

# BOARD OF DIRECTORS

November 21, 2022





**Kelso School District No. 458**  
**601 Crawford St. Kelso WA, 98626**

**November 21, 2022 @ Roy Parsons Executive Board Room & Zoom**  
**5:00 p.m. Work Session – Early Learning**  
**6:00 Regular Board Meeting**

**CALL TO ORDER OF REGULAR MEETING**

**FLAG SALUTE**

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS**

A. Coweeman Student Recognition

**COMMENTS/QUESTIONS**

**APPROVAL OF AGENDA**

**CONSENT AGENDA**

- A. Minutes from November 7, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. HMS Equipment Removal

**UNFINISHED BUSINESS**

- A. Policy 3116/3116P Students in Foster Care (2<sup>nd</sup> Reading & Action) .....Gunnar Guttormsen
- B. Policy 1220 Board Officers and Duties of Board Members (2<sup>nd</sup> Reading & Action) ..... Mary Beth Tack
- C. Policy 1225 School Director Legislative Program (2<sup>nd</sup> Reading & Action) ..... Mary Beth Tack
- D. Retire Policy 5410 Discretionary Leave (2<sup>nd</sup> Reading & Action) ..... Holly Budge

**NEW BUSINESS**

- A. Approve Career & Technical Education (CTE) Improvement Plan (Action) .....Melissa Boudreau
- B. Coweeman Middle School Achievement Presentation .....Rob Birdsell & Bianca Muller
- C. Technology Update ..... Cody Reid & Brenda Sargent
- D. Family & Community Resource Center Update ..... Don Iverson
- E. Policy 4200 Parent Access and Safe and Orderly Learning Environment (1<sup>st</sup> Reading) .....Gunnar Guttormsen
- F. Policy 3225/3225P School Based Threat Assessment (Informational) .....Gunnar Guttormsen
- G. WSSDA Conference Update .....School Board
- H. 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
<b>September 12</b> 5:00 Work Session (Graduation Requirements) 6:00 Regular Board Meeting	<b>October 17</b> 5:00 Work Session (SEL & Wellness—Staff & Students) 6:00 Regular Board Meeting <b>Construction Update</b>	<b>November 7</b> 5:00 Work Session (SIPS) 6:00 Regular Board Meeting	<b>December 12</b> 5:00 Work Session (ELA) 6:00 Regular Board Meeting
<b>September 26</b> 5:00 Work Session (Annual Data Review) 6:00 Regular Board Meeting		<b>November 21</b> 5:00 Work Session (Early Learning) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
<b>January 23</b> 5:00 Work Session (Budget) 6:00 Regular Board Meeting <b>Construction Update</b>	<b>February 13</b> 5:00 Work Session (Math) 6:00 Regular Board Meeting	<b>March 6</b> 5:00 Work Session (Board Update) 6:00 Regular Board Meeting	<b>April 17</b> 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting <b>Construction Update</b>
		<b>March 20</b> 5:00 Work Session (MLL) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
<b>May 8</b> 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	<b>June 5</b> 5:00 Regular Board Meeting	<b>July 10</b> 5:00 Regular Board Meeting <b>Construction Update</b>	<b>August 14</b> 4:00 Work Session (Budget) 5:00 Regular Board Meeting
<b>May 22</b> 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	<p>100% of students <b>develop</b> individualized High School and Beyond Plans (HSBP) that include career awareness and exploration</p> <p>100% of students grades 7 – 12 annually <b>implement</b> research of post-secondary options and refine their individualized HSBP</p> <p>100% of students use the HSBP to <b>ensure</b> they are on track for graduation and post-secondary enrollment; they review their HSBP multiple times during the school year</p>	<p>100% of 9th grade students are on track for on-time graduation</p> <p>100% of middle school students complete applications for College Bound Scholarships</p> <p>100% of middle and high school students complete forecasting per their HSBP</p> <p>Increase opportunities for students to explore career opportunities and requirements</p> <p>100% of seniors have a HSBP outlining at least one of: college acceptance, military, trade/technical training, industry certification/apprenticeship</p>
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)	<p><b>Develop</b> transition meetings with Early Learning agencies for successful transitions for kindergarten readiness</p> <p><b>Develop</b> college and career readiness activities that articulate between middle and high schools so students see the importance of forecasting</p> <p><b>Implement</b> dedicated transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students</p> <p><b>Ensure</b> 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse</p>	<p>100% of high school students complete:</p> <ul style="list-style-type: none"> <li>• a resume</li> <li>• the FAFSA application</li> </ul> <p>Increase percentage of high school students who persist to completing a CTE industry certificate</p> <p>Increase percentage of graduating students who persist two or more years in college and acquire a college, post-secondary degree or industry certification</p> <p>Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process</p> <p>Increase in high school graduation rates and decrease in dropout rates</p>





# 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
<p>Engage with Kelso community using a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs</p>	<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>
<p>Enhance an effective employee communication plan to improve internal communication and employee engagement</p>	<p>Communicate strategic goals and priorities via:</p> <ul style="list-style-type: none"> <li>• <i>Inside Connections</i> for all staff</li> <li>• Safe Schools Emergency documents</li> <li>• 100% posters, Grad Rate posters, Class of posters</li> <li>• Timely district department updates</li> </ul>	<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>
<p>Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management</p>	<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
<p>Promote budgetary and fiscal transparency to ensure open communication and community engagement</p>	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>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</p>
<p>Allocate district resources effectively to support academic and operational needs</p>	<p>Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Annual budget approved by Kelso School Board</p> <p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</p>





# 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

# **Coweeman Middle School**

## **Student Recognition**

ES Chopwa

Ricky Smith

Kailanah Hadgahl-Daniel

Alexis Johnson

Juan Urias

Hayden Johnson

Harley Howe

Ethyn Smith

Avalynn Schwartz

Juan Carapia-Herrera

# CONSENT AGENDA

- A. Minutes from November 7, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. HMS Equipment Removal

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**11/7/22**

---

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.

---

<b>Board Members:</b>	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (Absent - Excused) Mike Haas - Vice President (In-Person) Ron Huntington (Absent - Excused)
<b>Cabinet Members:</b>	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
<b>Superintendent:</b>	Mary Beth Tack (In Person)
<b>Asst. Secretary:</b>	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: Paige Kelsey, Lacey DeWeert, Sandy DeBruler, Cindy Cromwell, Yenni Woodall, Jesse Spellmeyer, Ethan Seibert, Ethan Seibert, joe,

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -**  
Loowit & Kelso Virtual Academy (KVA) Student Recognition

**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 Grafton**

**Seconded By: Director Moore**

**Action: Motion passes unanimously**

**APPROVAL OF CONSENT AGENDA - Motion Passed**

**Minutes of October 17, 2022 Board Meeting & Work Session**

**Certificated Employment Recommendations**

**Classified Employment Recommendations**

**Contracts**

**Warrants**

**Annual District Hi-Cap Plan**

**Huntington Middle School Proposed Fundraiser Request**

**Coweeman Middle School Proposed Fundraiser Request**

**Coweeman Middle School Woodshop Donation Request**

**Kelso High School Proposed Fundraiser Request**

**Motion to Approve By: Director Moore**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**UNFINISHED BUSINESS**



**APPROVED POLICY 2110 TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM - PAIGE KELSEY**

HB 1153 and connected to 4218/4218P. Updated wording to better align with 4218/4218P. Creating better access for all MLL families to translation services.

