric current, including, but not limited to, tasers;
4. A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid as a form of punishment;
5. A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);
6. A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
7. A student must not be denied or subjected to an unreasonable delay in the provision of medication;
8. A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
9. A student must not be forced to listen to noise or sound that the student finds painful;
10. A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
11. A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
12. A student's head must not be partially or wholly submerged in water or any other liquid;
13. A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object, except under the conditions set forth in WAC 392-172A-02110;
14. A student must not be subjected to the use of prone (lying face-down) and supine (laying face-up) restraint. Wall restraint, or any restraint that interferes with the student's breathing.

F. Documentation and Reporting Requirements

Districts must follow the documentation and reporting requirements for any use of isolation,

restraint, or a restraint device consistent with RCW 28A.600.485 and the parental notification requirement of RCW 28A.155.210. See Policy and Procedure 3246.

1. KSD Staff Process:

- a. Immediately notify the principal or designee of the incident
- b. Within 24 hours the case manager makes reasonable effort to notify parent (per KSD Procedure 3246P)
- c. Within 2 school days after the incident complete and submit incident report to school principal or designee and Special Programs director (KSD Procedure 3246P)

2. KSD Administrator Process:

- a. Within 5 school days the principal or designee will send a copy of the incident report to parent or guardian (KSD Procedure 3246P)
- b. Within 5 school days after the incident the principal or designee will review the incident with student and parent (not necessarily at the same time) (KSD Procedure 3246P)
- c. Within 5 school days after the incident the principal or designee will review the incident with staff person(s) (KSD Procedure 3246P)

Transfer Students

Students who transfer from one district to another within the state continue to be eligible for special education and any necessary related services. When an eligible student transfers into the district, the school principal or designee will notify the special education department. The special education department and school team, in consultation with parents, will review the student's IEP, upon receipt of records, to ensure the district provides services comparable to those in the previous IEP until the district adopts the previous IEP or develops, adopts and implements a new IEP. The IEP case manager will send out the paperwork documenting that a meeting occurred and what was decided through a prior written notice.

Kelso School District interprets 'comparable services' to mean services that are similar or equivalent to those services that were described in the child's IEP from the previous school district, including Extended School Year (ESY). Questions about the comparability of services will be resolved in consultation with parents.

When a student who was identified as eligible for special education transfers from out of state into the district, the school principal or designee will notify the special education department immediately. The group of qualified professionals (GQP) will review the evaluation, eligibility documentation and IEP, immediately upon receipt of the records, to determine whether or not the student meets state eligibility criteria. If the student meets the state eligibility criteria, the district will follow the procedures described in the previous paragraph to provide comparable services until the district develops an IEP for the student. If the student needs to be evaluated to determine eligibility in this state, the group of qualified professionals (GQP) will notify the parents, obtain consent and evaluate the student for eligibility within 35 school days of the receipt of the parent's consent. The district, in consultation with the parents, will continue to provide special education services comparable to the services on the student's IEP, pending

the results of the initial evaluation. Again, questions about the comparability of services will be resolved in consultation with the parents.

The district must take reasonable steps to promptly obtain records, including IEP supporting documents and any other records related to special education or related services from the previous school. The student's special education records will be obtained by the special education department. A school building secretary will secure general education records from the previous school.

The above process can be referenced in the WAC 392-172A-03015

Placement

No student may receive special education and related services without being determined eligible for services, and thus the evaluation process and IEP development precedes the determination of the special education placement. When a student has been evaluated and the evaluation team and parent have determined student eligibility and the need for special education and related services, programming decisions must occur. These decisions are made on the basis of information generated through the evaluation and IEP processes. The actual program is considered within the context of least restrictive environment (LRE) and the continuum of placement alternatives (reviewed below). When determining initial eligibility for special education, including determination of the appropriate placement, the parent or adult student must provide written consent for services before the student receives special education services. If the parents do not consent to the provision of special education and related services, the district will not provide special education services to the student. The district will notify the parents that the student is eligible for services and that the district is willing to provide the services when the parent provides written consent. The notification will also inform parents that the district has no FAPE obligation to the student when parents refuse to provide consent.

When program decisions are addressed by the IEP team, proper consideration must be given to the LRE. Within the educational setting, the student should be placed, whenever possible:

1. In the school the disabled student would normally attend; and
2. With non-disabled students in the general educational setting to the maximum extent possible.

Special classes, separate schools, or removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability is such that education in the general education classroom with use of supplementary aids and services cannot be satisfactorily achieved.

If the IEP team believes that the student will not be successful within the general education classroom, the team will consider:

1. The educational benefits of full-time placement in a regular classroom;
2. The non-academic benefits of such a placement;
3. The effect the student will have on the teacher and other students in the regular classroom; and
4. The costs of placing the student in the regular classroom.

The degree to which the student is to be integrated into the general classroom setting is dependent upon the identified needs of the student. This placement is to occur unless the nature of the needs are so severe that this cannot be satisfactorily achieved, even with supplementary aids and services. If the placement is in another building, the appropriate educational placement will be as close to the student's home as reasonably possible.

Within the nonacademic setting, students will be provided nonacademic and extracurricular activities with non-disabled students. *Opportunities available within the school district for participation align with the WAC 392-171A-02025, which includes counseling services, athletics, transportation, health services, recreational activities, clubs, etc.).* Limits on nonparticipation or conditions of participation must be designated in the IEP.

The district will also make opportunities available for students eligible for special education to participate with non-disabled students in the district's art, music, industrial arts, computer, consumer classes, physical education, home economics, and other elective classes.

Within the district, a continuum of placement options exist for students to receive specially designed instruction and educational benefit. They include:

1. ~~General education with special education support within the~~ **General education classroom or regular early childhood program;**
2. Resource room support provided in a pull-out model
3. Specialized classrooms designed to meet the needs of students with communication, behavioral, or intellectual challenges;
4. Homebound;
5. Alternative placements.

These options are intended to address the individual needs of students, **including preschool students with disabilities**, and they are considered according to the following process:

The placement of each student with a disability will be determined annually, or sooner if appropriate, by the IEP team.

The appropriateness of placement options will be based upon various decisions including:

1. Data-based judgments in IEP development;
2. Judgments (data-based) in determining LRE;
3. The reasonable probability of the placement option(s) assisting the student to attain annual goals and objectives and the quality of services needed; and
4. The consideration of potentially harmful effects upon the student or on the quality of services needed.

Placement options along the continuum must include alternative placement options identified in the definition of special education and make provisions for supplementary services such as resource room or itinerant instruction to be provided in concert with the general education placement.

Students Unilaterally Enrolled in Private Nonprofit Schools by Parents

On November 1 of each year, the district will conduct an annual count of the number of private elementary and secondary school students eligible for special education who are unilaterally enrolled by their parents in a private school located within district boundaries. The district special education director will have timely and meaningful consultation with appropriate representatives of private schools and representatives of parents of private school students and make determinations about who will receive services and what services will be provided. The purpose of the child count is to determine the proportionate amount that the district must spend on providing special education and related services, including transportation, to private elementary or secondary school students in the next fiscal year.

The district is required to spend a proportionate amount of federal special education Part B and Section 619 funds to provide special education and related services to private school students. In order to determine which students will receive services, what services will be provided, how and where the services will be provided, and how services provided will be evaluated, the district will consult with appropriate representatives and parents of private school students. The district will make the final decision with respect to services to be provided to eligible private school students.

The special education office will notify each approved nonprofit private school or preschool operating in the district seeking recommendations of persons to serve as representatives of special education private school students in consultations with the district. An initial meeting will be called by the district to establish a work plan and schedule with the private school representatives and representatives of private school parents to discuss how to identify students, the amount of proportionate share, how the proportionate share was calculated, which students will receive services, what services will be provided, how and where services will be provided, and how services will be evaluated.