**Motion to Approve By: Director Moore**

**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**APPROVED POLICY 4218/4218P LANGUAGE ACCESS - PAIGE KELSEY**

HB 1153 new policy and procedure initiating improvement on communication and accessibility to families. Tracking services requested by language and need to further meet needs.

Removing 4217 references in both policy and procedure. At this time there is no KSD Policy for reference. Will be researched further.

**Motion to Approve By: Director Grafton**

**Seconded By: Director Moore**

**Action: Motion passes unanimously**

**APPROVED POLICY 2165 HOME OR HOSPITAL INSTRUCTION - HEATHER ODGEN**

Updating language. 2161 reference will be changed to 2162.

**Motion to Approve By: Director Grafton**

**Seconded By: Director Moore**

**Action: Motion passes unanimously**

**NEW BUSINESS**

**LOOWIT AND KELSO VIRTUAL ACADEMY (KVA) ACHIEVEMENT PRESENTATION - CINDY CROMWELL**

## WE ARE KELSO: LASER FOCUS on

- 100% of students will receive K- 12 Quality Instruction
- 100% of students will be College or Career Ready

"What if We....."

What do I need to Know?

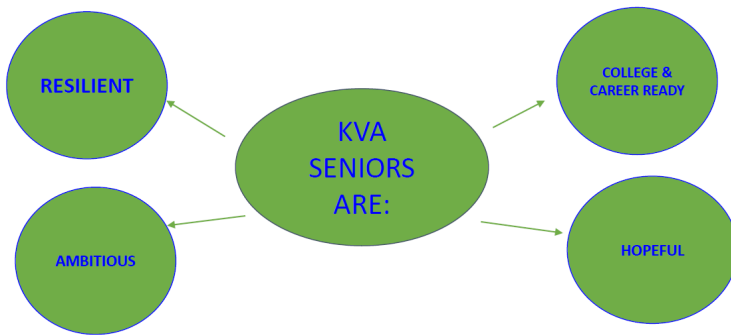
1. Who are KVA students?
2. Impact of the Graduation Coach on student achievement and graduation.

## WE ARE KELSO: Who are our students?

- KVA has 218 Students.
- KVA has 149 High School Students.
- KVA has 52 Seniors.



## WE ARE KELSO: Who are our Seniors?



Who does the Graduation Coach support?

- Students
- Teachers
- Families
- Counselor

How does the Grad Coach support STUDENTS?

- Encouragement and Motivation
- Study Skills
- High School and Beyond Planning
- Financial Aid/College Applications
- Extra Support and Detective Work

How does the Grad Coach support FAMILIES?

- Encouragement
- Identify and Remove Barriers
- Communication (progress, upcoming events)
- Real Talk

How does the Grad Coach support **TEACHERS**?

- Quality Instruction Implementation (Odysseyware)
- Where are my students?
- Collaboration on all students
- Support Teacher Developed Learning Plans
- Provide additional contact and tutoring

How does the Grad Coach support the **COUNSELOR**?

- Review Student Schedules
- Course Enrollments
- Progress Tracking
- Social Work Support

**WE ARE KELSO:** What **100%** means to our students.

HIGHER  
EXPECTATIONS

FUTURE OPTIONS

ACCOMPLISHMENT -  
EARNED & DESERVED

SELF-BELIEF



## **HEARD THE BUDGET UPDATE FOR SEPTEMBER - SCOTT WESTLUND**

Overall, average annual District enrollment (including Running Start) for the 2022/23 school year was budgeted at 4868 FTE, and increase from prior year budget of 42 FTE. This month's report does not include our normal Frontline financial report, rather the Budget Status Report from our financial system only. With our year-end close having now occurred, will allow the use of the Frontline reports moving forward.

October 1<sup>st</sup> total average enrollment was 4920 FTE and 52 FTE above budget. This bodes well for our overall district enrollment as we normally lose 30-40 FTE throughout the school year. We are on-track for finishing the year with a budget that will match or exceed enrollment.

You may notice that our expenditures for September (\$7.353M) exceed our revenue (\$5.234M) by over two million dollars. This is normal as schools and programs front load many of their expenditures early on in the year for use.

As we finish closing the financial books for 2021/22, our ending fund balance as of August 31, 2022, is approximately \$7,104,789. This equates to an 8.7% projected ending fund balance of anticipated expenditures and transfers for the 2022/23 fiscal year.

I am pleased with the budget through the first month of the school year.

## **APPROVED - ACCEPTANCE FOR BID FOR COWEEMAN MIDDLE SCHOOL MECHANICAL PROJECT - SCOTT WESTLUND**

RE: Acceptance of Bid for Coweeman Middle School Mechanical Project.

We have completed the design and bidding process for the Coweeman Middle School Mechanical Project. Hultz/BHU Engineers served as our lead designer and prepared the bid documents for the project.

Our deadline for bids was October 18, 2022, and we received three (3) qualified bids.

Our construction planning team is recommending we accept the lowest responsible base bid, and the Board offer a contract for services to Columbia Allied Services Group out of Battle Ground, Washington. The awarded bid is in the amount of \$1,295,000, plus sales tax.

**Motion to Approve By: Director Moore**  
**Seconded By: Director Grafton**

**Action: Motion passes unanimously**

**APPROVED - 2022-2023 SCHOOL IMPROVEMENT PLANS - LACEY DEWEERT**

**Motion to Approve By: Director Grafton**

**Seconded By: Director Moore**

**Action: Motion passes unanimously**

**MOVED TO SECOND READING - POLICY 5410 DISCRETIONARY LEAVE - HOLLY BUDGE**

This policy was rolled into Policy 5403 Emergency and Discretionary Leave in 2016 but never retired from our system.

**HEARD UPDATE TO PROCEDURE 2145P SUICIDE PREVENTION- GUNNAR GUTTORMSEN**

HB 1378 for reference. KSD policy and procedure far exceed the state guidelines.

**HEARD FIRST READING OF POLICY 43116/3116P STUDENTS IN FOSTER CARE - GUNNAR GUTTORMSEN**

Update from the 2021 revisions. This increases the categorization from McKinney Vento to also include students in foster care. Furthering our reach for aid to these students.

**HEARD UPDATE TO PROCEDURE 3205P SEXUAL HARASSMENT OF STUDENTS PROHIBITED - GUNNAR GUTTORMSEN**

Update from the 2021 revisions. Page 11 small language changes for schedule. As well as language update on where to file for appeal.

**HEARD FIRST READING OF POLICY 1220 BOARD OFFICERS AND DUTIES OF BOARD MEMBERS - MARY BETH TACK**

Additions based on legislative representative and their role which is reflected and specified in new Policy 1225 School Director Legislative Program.

**HEARD FIRST READING OF POLICY 1225 SCHOOL DIRECTOR LEGISLATIVE PROGRAM - MARY BETH TACK**

New policy from WSSDA attorneys, including specific language regarding the responsibilities of the Legislative Representative for the district.

**HEARD LEGISLATIVE ASSEMBLY UPDATE - LEAH MOORE**

Leg representatives all gathered at the end of Oct 2022, in 2 eight hour sessions. Chance to advocate for specific districts and needs.