The group of qualified professionals where the private school is located in the district is responsible for private school involvement and service plan development. A private school student has no individual entitlement to any service or amount of service (s)he would have received if enrolled in a public school to receive FAPE. However, for each private school student receiving special education or related services, the district will initiate and conduct meetings to develop, review, and revise a services plan describing the special education and related services that the district will provide. The services plan must: (1) meet IEP content requirements as appropriate; and (2) be developed, reviewed, implemented, and revised annually consistent with the requirements for IEP review. The district will make every effort to include a representative from the private school at each meeting. If the private school representative is not able to attend, the district will use other methods, including individual or conference telephone calls, to assure the representative's participation.

Private school students may receive a different amount of services than special education students in public schools. However, the services provided to special education private school students will be provided by personnel meeting the same standards as personnel providing the services in the district.

Services to students in private schools including private sectarian schools may be provided on-site. District personnel may be made available to private schools only to the extent necessary to provide the services required, if those services are not normally provided by the private school. Services will not include payment of private school teachers' or other employees' salaries, except for services performed outside regular private school hours and under public supervision and control.

Equipment and/or supplies may be placed on private school premises for the period of time necessary for the services plan program, but the district will retain and exercise title and administrative control of said equipment/supplies. The district will keep records and make an accounting assuring that said equipment/supplies is/are used solely for the services plan program. Said equipment/supplies will be removed if necessary to avoid its/their use for other purposes or if no longer needed for the services plan program. No district funds will be used for repairs, minor remodeling, or construction of private school facilities.

The district will provide services to students in private schools in a manner that: (1) maintains physical and administrative separation between the private and public school programs; and (2) does not benefit the private school at public expense.

Procedural Safeguards

A. Consent

The district will obtain informed, written parental consent before:

1. Conducting an initial evaluation;
2. Providing initial special education and related services to a student; and
3. Conducting a reevaluation if the reevaluation includes administration of additional assessments.

Parental consent is not required to review existing data as part of an evaluation or reevaluation, or to administer a test or other evaluation that is administered to all students unless consent is required of all students' parents.

Informed consent means that the parent or adult student:

1. Has been fully informed of all information that is relevant to the activity for which the district is asking consent, and that the information is provided in his or her native language or other mode of communication;
2. Understands and agrees in writing to the activity for which consent is sought and the consent describes the activity and lists any records which will be released and to whom; and
3. Understands that the granting of consent is voluntary and may be revoked at any time. If consent is revoked, the revocation does not negate an action that has occurred after the consent was given and before the consent was revoked.

The district may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity of the district.

If the district is unable to obtain a parent's consent, the district may use mediation procedures to obtain a parent's consent or request a due process hearing asking the administrative law judge to override the parent's refusal to consent to an evaluation or reevaluation. The district may not request a due process hearing to override a parent's refusal to consent to initial special education services. The district may not use mediation or due process procedures to override a parent's refusal to consent to an evaluation or reevaluation if the student is homeschooled or enrolled in a private school.

B. Revocation of Consent

Parents may revoke consent for the continued receipt of special education and related services. If parents revoke consent, the staff member receiving the revocation will forward the revocation to the special education department.

Upon receipt of the parent's written notice of revocation, the special education department:

1. Will provide prior written notice for a reasonable time before the district stops providing services. The notice will include information about the effect of revocation and will inform the parent of the date the district will stop providing special education and related services.

Discontinuation of special education and related services in response to the parent's written revocation will not be in violation of FAPE and eliminates the district's requirement to convene an IEP meeting or develop an IEP. However, the district does have a continuing Child Find duty, and staff will follow referral procedures if they believe the student should be referred for special education. In addition, parents may request that the district conduct an initial evaluation for eligibility for special education services after they have revoked consent for continued services.

C. Notice of Procedural Safeguards

In addition to protections provided to parents of eligible students, parents also have procedural safeguard protections when a student's identification, evaluation or placement is at issue. The school district will provide a copy of the procedural safeguards notice to the parents and adult students one time a year and:

1. Upon initial referral or parent request for evaluation;
2. Upon receipt of the parent's first state complaint and first request for due process hearing in a school year;
3. Upon a disciplinary action that will result in a disciplinary change of placement; and
4. Upon request by the parent.