- Fully funding Special education
- Ability to provide free lunch for every student

- Adequate funding for school facilities, safety and updates
- Providing real cost of transportation for kids

### **HEARD SUPERINTENDENT REPORT - SUPERINTENDENT TACK**

- Cabinet Visits
  - Shout out to admin teams that organize these visits
  - Thank you to Associate Director DeWeert
- Listening Tours
  - Critical priority to listen to visit students and listen to what they have to say.
  - Presenting on findings at the WSSDA Conference
- CTE (From School Board Director Mike Haas)
  - Contacted CTE Director to have a wooden sign for friends as a gift to friends.
  - Found a project to challenge kids
    - Met with students to create a project
    - Students created a magnificent sign that was done on the CNC machine with incredible detail
    - The bond created a possibility for students to go above and beyond a typical high school woodworking project and use state-of-the-art technology.

### **FOR THE GOOD OF THE ORDER**

- 

**Adjourn at 7:00 p.m.**

**X**\_\_\_\_\_

President

**X**\_\_\_\_\_

Secretary

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**11/7/22**

---

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.

---

<b>Board Members:</b>	Leah Moore (In-Person) Karen Grafton (In-Person) Jeane Conrad - President (Absent - Excused) Mike Haas - Vice President (In-Person) Ron Huntington (Absent - Excused)
<b>Cabinet Members:</b>	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
<b>Superintendent:</b>	Mary Beth Tack (In-Person)
<b>Asst. Secretary:</b>	Molly Guler (In-Person)

**OTHERS PRESENT** – This meeting was held remotely and in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Lacey DeWeert, Paige Kelsey, Ethan Seibert,  
School Improvement Plans (SIP)  
School Board Workshop



## SIP Process / Cycle of Inquiry

- ❑ Each school has a team of staff (administrator, certificated, classified) who collaborate and plan together to create the SIP. This team meets regularly throughout the school year.
- ❑ The SIP is meant to be a living document for the school. Schools will use their SIP as their north star of resource decision making. Resources could be: time, personnel, staffing, school budget, prioritizing trainings, etc.
- ❑ The principal and team identify which district strategic goal each SIP goal aligns with for the school year. The lens needs to be for SIP goals to be a throughline of the district strategic goals. *“From the boardroom to the classroom.”*
- ❑ The goal statements are written so that the action(s) of the staff have positive impact on student learning/growth, as measured by a variety of tools, feedback surveys and tests.  
This is the cycle of inquiry for principals and assistant principals.

## Data Cover Sheet Features

Elementary	Middle School
Spring 2022, % of Students at Grade Level Standard on SBA & WACAS	Spring 2022, % of Students at Grade Level Standard on SBA & WACAS
Fall 2022, iReady MATH Benchmarks	Fall 2022, STAR Math Benchmarks
Fall 2022, STAR Early Lit & STAR Reading Benchmarks	Fall 2022, STAR Reading Benchmarks
Enrollment by Student Program and Characteristic	Enrollment by Student Program and characteristic
Student Demographics	Student Demographics




## Data Cover Sheet Features



<b>Kelso High School</b>	<b>Loowit High School</b>
9th Grade Success Rate	Cohort Graduation Rate
Dual Credit Completion	Student Attendance, Per Month
Graduation Cohort Data	Enrollment Trends
% Graduation in 4 years, by Student Program & Characteristics	Enrollment by Student Program and Characteristic
Enrollment by Student Program and Characteristic.	Student Demographics
Student Demographics	4-Year Graduation Rate
4-Year Graduation Rate	



## Data Cover Sheet Features

<b>Kelso Virtual Academy</b>	
9th Grade Success Rate	<b>Spring 2022</b> , % of Students Meeting Grade Level Standards for SBA & WACAS
Dual Credit Completion	<b>Fall 2022</b> , STAR Reading (Grades 6-8) STAR Early Lit (K-), STAR Reading (Grades 2-5), STAR Math (Grades 6-8), iReady Math (Grades K-5)
Graduation Cohort Data	
% Graduation in 4 years, by Student Program & Characteristics.	
Enrollment by Student Program and Characteristic.	
2021-2022 Student Demographics	
4-Year Graduation Rate	



## SIP / Cycle of Inquiry Structure

- **There are four goals in each SIP**
  - Each goal will align with one of the 4 AVID domains - Instruction, Systems, Culture and Leadership
- **For each goal area, you will see:**
  - Indicator alignment with the AVID CCI/ECCI framework - it is common that one goal will hit multiple indicators/domains
  - Indicator alignment with the AWSP framework, which is the principal evaluation tool - it is common that one goal will hit multiple indicators in multiple areas
  - Baseline data for validating the need for the goal
  - Action steps
  - Evidence
  - Timeline
  - Individual commitments
  - Resources




## Kelso Gold - Open Doors SIP Highlights

- To increase the percentage of Open Doors students who participate in state SBA testing. Goal is 95%. Even though these students are not being served on one of our campuses, they are still under our Kelso GOLD umbrella and therefore still expected to participate in state SBA testing.
- Due to shifting of staff members and duties assigned at LCC, Goodwill and in the Kelso School District, to continue working a cleaner, more efficient enrollment and tracking system between the Kelso School District, LCC and Goodwill.
- Due to shifting of staff members and duties assigned at LCC, Goodwill and in the Kelso School District, to revisit and improve the current system of GED/back credit tracking and college credit tracking for high school transcript transcription.






## Kelso Virtual Academy & Loowit High School SIP Highlights

Kelso Virtual Academy	Loowit High School
<p>To improve overall mathematics success for all students. Additional progress monitoring to create a triage list of students needing more math support. Provide after-hours math tutoring support for grades 6-12.</p> <p>Calendered activities and time for students to work on their High School and Beyond Plan and credit status towards graduation.</p> <p>Using school counselor and GenEd staff to intentionally build school culture and healthy relationships with staff. By doing this, the goal is to increase the percentage of students achieving a monthly satisfactory rating on their learning plan.</p>	<p>100% of students will participate in pathway assessments in alignment with their High School and Beyond Plan.</p> <p>Calendered activities and time for students to work on their High School and Beyond Plan and credit status towards graduation.</p> <p>Continue to improve climate and culture on-site to increase student attendance and engagement with studies.</p> 



## Kelso High School SIP Highlights

<p>Staff involvement and the inclusion of student voice in throughout the planning and implementation of the SIP so that they see themselves in the process of school improvement for school success.</p> <p>Every teacher is on one of the 4 SIP goal teams. Teachers are being encouraged to tie their own Cycle of Inquiry work back to a current SIP goal. Each of the KHS administrators is the lead in one of the goal areas.</p> <p>Establishment of a 9th Grade Success Team.</p>	<p>Focused work around improving the forecasting process for all students, including vertical alignment with the middle schools and inclusionary practices for students receiving special education services.</p> <p>Continued PD for teachers around AVID and UDL strategies to ensure all students have opportunity and access to rigorous content, engaging classroom discussions and choice in how they demonstrate their own learning.</p> 
---	---



## Middle School SIP Highlights

Coweeman MS	Huntington MS
<p>Implementation of i-Ready ELA and Math as school-wide benchmarks to monitor student growth and to use as a tool to identify intervention.</p> <p>Continuing AVID implementation, specifically emphasizing collaboration strategies to improve the communication and teamwork abilities of all students.</p> <p>Continuing SEL-MTSS implementation, to support school climate &amp; culture.</p>	<p>Continuation of AVID implementation, Focused Note Taking and Student Planners. With the goal of impacting student learning and performance on tests, overall grades and high school readiness.</p> <p>Continue to grow college, career and community readiness by expanding on career &amp; college exposure along with 100% of HMS 8th grade students completing their HSBP.</p> <p>Continuing SEL-MTSS implementation, to support school climate &amp; culture.</p>