The procedural safeguard notice used by the district includes a full explanation of all the procedural safeguards relating to independent educational evaluation, prior written notice, parental consent, access to educational records, discipline procedures for students who are subject to placement in an interim alternative educational setting, requirements for unilateral placement by parents of children in private schools at public expense, state complaint procedures, mediation, the child's placement during pendency of due process proceedings including requirements for disclosure of evidence, due process hearings, civil actions and attorney's fees. Copies of the district's special education procedural safeguards are available at each school building, the district office and the district web site. Special education service providers are responsible for ensuring that the procedural safeguards are provided when they are required.

D. Prior Written Notice

Prior written notices are provided to parents when a district makes a decision relating to a student's identification, evaluation, placement, or provision of a FAPE. Prior written notices document the decisions made by the IEP teams and evaluation group.

The district will provide prior written notice to the parent whenever the district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of a FAPE to the student.

The prior written notice will include:

1. A statement that the parents procedural safeguard protections and if a copy of the procedural safeguards do not accompany the notice, a statement that describes how a copy of the statement of procedural safeguards may be obtained;
2. A description of the action proposed or refused by the district;
3. An explanation of why the district proposes or refuses to take the action and a description of other options that the district considered and the reasons why the options were rejected;
4. A description of any other factors which are relevant to the district's proposal or refusal;
5. A description of each evaluation procedure, test, record, or report the district used as a basis for the proposal or refusal; and
6. A description of any evaluation procedures the district proposes to conduct and sources for parents to contact to obtain assistance in understanding the procedural safeguards provision of this chapter.

Prior written notice and the notice of procedural safeguards must be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the district will take steps to ensure that the notice is translated orally or by other means to the parent. This may involve:

1. Arranging for an interpreter if English is not the native language of the parent or if the parent has a hearing impairment; or
2. Providing notice orally if the written language is not a native language.

The district will document in writing how this information was provided and that the parent understands the content of the notice. IEP case managers are responsible for sending prior written notices after evaluation, eligibility, IEP team meetings and placement decisions.

E. Transfer of Educational Rights to an Adult Student

When a student eligible for special education reaches the age of 18, all educational rights under Part B of the IDEA, previously exercised by the parent, transfer to the student, unless the student is determined incapacitated in a guardianship proceeding or the district has appointed an educational representative for the student. When the student turns 18, the district IEP case manager will notify the parent and student that the educational rights have transferred to the student and will send any required notices to both the parent and the adult student.

At an IEP meeting occurring one year before the student turns 18, the district will inform the parents and the student that educational rights will transfer to the student and the district will inform the student about those educational rights. This information will be documented on the IEP.

Appointment of an Educational Representative

A student over the age of eighteen is presumed to be capable of making educational decisions and able to provide informed consent unless he or she is determined to be “incapacitated” through a legal guardianship proceeding. If a parent, another interested party, or the district believes that the student is unable to provide informed consent or to make educational decisions, and the student does not have a legal guardian, the parent or other interested party may ask the district to appoint an educational representative. This determination will only be made if two separate professionals state that they conducted an examination and interviewed the student, and concluded the student is incapable of providing informed consent. The district will inform the student of the decision and appoint either, the spouse, the student’s parents, another adult or a surrogate educational representative to represent the student. The appointment of the educational representative will continue for one year.

The student or other adult may challenge the certification at any time. If a challenge occurs, the district will not rely on the education representative, until the representative is recertified.

Confidentiality and Records Management

The superintendent or district designee(s) within each school building and district office are responsible for maintaining the confidentiality of personally identifiable information pertaining to special education and all other students. The *school and/or district designee* will maintain, for public inspection, a current list of the names and positions of district employees who have access to personally identifiable information of special education students. The district will provide parent and adult students, upon request, a list of the types and locations of educational records collected, maintained or used by the district.

The district will provide instruction to employees collecting or using personally identifiable information on the procedures to protect the confidentiality of personally identifiable information. The training will address the protections outlined in WAC 392-172A, state law and federal regulations implementing the Family Educational Rights and Privacy Act, FERPA, (34 CFR Part 99).

Upon request, the parent(s) of a special education student or adult student will be afforded an opportunity to inspect, review and challenge all educational records, which will include, but not be limited to, the identification, evaluation, delivery of educational services and provision of FAPE to the student. The district will comply with the request promptly and before any meeting regarding an IEP or hearing relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings. In any case, the district will respond no more than 45-calendar days after the date the district received the request. If an educational record includes information on more than one student, the parents (and/or adult student) may only inspect and review information relating to their child. School personnel receiving requests for educational records will immediately forward the request to the special education department.

If parents believe that information in an education record is inaccurate or misleading or violates the privacy or rights of the student, they may request that the district amend the information. Policy and Procedure 3231, Student Records, describes the process and timelines for challenges and hearings regarding student records.

The district follows the guidelines for records retention outlined in the Secretary of State’s, *General Records Retention Schedule and Records Management Manual*. The district will inform parents or adult

students when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the student. The information will be destroyed at the request of the parent(s) or adult student, or will be provided to the parent or adult student upon their request. However, a permanent record of the student's name, address and phone number, his or her grades, attendance, record, classes attended, grade level completed and year completed will be maintained without time limitation.

Records management is also governed by Policy and Procedure 4040, Public Access to District Records.

A. Surrogate Parents

A surrogate parent is a person appointed by the school district to act on behalf of a student to help ensure the rights of the student to a FAPE when a parent cannot be identified, the whereabouts of the parent are unknown or the student is a ward of the state and does not have a foster parent.

The student's IEP team is responsible for determining the need for appointment of a surrogate parent.

Natural or adoptive parents, foster parents, persons acting in the place of a parent such as stepparents or relatives and persons with legal custody or guardianship are considered parents. Students who are homeless and not living with a parent may need a surrogate parent.

The following is guidance for the district to follow to assist in determining the status of the parent's rights to make educational decisions:

In cases where the student is in out of home care the district must determine the legal custodial status of the child.

1. Parents who have voluntarily placed their child in state placement still retain legal custody of the child and retain the right to make educational decisions. In this situation the student is not a ward of the state;
2. Parents whose children are placed in group care, pending a determination of "dependency" may still retain rights to make educational decisions unless otherwise ordered by the court;
3. When a disposition order and order of dependency is issued, the state becomes the legal as well as physical custodian of the child. Parents may no longer have the right to make educational decisions during this stage of dependency; and
4. Parents whose parental rights are terminated no longer have the right to make educational decisions on behalf their child.

When a student is placed in foster care the foster parent may act as the parent. When a student is placed in group care, the district will work with the parents, case-worker(s), foster parents and others who have knowledge of the student's legal status in order to determine the need for appointment of a surrogate.

When selecting a surrogate parent the district will select a person willing to participate in making decisions regarding the student's educational program, including participation in the identification, evaluation, placement of, and provisions of FAPE to the student.

If a student is referred for special education or a special education student transfers into the district who may require a surrogate parent, the district special education office will be notified of the potential need.

The special education office will then select a trained individual who can adequately represent the student to ensure that all student rights are observed.

The person selected as a surrogate:

1. Must have no interest that conflicts with the interests of the student he or she represents;
2. Must have knowledge and skills that assure adequate representation of the student; and
3. May not be an employee of a school district and/or other agency which is involved in the education or care of the student. This includes OSPI, DSHS, district employees, and group care providers.

The district will at a minimum, review with the surrogate parent procedural safeguards, parent involvement in the special education process, parent education publications, and special education regulations. The district will also cooperate with other districts, the ESD, or OSPI in training surrogate parents and in establishing a list of persons willing and able to serve as surrogate parents.

B. Mediation

The purpose of mediation is to offer both the parent and the school district an alternative to a formal due process hearing. Mediation is voluntary and requires the consent and agreement of both parties. Mediation cannot be used to deny or delay access by a parent to a due process hearing. Mediation is used to resolve disagreements concerning the identification, evaluation, and delivery of educational services, or provision of a FAPE to a special education student. Mediation may be terminated by either party at any time during the process.

The primary participants are the parents, school district representatives, and mediator. The process is voluntary, confidential and informal. It is a collaborative process, conducted in a nonadversarial manner. Mediation services will be provided by the Office of Superintendent of Public Instruction (OSPI) at no cost to either party.