## Lexington & Butler Acres SIP Highlights

Lexington	Butler Acres
<p>Increase student access to rigorous text across content areas so that student growth improves in STAR ELA, i-Ready Math and SBA scores.</p> <p>Implementation of AVID WICOR strategies school-wide with fidelity. College and career awareness is a focus for all students.</p> <p>Ownership. Every adult at that school has taken ownership of student learning and growth. The big eggs belong to all.</p>	<p>Intentional use of intervention to close the opportunity gap in each grade in ELA.</p> <p>AVID WICOR, specifically Organization and College &amp; Career awareness, to support student learning around organization, time management and goal setting and college readiness.</p> <p>Creating opportunities for students to grow and improve their leadership skills so they feel empowered to serve and have a deeper ownership of their school.</p>

## Wallace & Barnes SIP Highlights

Wallace	Barnes
<p>Intentionally planning with WICOR strategies to increase student access to rigorous content and increase the number of students reach standard in ELA and Math.</p> <p>Intentionally building a master schedule so that all teachers have at least 30 minutes of PLC time with their grade level at least two times per week.</p> <p>Increase in college, career and community readiness awareness throughout the school.</p>	<p>The instructional goal of seeing student growth in all areas: Math, ELA, SEL and AVID WICOR so that all students will be ready for the school year transition.</p> <p>Empowering the voices of both staff and students to create a school community that meets the needs of all.</p> <p>Resetting AVID expectations and understanding in the school.</p>

## Rose Valley & Carrolls SIP Highlights

Rose Valley	Carrolls
<p>Implementation of i-Ready ELA and Math to establish school-wide benchmarks to monitor student growth and to use as a tool to identify high leverage intervention.</p> <p>Intentional WER time with Carrolls, utilizing district office instructional coaches in the areas of math and ELA.</p> <p>Staff and student growth in leadership skills and relationships, with the goal of creating +90% of the entire Rose Valley community feeling valued.</p>	<p>Implementation of i-Ready Math as school-wide benchmarks to monitor student growth, support intervention student academic goal setting.</p> <p>Intentional WER time with Rose Valley, utilizing district office instructional coaches in the areas of math and ELA.</p> <p>Alignment of Carrolls mission and vision statements to Kelso S.D. and AVID, to ensure parents understand the intent of Carrolls staff as they pursue 100% of students being CCCR.</p>



## Upcoming Visits

Ideas for how you can provide meaningful questions/feedback to SIP teams during your visit:

- ☐ Ask clarifying questions. Push the thinking in the room.
- ☐ Share ideas you might have that pertain to the action steps of a goal.
- ☐ Ask where they are feeling especially proud in the current work.
- ☐ Ask where they are feeling frustrated in the current work.
- ☐ Ask where they are capturing/hearing student voice in the work.
- ☐ Ask how you can better support the work in the short term and long term of the SIP goals.



## 2022-23 SIP/Cycle of Inquiry Progress Visits - Cabinet

Date	Cabinet Member	Board Member
October 26		
• 7:30 HMS	MB, Lacey, Kim, Paige	Mike Haas
• 9:15 Barnes Conference Rm #1	MB, Lacey, Kim, Laura, Paige	Mike Haas
• 11:00 Lexington	MB, Lacey, Kim, Laura, Paige	Mike Haas
November 2		
• 7:30 CMS Lib	MB, Lacey, Kim, Laura, Paige	Jeane Conrad
• 9:15 Rose Valley Old Counseling Office	Heather, Holly, MB, Lacey, Kim, Paige	Jeane Conrad
• 11:00 Carrolls Rm 24	Heather, Holly, MB, Lacey, Kim, Paige	Jeane Conrad
November 16		
• 8:00 KHS	Holly, MB, Lacey, Kim, Paige	Leah Moore
• 9:30 Butler Acres	Holly, MB, Lacey, Kim, Laura, Paige	Leah Moore
• 11:00 Wallace Office Conf. Room	Holly, MB, Lacey, Kim, Laura, Paige	Leah Moore
November 30 @KVA		
• 7:30 KVA	MB, Lacey, Kim, Paige	Jeane Conrad
• 8:15 Loowit	MB, Lacey, Kim, Paige	Jeane Conrad

Adjourn at 5:34 p.m.

X

President

X

Secretary

**CERTIFICATED PERSONNEL**  
**November 21, 2022**

---

**New Hires:**

Applebury, Melissa - Transitional Kindergarten Teacher, Lexington Elementary  
1.0 FTE  
Effective November 7, 2022

**Resignation:**

Ladd, Taryn - Special Education Teacher, Lexington Elementary  
1.0 FTE  
Effective November 18, 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:**  
**10/13/2022 to 11/16/2022**

<b>Date Issued</b>	<b>Name</b>	<b>Position</b>	<b>School</b>
10/31/2022	Aldrich, Jessica	Coach Swimming Boy's - Asst.	Kelso High School
10/31/2022	Clark, Lori	Coach Swimming Boy's - Head	Kelso High School
10/31/2022	Connors, Patrick	Coach Wrestling - Asst.	Kelso High School
10/31/2022	D'Aboy, Thomas	Coach Basketball Boy's - Asst	Kelso High School
10/31/2022	Engebo, Doug	Coach Wrestling - Asst. 6.58% of four pooled stipends	Kelso High School
10/31/2022	Freund, Bob	Coach Wrestling - Head	Kelso High School
10/31/2022	Fugleberg, Justin	Coach Bowling Girl's - Head	Kelso High School
10/31/2022	Hamilton, Jennifer	Coach Basketball Girl's - Head	Kelso High School
10/31/2022	Iddings, Ryan	Coach Wrestling - Asst. 17.93% of four pooled stipends	Kelso High School
10/31/2022	Kinch, Joe	Coach Basketball Boy's - Head	Kelso High School
10/31/2022	Lindeman, Tyson	Coach Wrestling - Asst. 19.91% of four pooled stipends	Kelso High School
10/31/2022	Miller, Riley	Coach Wrestling - Asst. 15.77% of four pooled stipends	Kelso High School
10/31/2022	Schueller, Kelsey	Coach Basketball Girl's - Asst.	Kelso High School
10/31/2022	Sitch, Brandon	Coach Wrestling - Asst. 19.90% of four pooled stipends	Kelso High School
10/31/2022	Spaulding, Krista	Coach Basketball Girl's - Asst.-	Kelso High School
10/31/2022	Tivnan, Joe	Coach Wrestling - Asst. 19.91% of four pooled stipends	Kelso High School
10/31/2022	Trochim, Tasia	Assistant Coach - Girls' Basketball	Huntington Middle School
11/7/2022	Sause, Signe	Intramural Module - Talent Show	Butler Acres Elementary
11/16/2022	Amrine, Steve	Coach Football - Head - Extended Season	Kelso High School
11/16/2022	Crowe, Nick	Coach Football - Asst. - Extended Season	Kelso High School
11/16/2022	Dahlke, Dan	Coach Football - Asst. 83.33% of 1.0 stipend - Extended Season	Kelso High School
11/16/2022	Davis, Kelsey	Coach Slow Pitch - Asst - Extended Season	Kelso High School
11/16/2022	Freund, Robert	Coach Golf Boy's - Asst. - Extended Season	Kelso High School
11/16/2022	Gardner, Darin	Coach Football - Asst. - Extended Season	Kelso High School
11/16/2022	Hamilton, Jennifer	Coach Slow Pitch - Head - Extended Season	Kelso High School
11/16/2022	Iddings, Ryan	Coach Cross Country - Asst. - Extended Season	Kelso High School
11/16/2022	Krieder, Joseph	Coach Football - Asst. - Extended Season	Kelso High School
11/16/2022	Mury, Michelle	Coach Volleyball - Head - Extended Season	Kelso High School
11/16/2022	Roberts, Justin	Coach Football - Asst. .50 FTE - Extended Season	Kelso High School
11/16/2022	Sims, Carly	Coach Volleyball - Asst. - Extended Season	Kelso High School
11/16/2022	Sims, Kelly	Coach Volleyball - Asst. - Extended Season	Kelso High School
11/16/2022	Sunday, Fred	Coach Football - Asst. - Extended Season	Kelso High School
11/16/2022	Tivnan, Joe	Coach Football - Asst. 83.33% of a 1.0 stipend - Extended Season	Kelso High School
11/16/2022	Webb, Bethany	Coach Volleyball - Asst. - Extended Season	Kelso High School
11/16/2022	Chaney, Cedrique	Coach Football - Asst. 83.33% of 1.0 stipend - Extended Season	Kelso High School
11/16/2022	Clark, Lori	Coach Swimming Girls' - Head - Extended Season	Kelso High School
11/16/2022	Connors, Patrick	Coach Golf Boys' - Head - Extended Season	Kelso High School
11/16/2022	Phillips, Brad	Coach Football - Asst. - Extended Season	Kelso High School
11/16/2022	Tatro, Kyle	Coach Soccer Girls' - Head - Extended Season	Kelso High School
11/16/2022	Wines, Tim	Coach Cross Country - Head - Extended Season	Kelso High School



**CLASSIFIED PERSONNEL**

**November 21, 2022**

---

**New Hires:**

\*Caulfield, Ashley - Paraeducator - Title, Barnes Elementary School

5.5 hrs/day, 190 days/year

Effective November 17, 2022

\*Jessop, Georgiana - Paraeducator - SpEd/Resource, Barnes Elementary School

6.5 hrs/day, 190 days/year

Effective November 28, 2022

**Resignations:**

McCoy, Anna - Nutrition Services Helper, Lexington Elementary School

5.5 hrs/day, 192 days/year

Effective November 19, 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
AMN Healthcare	Heather Ogden	Provide Occupational Therapist - Christopher Wilkerson 37.5 hours per week from 8/29/22 - 6/17/23	Cost of \$85.00/hour
Brightly Software Inc.	Scott Westlund	Provide subscription, setup, and training for use of Energy Manager software	Cost of \$4,095.00
Construction Services Group	Scott Westlund	Amendment to original agreement to increase compensation to CSG for Rose Valley Elementary fixed CM services. Amendment extends original contract through October 31, 2024.	Increase of \$167,974.00
Josten's	Taylor Freeman	Provide Yearbooks for Coweeman Middle School	Cost of \$16.66 per copy
Northwest Enforcement, Inc.	Scott Westlund	Provide Alarm Services @ Rose Valley Elementary, Carrolls Elementary and Butler Acres Elementary	Cost Of: Rose Valley \$75.00/Request Carrolls \$75.00/Request B. Acres \$65.00/Request
Scholastics Book Fairs	Mara Rinker	Scholastic Book Fair event at Kelso School District	District will receive portion of Book Fair sales dependent on sales total.



# Kelso High School

1904 Allen Street • Kelso Washington 98626

"It's a Matter of Pride"

(360) 501-1800 • FAX (360) 501-1843 [www.kelsohighschool.com](http://www.kelsohighschool.com)

Sheri Walker, Principal • Dan Ruiz, Asst. Principal • Jason Coburn, Asst. Principal • Ryan Aldred, Athletic Coordinator • Melissa Boudreau, CTE Director

November 7, 2022

## SUBJECT: EQUIPMENT REMOVAL

Dear Mr. Scott Westlund:

I respectfully request Kelso School District surplus the following items at the next available School Board meeting. The item is outdated, too costly to repair and will be replaced by a more current machine. Once approved for removal maintenance will take care of proper disposal.

- Huntington Middle School-- KSD453 \*07636\*, grinder

For questions, please contact me at (360) 501-1839 or [melissa.boudreau@kelsosd.org](mailto:melissa.boudreau@kelsosd.org)

Sincerely,

Melissa Boudreau  
Director of College, Career & Technical Education



# UNFINISHED BUSINESS

- A. Policy 3116/3116P Students in Foster Care (2<sup>nd</sup> Reading & Action) .....Gunnar Guttormsen
- B. Policy 1220 Board Officers and Duties of Board Members (2<sup>nd</sup> Reading & Action) ..... Mary Beth Tack
- C. Policy 1225 School Director Legislative Program (2<sup>nd</sup> Reading & Action) ..... Mary Beth Tack
- D. Retire Policy 5410 Discretionary Leave (2<sup>nd</sup> Reading & Action) ..... Holly Budge

## Students in Foster Care

### Policy 3116

The board recognizes that students in foster care *include all students who are the subject of a dependency proceeding as defined in RCW 26A.150.510 and that these students* experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. Pursuant to Chapter 26A.225 RCW, the district's collaboration with the state department of children, youth, and families in compliance with RCW 26.13.56 is mandatory. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

*The District and its schools will work to improve systems to identify students in foster care to ensure that each student has proper access to free school meals and that applicable accountability and reporting requirements are satisfied.*

#### **District and Building Level Points of contact**

The superintendent or designee will designate an appropriate staff member to serve as the foster care liaison with local child welfare agencies, if such agencies notify the District in writing that they have designated a point of contact for the District. The district foster care liaison will work with appropriate state, local and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students who are in foster care. The district foster care liaison will also work collaboratively with the district's Title I coordinator to provide supports for students in foster care that are enrolled or seeking to enroll in the district. The district's foster care liaison will train the building level points of contact.

#### **Enrollment**

Students in foster care must remain enrolled in the school they were attending at the time they entered foster care or changed foster placements, unless it is determined to be in their best interest to attend the neighborhood school. Best-interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student, and should take into consideration the student-centered factors and input from the relevant and appropriate persons listed in procedure 3116P

If remaining in the school of origin is determined not be in the student's best interest, the district will immediately enroll that student in their new school. Enrollment may not be denied or delayed based on the fact that documents normally required for enrollment have not be provided.

A school may not prevent a student in foster care from enrolling based on incomplete information of any history of placement in special education, any past, current, or pending disciplinary action, any history of violent behavior, or behavior listed in RCW 13.04.155, any unpaid fines or fees imposed by other schools, or any health condition affecting the student's educational needs during the ten (10) day period that the Department of Children, Youth and Families has to obtain that information. Upon enrollment, the district will make reasonable efforts to obtain and assess the child's educational history in order to meet the child's unique needs within two (2) school business days.