The district's special education director is responsible for coordinating requests for mediation. If a parent requests mediation, notify the director and the director will respond to the parent and coordinate with OSPI's contracted agent. Staff members are reminded that discussions that occur during the mediation process are confidential.

One person designated by the district to attend the mediation must have authority to bind the district in any agreement reached through mediation.

The district adheres to WAC 392-172A-05075, which requires parents to understand the benefits of mediation. The procedure allows the district to contract with a parent resource center or an alternative dispute center to explain the benefits of mediation.

Due Process Hearing

Both parents and districts may file due process hearings involving the identification, evaluation, placement, or provision of FAPE to a student. IDEA requires that specific information be provided as part of a due process hearing request. The requirements are identified in the notice of procedural safeguards. If parents request information about how to file a due process hearing, the district will provide the parent

with a due process hearing request that contains the required information. Due process hearing request forms are available at the district office and on the OSPI Special Education [website](#).

If any staff receives a request for a due process hearing, a copy of the request should be immediately forwarded to the special education director. If the parent has not filed the request for hearing with the Washington State Office of Administrative Hearings (OAH), the district will forward the parent request to OAH. The district may not delay or deny a parent's due process hearing request. Parents are entitled to a copy of the notice of procedural safeguards if this is the first due process hearing in a school year. The district special education director is responsible for providing the parents a copy of the procedural safeguards in this situation and documenting that the safeguards were provided to the parent.

When a parent files a due process hearing, the student remains in the placement at the time of the request for hearing unless the parents and district agree to a different placement. The student's status during the pendency of any proceedings does not include the IEP team from meeting, as needed or as required, and updating and implementing the student's IEP, unless those changes are in dispute. See the discipline section below for placements when a disciplinary action is challenged.

When parents file a request for a due process hearing, the special education director will immediately schedule a resolution meeting. The meeting must occur within 15 days after a parent files a due process request with the district and provides a copy of the request to OAH, or, within seven days if the hearing request involves an expedited hearing regarding discipline. The special education director will determine the appropriate district staff that will attend the resolution meeting. The district will ensure that one of the district representatives attending the resolution meeting has authority to bind the district in any resolution agreement. The district will not bring district counsel to a resolution meeting unless the parent is bringing an attorney to the meeting.

Any resolution agreement reached will be documented in writing and is binding on the parties. The document will inform the parent of their right to void the agreement within three business days of signing the agreement.

Discipline

Students eligible for special education may be disciplined consistent with the disciplinary rules that apply to all students. The district will determine on a case by case basis whether discipline that is permitted under WAC 392-400 should occur. However, students eligible for special education must not be improperly excluded from school for disciplinary reasons that are related to their disability or related to the district's failure to implement a student's IEP. The district will take steps to ensure that each employee, contractor and other agents of the district responsible for education or care of a student is knowledgeable of special education disciplinary rules.

A. Removal Up to Ten Days

The school building principal or special education director may order the removal of a special education student from a current placement. The district need not provide services to a student who is removed from the current placement for ten school days or less in any school year, if services are not provided to a student without disabilities.

B. Removal for More than Ten Days

Once a student has been removed from placement for a total of ten school days in the same school year, and if the district determines that the removal is not a change of placement, the district must, during subsequent days of removal, provide appropriate services to the extent necessary to enable the student to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. The IEP team in consultation with one or more of the student's teachers, will make the determination of such necessary services.

C. Change in Placement

A change of placement occurs when an eligible student is:

1. Removed from his or her current placement for more than ten consecutive school days in a school year; or
2. Subjected to a series of removals in a school year that constitute a pattern of removal because:
1) the series of removals total more than ten school days in a year; 2) the student behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and 3) because of factors such as the length of each removal, the total amount of time a student is removed, and the proximity of the removals to one another.

Whether a pattern of removal constitutes a change in placement is determined on a case-by-case basis by the school building principal and special education director and is subject to review through due process and judicial proceedings. Prior to removal the school building principal will notify the special education director when the student being considered for removal for more than 10 days or where removal may constitute a change of placement.