### Records Transfer

When a student in foster care transfers schools, whether within the district or to another school district, the enrolling school will immediately contact the sending school to obtain academic and other records. The sending school will respond as soon as possible to requests it receives for records of students in foster care.

Additionally, upon receipt of a request for education records of a student in foster care from the Department of Children, Youth and Families, Services the district will provide the records to the agency within two (2) school days.

### Transportation

By December 10, 2016, the district will collaborate with state, local or tribal child welfare agencies as appropriate, to implement a written transportation procedure by which prompt, cost-effective transportation will be provided, arranged and funded for students to remain in their school of origin when in their best interest for the duration of their time in foster care.

~~The written procedure will ensure that if additional costs are incurred in providing transportation, the district will provide transportation to the school of origin if: 1) the child welfare agency agrees to reimburse the transportation; 2) the district agrees to pay for the cost of the transportation; or 3) the district and the child welfare agency agree to share transportation costs.~~

*If the student's foster care placement changes to an area served by another school district, and it is determined to be in the best interest of the student to remain in the school of origin, the school district of origin and the school district in which the student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the school districts are unable to agree upon an apportionment method, the responsibility and costs for transportation shall be shared equally between the districts.*

### Dispute resolution

In the event that a caregiver or education decision-maker disputes a district decision regarding the best interest of the student in foster care or the implementation of any other foster care provisions of the Every Student Succeeds Act of 2015, including transportation, the caregiver or education decision-maker may use the three-tiered appeals process outlined in the procedure that accompanies this policy. The dispute will make all reasonable efforts to collaborate with appropriate agencies and aggrieved parties to resolve the dispute at the local level.

Disputes between the district and a child welfare agency that remain unresolved may be forwarded to the office of the superintendent of public instruction for resolution.

### Review of unexpected or excessive absences

A district representative or school employee will review unexpected or excessive absences of students in foster care and those awaiting placement with the student and adults involved with the student, including their caseworker, educational liaison, attorney if one is appointed, parent, guardian and foster parents. The purpose of the review is to determine the cause of the absences, taking into account: unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues and unavoidable appointments during the school day. The representative or employee will take proactive steps to support the student's school work so the student does not fall behind and to avoid suspension or expulsion based on truancy.

### Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students in foster care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable

justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will make best efforts to provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved or incomplete coursework and will provide students in foster care with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Cross Reference:	Policy 2418 Policy 3115 Policy 3120 Policy 3122 Policy 3231 Policy 6100	Waiver of High School Graduation Credits Homeless Students – Enrollment Rights and Services Enrollment Excused and unexcused Absences Student Records Revenues from Local, State and Federal Sources
Legal References:	RCW 28A.150.510  RCW 28A.225.023  RCW 28A.225.215 RCW 28A.225.330  RCW 28A.225.350 RCW 28A.320.148 RCW 28A.320.192  RCW 74.13.550 20 U.S.C. 6301 et. Seq	Transmittal of education records to department of social and health services – Disclosure of educational records – data-sharing agreements – Comprehensive needs requirement document - Report Youth dependent pursuant to Chapter 13.34 RCW-Review of unexpected or excessive absences – Support for youth's school work Enrollment of children without legal residences Enrolling students from other districts-Requests for information and permanent records-Withheld transcripts-Immunity from liability-Notification to teachers and security personnel – Rules Best interest determinations Foster care liaison-Building point of contact On-Time grade level progression and graduation of students who are dependent youth Child Placement – Policy of educational continuity Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
Management Resources:	Policy & Legal News	

*2022 June*

2021 June

*2018 May*

*2017 July*

2016 November

OSPI list of Foster Care Liaisons/DSHS Contacts

Adopted: 02.06.17

Revised: 11.27.17 | 11.1.21

DRAFT



## Students in Foster Care

### Procedure 3116P

#### Definitions

- **Additional costs incurred in providing transportation** are those costs which reflect the difference between what the district would otherwise spend to transport a student to his or her assigned school and the cost of transporting a student in foster care to his or her school of origin. The district would, for example, incur an additional cost if it had no choice but to re-route busses to transport a student in foster care to one of its schools.
- **Best interest determination** means using child-centered criteria for determining which educational setting is best for a particular child. Decisions should be made on a case-by-case basis and should not be based on the cost of transportation.
- **Caregiver** means potential out-of-home placement options including licensed foster homes, relatives, group care providers or other court-ordered suitable parties. All placement options result from state dependency court actions. This term is relevant to the dispute resolution process for education-services decisions relevant to students in foster care.
- **Educational decision-maker** means the caregiver and social worker listed on the Caregiver Authorization Form who are authorized to make day to day decisions for children and youth in foster care. Additional decision-makers such as the birth parent, education liaison or other appropriate adult may be court-appointed and identified on the Health and Education Authorization Court Order. This term is relevant to the dispute resolution process for enrollment and transportation decisions relevant to students in foster care.
- **Foster care** has the same meaning as in RCW 26.22A.010 and describes the status of any student who is the subject of a dependency proceeding, including Unaccompanied Refugee Minors (URM) and students under the sole jurisdiction of tribal child welfare. ~~means twenty-four hours per day temporary, substitute care for a child placed away from the child's parents or guardians, and for whom the Department of Social and Health Services (DSHS) or a licensed or certified child placing agency has placement and care responsibility. This includes any out of home care (including a relative or suitable person), provided the child is under the placement and care responsibility of DSHS, and placed in out of home care by DSHS.~~
- **Other supervising agency** means an agency licensed by the state under RCW 74.15.090, or licensed by a federally recognized Indian tribe located in Washington under RCW 74.15.190 that has entered into a performance-based contract with the department to provide case management for the delivery and documentation of child welfare services as defined in RCW 74.13.020.
- **School of origin** means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of placement change.

#### Duties of the foster care liaison

~~The superintendent or designee will designate a district foster care liaison to work with the district's Title I coordinator to provide supports for students in foster care. The liaison will also serve as the district's point of contact (POC) with appropriate state, local and/or tribal child welfare agencies to receive notifications and share information regarding the status and progress of students in foster care.~~

The district foster care liaison will:

- Collaborate with the district's Title I coordinator and the appropriate child welfare agency point of contact on the implementation of Title I provisions;
- Lead the development of a district process for making a best interest determination;
- Document all best interest determination processes as well as collaboration with the child welfare agency or agencies;
- Facilitate the transfer of records and immediate enrollment;
- Facilitate data sharing with child welfare agencies that is in compliance with FERPA and other student privacy legal requirements;
- Develop and coordinate local transportation procedures;
- Manage transportation costs disputes;
- Ensure that students in foster care are enrolled in and regularly attending school;
- Coordinate all appeals of education-based decisions for students in foster care and district appeals of inter-agency disputes; and
- As resources permit, provide guidance to school staff on Title I provisions and educational needs of students in foster care on an as-needed basis.

The superintendent or designee will designate a district foster care liaison to facilitate district compliance with state and federal laws related to students in foster care and to collaborate with the department of children, youth and families to address educational barriers for these students. The role and responsibilities of a foster care liaison may include:

- a. Coordinating with the department of children, youth and families on the implementation of state and federal laws related to students in foster care;
- b. Coordination with foster care education program staff at the office of the superintendent of public instruction;
- c. Attending training and professional development opportunities to improve school district implementation efforts;
- d. Serving as the primary contact person for representatives of the department of children, youth and families;
- e. Leading and documenting the development of a process for making best interest determinations in accordance with the processes identified in this procedure;
- f. Facilitating immediate enrollment in accordance with RCW 28A.225.330;
- g. Facilitating the transfer of records in accordance with RCW 28A.150.,510 and 28A.225.330;
- h. Facilitating data sharing with child welfare agencies consistent with state and federal privacy laws and rules;
- i. Developing and coordinating local transportation procedures;
- j. Managing best interest determination and transportation cost disputes according to the best practices developed by the office of the superintendent of public instruction;
- k. Ensuring that students in out-of-home care are reenrolled in and regularly attending school, consistent with RCW 28A.225.023; and
- l. Providing professional development and training to school staff on state and federal laws related to students in foster care and their educational needs, as needed.

The district foster care liaison will also:

- Collaborate with the district's Title I coordinator and the appropriate child welfare agency point of contact on the implementation of Title I provisions;
- Document all best interest determination processes as well as collaboration with the child welfare agency or agencies;

- Develop and coordinate local transportation procedures;
- Manage transportation costs disputes;
- Coordinate all appeals of education-based decisions for students in out-of-home care and district appeals of inter-agency disputes; and
- As resources permit, provide guidance to school staff on Title I provisions and educational needs of students in foster care on an as-needed basis.

### **Enrollment in school of origin**

When the district foster care liaison receives notification from a child welfare agency that a foster care student will be moving to a new residence and the necessary timeframe for determining the student's most appropriate school placement, the district liaison/designee will in turn provide the agency with information on the appropriateness of the current educational setting. In order to minimize disruption to their education, students in foster care ~~will be enrolled in or~~ **must** remain **enrolled** in their school of origin, unless it is determined that such placement is not in the student's best interest. **School of origin** means the school in which a child is enrolled at the time of placement in foster care. If a child's foster care placement changes, the school of origin must be considered the school in which the child is enrolled at the time of the placement change.

### **Best interest determination**

When a determination of the student's best interest is necessary, it will take into account a variety of student-centered factors and input from relevant and appropriate persons. The student-centered factors for consideration should include:

- (a) How long is the student's current foster care placement expected to last?
- (b) What is the student's permanency plan and how does it related to school stability?
- (c) How many schools has the student attended in the current year?
- (d) How many schools has the student attended over the past few years?
- (e) Considering the impacts of past transfers, how may transferring to a new school impact the student academically, emotionally, physically, and socially?
- (f) What are the immediate and long-term educational plans of, and for, the student?
- (g) How strong in the student academically?
- (h) If the student has special needs, what impact will transferring to a new school have on the student's progress and services?
- (i) To what extent are the programs and activities at the potential new school comparable to, or more appropriate than, those at the school of origin?
- (j) Does one school have programs and activities that address the unique needs or interests of the student that the other school does not have?
- (k) Which school does the student prefer?
- (l) How deep are the child's ties to his or her school of origin?
- (m) Would the timing of the school transfer coincide with a logical juncture, such as after testing, after an event that is significant to the student, or at the end of the school year?
- (n) How would changing schools affect the student's ability to earn full academic credit, participate in sports or other extracurricular activities, proceed to the next grade, or graduate on time?

- (o) How would the commute to the school under consideration impact the student, in terms of distance, mode of transportation, and travel time?
- (p) How anxious is the student about having been removed from the home or about any upcoming events?
- (q) What school does the student's sibling attend? And
- (r) Are there safety issues to consider?

When making best-interest determination, every effort should also be made to gather meaningful input from relevant and appropriate persons on their perspective regarding which school the student should attend during his or her time in foster care, consistent with the student's case plan. Such relevant and appropriate persons should include:

- (a) Representatives of the department of children, youth, and families;
- (b) Representatives of the school of origin, such as a teacher, counselor, coach, or other meaningful person in the student's life;
- (c) Biological parents;
- (d) Foster parents;
- (e) Educational liaisons identify under RCW 13.34.045;
- (f) The student's relatives; and
- (g) Depending on their age, the student.

Additionally, the district will adopt any best-interest determination guide developed by the office of the superintendent of public instruction during the discussion about the advantages and disadvantages of keeping the student in the school of origin or transferring the student to a new school.

The best interest determination will be made as quickly as possible in order to prevent educational discontinuity for the student. Written notification of the determination will be given to appropriate parties involved in the determination, including the student's biological parents, foster parents, school representatives and educational liaisons, as well as representatives of the department of children, youth, and families.

Only a caregiver or education decision-maker for the student may file an appeal using the Dispute Resolution Process.

~~In the event that the student's placement in the school of origin is questioned, the district's foster care liaison will meet with the child welfare agency's point of contact, the student, and, if feasible, the student's biological and foster family to determine whether the placement is in the student's best interest. The following list includes, but is not limited to, factors that should be considered:~~

- ~~● Preference of the student;~~
- ~~● Preference of the student's parents or education decision makers;~~
- ~~● The student's attachment to the school, including meaningful relationships with staff and peers;~~
- ~~● Placement of the student's sibling(s);~~
- ~~● Influence on the school climate of the child (including safety);~~
- ~~● The availability and quality of services in school to meet the child's educational and socioemotional needs;~~
- ~~● History of school transfers and their impact on the student;~~
- ~~● Length of commute and how it would impact the student based on their developmental stage;~~

- ~~Whether the student is eligible to receive special education or related services under IDEA or eligible to receive related aids or services under Section 504 and, if so, the availability of those services in a school other than the school of origin; and~~
- ~~Whether the student is receiving ELL services and, if so, the availability of those services in school other than the school of origin.~~

~~The best interest determination will be made promptly after the child welfare agency's notification of placement to the district. All meeting participants will receive written notification of the outcome.~~

~~Additionally, the caregiver or education decision-maker for the student will receive notice of the appeals process (see Dispute Resolution Process below) after the best interest determination. Only a caregiver or education decision-maker for the student may file an appeal using the Dispute Resolution Process.~~

**Dispute resolution process: Disputes between the district and the student's caregiver/education decision-maker.**

The District will adopt and implement any dispute resolution process developed by the office of the superintendent of public instruction when there is a disagreement about the best interest determination or other foster care provisions of the Every Student Succeeds Act of 2015. Students who are in foster care and who are also eligible for special education services have access to additional processes. Disagreements that arise about a student's special education program can be resolved using the dispute resolution options available under special education law.

**Level One**

The student's caregiver or education decision-maker may dispute the district's best interest determination, or the implementation of the foster care provisions of the Every Student Succeeds Act of 2015 for a student in foster care. They may do so by providing the district or the district's foster care liaison with written notice of the dispute within fifteen (15) business days of receiving notice of the district's determination (e.g., that the district intends to enroll the student in a school other than the school of origin).

The foster care liaison for the Kelso School District is:

Director of Student Services  
Kelso School District  
601 Crawford Street  
Kelso, WA 98626  
360-501-1905

The notice of dispute, if provided to the district, will be immediately forwarded to the foster care liaison, or, if that person is unavailable, another designee. The liaison will log receipt of the notice (including the date and time), and then forward a copy of this documentation to their immediate supervisor and the superintendent or designee.

The liaison will make a decision on the dispute within five (5) business days of receipt and inform the caregiver or educational decision-maker in writing of the result. The following documents will be included with the decision in an "appeals package":

- A copy of the original notice of dispute;
- Any additional information from the caregiver or educational decision-maker and/or foster care liaison; and

- Instructions on appealing the decision to Level II.