D. Manifestation Determination

A manifestation determination meeting will be conducted for students when:

1. A student has reached ten days of removals; and
2. Within ten school days after the date on which the district makes a decision to change the student's placement, the district will schedule a "manifestation determination" meeting to determine the relationship between the student's disability and the behavior subject to the disciplinary action.

The review of the relationship between a student's disability and the behavior subject to the disciplinary action will occur at a meeting that includes the parent and relevant members of the IEP team who are selected by the parent and the district. The IEP case manager is responsible for contacting the parents, identifying relevant IEP team members and providing notice of the meeting. The team will review all relevant information in the student's file, including the IEP, teacher observations and information provided by the parent to determine:

1. If the conduct was caused by or had a direct and substantial relationship to the child's disability; or
2. If the conduct in question was the direct result of the district's failure to implement the student's IEP.

If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student's disability.

The district will take immediate action to remedy the deficiencies and will:

1. Conduct a functional behavioral assessment (unless already completed) and implement a behavioral intervention plan if one is not already in place; or
2. Review the existing behavioral intervention plan and modify it to address the behavior; and
3. Return the child to the placement from which he or she was removed from unless the parents and the district agree a change is necessary as part of the behavioral intervention plan, or unless the infraction involves drugs, weapons, or serious bodily injury.

E. Special Circumstances

School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a student without disabilities would be subject to discipline, but for not more than 45 school days, if a special education student:

1. Possesses a "dangerous weapon" or carries such a weapon to school or to a school function;
2. Knowingly possesses or uses "illegal drugs" while at school or a school function;
3. Sells or solicits the sale of a "controlled substance" while at school or a school function; or
4. Inflicts serious bodily injury upon another person while at school or a school function. Serious bodily injury means a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

Any interim alternative educational setting in which the student is placed is determined by the student's IEP team and will:

1. Be selected so as to enable the student to participate in the general curriculum, although in another setting and to progress toward meeting the goals set out in the student's IEP; and
2. Include services and modifications designed to address the behavior or to prevent the behavior from recurring.

The district may ask an administrative law judge, or seek injunctive relief through a court having jurisdiction of the parties, to order a change in placement to an appropriate interim alternative educational setting for not more than 45 school days or seek injunctive relief through a court having jurisdiction of the parties when:

1. The district believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. If the student's IEP team believes that the student may not be maintained in his or her current placement, the IEP team should work with the district's special education director or student services director.

Unless the parent and the district agree otherwise, if a parent requests a hearing to challenge either the manifestation determination or the interim alternative educational setting, the student must remain in

the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45 day period, whichever occurs first.

F. Basis of Knowledge

A student who has not been determined eligible for special education services may assert the protections if the district had knowledge that the student was ~~an~~ eligible for special education before the behavior that precipitated disciplinary action occurred.

The district is deemed to have knowledge if:

- A. The parent expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to district supervisory or administrative personnel or a teacher that the student is in need of special education and related services;
- B. The parent requested that the student be evaluated for special education services; or
- C. The teacher or other school personnel has expressed specific concern about a pattern of behavior demonstrated by the student to the director of the special education department or to other supervisory staff.

If instituting disciplinary action that would exceed ten days and the principal believes that one or more of these events applies to the student, the principal will notify the special education department to determine the appropriate disciplinary procedures.

The district is not deemed to have knowledge if, as a result of receiving the information described above, the district either:

- A. Conducted a special education evaluation of the student and determined that the student was not eligible for services; or
- B. The parent of the student has not allowed an evaluation of the child or has refused services.

If the district is not deemed to have knowledge that a student is a special education student, the student may be disciplined as a student without disabilities who engages in comparable behaviors. The district will conduct an evaluation, which is requested during the time period such a student is subjected to disciplinary measures, in an expedited manner. Until the evaluation is completed, such a student will remain in the educational placement determined by the district, which depending upon the behavior can include suspension or expulsion.

Notwithstanding the foregoing, the district may report a crime committed by a special education student to appropriate authorities. In the event of such a report, the district will ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the crime is reported, to the extent transmission of the records is permitted by the Family Educational Rights and Privacy Act (FERPA).

Staff Qualifications

All employees of the district funded in whole or part with state or federal excess special education funds will meet the standards established by the Professional Educator Standards Board (PESB) and defined in WAC 392-172-A-02090.

All employees will hold such credentials, certificates or permits as are now or hereafter required by the PESB for the particular position of employment and will meet such supplemental standards established by the district.

Special education and related services must be provided by appropriately qualified staff. Other staff including general education teachers and paraeducators may assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff (or early childhood special education certificated staff, deaf education certification staff, deaf education with American Sign Language proficiency certificated staff, teacher of the visually impaired certificated staff), or for related services by a certificated educational staff associate. Student progress must be monitored and evaluated by special education certificated staff or for related services, a certificated educational staff associate.

In the event a special education teacher does not have a certificate endorsed in special education (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), a district may apply for a pre-endorsement waiver through the special education section of the OSPI. To qualify for the special education pre-endorsement waiver, the teacher must meet PESB criteria outlined in WAC 181-82-110.

If the district must temporarily assign a classroom teacher without a special education endorsement (or early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement) to a special education position, the district Human Resources Department will document in writing that:

- A. The district is unable to recruit a teacher with the proper endorsement who was qualified for the position;
- B. The need for a teacher with such an endorsement could not have been reasonably anticipated and the recruitment of such a classroom teacher at the time of assignment was not reasonably practical; and/or
- C. The reassignment of another teacher within the district would be unreasonably disruptive to the current assignments of other classroom teachers or would have an adverse effect on the educational program of the students assigned to the other teacher.

If one or more of these criteria can be documented and the district determines that a teacher has the competencies to be an effective special education teacher and the teacher has completed two hundred forty clock hours (or the equivalent of 24 quarter or 16 semester credits) applicable to one or more Washington state special education teaching certificates (early childhood special education endorsement, deaf education endorsement, deaf education with American Sign Language proficiency endorsement, teacher of the visually impaired endorsement), the district can assign the teacher to special education in compliance with the process for making out-of-endorsement assignments and reporting them to the state.

Classified staff will present evidence of skills and knowledge necessary to meet the needs of students with disabilities. The district will provide training to classified staff to meet the state recommended core competencies.

Personnel Development

In order to provide a staff development program to improve the quality of instructional programs, the following procedures will be employed:

1. Special education concerns will be identified through a staff needs assessment completed by administrators, teachers, educational staff associates, program assistants, parents, and volunteers;
2. All personnel who use restraint, restraint devices and/or isolation must be certified and annually trained in the use of such restraint, restraint devices, and/or isolation.
3. In-service training schedules will be developed based upon the results of the district assessment and in support of needs identified;
4. Training activities will be conducted for regular general and special education staff, staff of other agencies and organizations and private school staff providing services for special education student; and
5. Training for classified staff in the state recommended core competencies will occur through district required training days.

Public Participation

Any application and any required policies, procedures, evaluations, plans and reports are readily available to parents and other members of the public through the district's special education office and the office of the superintendent. A notice regarding the availability of such documents will be placed on the district's Web site.

Adopted: 09.25.06

Revised: 04.23.18 | 10.26.20 | 10.18.21 | 3.21.22

Home or Hospital Instruction
Policy 2165

Upon request from a parent or an adult student, home or hospital instruction ~~shall~~ **will** be provided to students who are unable to attend school for an estimated period of 4 weeks or more because of disability or illness. A written statement from a qualified medical practitioner verifying that the student will not be able to attend school for an estimated period of four weeks or more ~~shall~~ **will** accompany the request. The district ~~shall~~ **will** not pay for any costs incurred in securing the medical verification.

Cross References:	Policy 2161	Education of Students with Disabilities Special Education and Related Services for Eligible Students
	Policy 2161	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	RCW 28A.155	Special Education
	WAC 392-122-145	State Handicapped Program special education program – Home and /or Hospital Care – Extended absences
	WAC 392-172A-02100	Home/hospital instruction

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LEGISLATIVE ASSEMBLY UPDATE

SUPERINTENDENT'S UPDATE