The liaison will verify receipt of the written decision by the caregiver or education decision-maker.

### **Level Two**

If the caregiver or education decision-maker disagrees with the decision of the foster care liaison, he or she may appeal the decision to the superintendent or his/her designee (who must be someone other than the foster care liaison). He or she may do so by providing the superintendent's office with a copy of the Level I appeals package within ten (10) business days of their receipt of the Level I decision.

Within five (5) business days of the notification to the district that the caregiver or education decision-maker intends to appeal, the superintendent or designee will arrange to meet within a reasonably expeditious time period either in-person or through phone/video conference with the student's caregiver or educational decision-maker, the student if appropriate, and at least one representative from DCYF or another supervising agency. If it is not possible for the DCYF or other supervising agency representative to be present within a reasonable time, the superintendent or designee will document their efforts to include the representative and proceed with the conference.

Within five (5) business days of the conference, the superintendent or designee will provide the caregiver or educational decision-maker with a written decision, supporting evidence, reasons for the decision and an appeals package that includes:

- A copy of the initial dispute filed at Level I and the Level I decision;
- The Level II decision rendered by the superintendent or designee;
- Any additional information from the caregiver or education decision-maker and/or foster care liaison;
- Instructions as to how to file a Level III appeal, including the physical address and email address of where to submit the dispute:

Foster Care Education Program Supervisor  
Old Capital Building  
PO Box 47200  
Olympia, WA 98504-7200  
[fostercare@k12.wa.us](mailto:fostercare@k12.wa.us)

The district's foster care liaison will also be provided a copy of the Level II decision and appeals package. The liaison will be responsible for verifying receipt of the decision and appeals package by the caregiver or educational decision-maker.

### **Level Three**

If the caregiver or education decision-maker disagrees with the decision of superintendent or designee, he or she may appeal the decision by notifying the district's foster care liaison within ten (10) business days of receipt of the Level II decision of their intent to file a Level III appeal.

The superintendent or designee will forward all written and electronic documentation to the OSPI Foster Care Education Program Supervisor or designee for review within five (5) business days of receiving notification of the caregiver or education decision-maker's intent to file a Level III appeal.

The caregiver or education decision-maker may also submit related documentation to the OSPI Foster Care Education Program Supervisor and the district's foster care liaison for review within five (5) business days after notifying the district of their intent to file a Level III appeal. The documentation must be submitted in one consolidated and complete package via email or the US Postal Service.

The OSPI Foster Care Education Program Supervisor or designee and appropriate DCYF representatives shall make a decision within fifteen (15) business days of receipt of the dispute. The decision will be forwarded to the district's foster care liaison for distribution to the caregiver or educational decision-maker, the DCYF representative engaged by the district at Level II and the superintendent. The decision shall be the final resolution for placement and the provision of services for a child or youth in foster care in the district.

The district will maintain records of disputes resolved at the Level I, Level II and/or Level III and shall be made available to OSPI upon request.

**Dispute Resolution Process: Disputes between the district and the child welfare agency**

For every type of dispute regarding a student in foster care, the district and the local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Disputes between the district and DCYF or Other Supervising Agency that remain unresolved shall be forwarded in writing by either of the disputing parties to the OSPI Foster Care Education Program Supervisor or designee.

A decision will be made by the OSPI Foster Care Education Program Supervisor, or designee, along with a committee of OSPI and DCYF staff within ten (10) business days of the receipt of the dispute. The decision will be forwarded, in writing, to the district's superintendent, the district's foster care liaison and the DCYF representative involved in the dispute. The decision made by the committee shall be final.

Adopted: 11.27.17  
Revised: 11.1.21



## Board Officers and Duties of Board Members

### Policy 1220

#### President

The president ~~will preside~~<sup>s</sup> at all meetings of the board and ~~signs~~<sup>s</sup> all papers and documents as required by law or as authorized by action of the board. The president ~~will conduct~~<sup>s</sup> the meetings in the manner prescribed by the board's policies. ~~The provided that the president has will have~~ the full right to participate in all aspects of board action without relinquishing the ~~chair, presidency~~<sup>chair, presidency</sup> including the right to vote on all matters put to a vote.

It is the responsibility of the board president to manage the board's deliberation so that it ~~will be~~<sup>is</sup> clear, concise, and directed to the issue at hand; ~~to~~<sup>to</sup> summarize discussion and/or action before moving on to the next agenda item; and to generally manage the meeting so that the agenda is treated in an expeditious manner.

The president will be the official recipient of correspondence directed to the board and will provide, or cause to be provided to other board members and the superintendent, copies of the correspondence received on behalf of the board.

The president is authorized to consult with the superintendent on issues ~~such as board meeting, study session and board retreat planning~~ prior to presentation to the full board and perform tasks to facilitate board meetings.

In dealing with the media and the public in general, the *president* or his/her designee will serve as the spokesperson of the board. The *president* is authorized to report and discuss those actions which have been taken and those decisions made by the board as a body. The *president* will avoid speculating upon actions or decisions which the board may take but has not yet taken.

~~The president will confer with the superintendent regarding board meeting, study session and board retreat planning.~~

#### Officers of the Board: Vice President

The vice president will preside at board meetings in the absence of the president and will perform all of the duties of the president in case of his/her absence or disability.

#### Legislative Representative

~~The~~ A legislative representative ~~will serve~~<sup>s</sup> as the board's liaison with the Washington State School Directors' Association (WSSDA) ~~on legislative issues. Legislative Assembly.~~ The legislative representative ~~will be elected from among the board members at the first regular meeting of the year in even numbered years and will serve for a period of two years. The legislative representative, board president, or other board designee will represent the board at attend Washington State School Directors' Association WSSDA's General Legislative Assemblies,~~ conveying local views and concerns to that body. ~~When appropriate, the legislative representative obtains their board's support for a legislative proposal to be submitted to the Assembly and supporting it at the Assembly. and voting at the legislative assembly as directed by the School Board.~~ The legislative representative will monitor proposed school legislation, and ~~inform the board of the issues.~~ ~~provide legislative updates periodically at board meetings. Additionally,~~



he/she will build relationships with local policy makers regarding WSSDA’s legislative positions and priorities.

Duties of Individual Board Members

The authority of individual board members is limited to participating in actions taken by the board as a whole when legally in session. Board members will not assume responsibilities of administrators or other staff members. The board or staff will not be bound in any way by any action taken or statement made by any individual board member except when such statement or action is pursuant to specific instructions and official action taken by the board.

Each board member will review the agenda and any study materials distributed prior to the meeting and be prepared to participate in the discussion and decision-making for each agenda item.

The board will do an annual self-evaluation which will include a review and signing of the board operating principles.

Each member is obligated to attend board meetings regularly. Whenever possible, each director will give advance notice to the president or superintendent of his/her inability to attend a board meeting. A majority of the board may excuse a director's absence from a meeting if requested to do so. The board may declare a board member's position vacant after four consecutive unexcused absences from regular board meetings.

Cross References:	Policy 1225	School Director Legislative Program
	Policy 1450	Absence of a Board Member
Legal References:	RCW 28A.343.390	<del>Directors — Quorum — Failure to attend meetings may result in vacation of office</del> <b>Quorum – Failure to attend meetings</b>
	<del>RCW 28A.320</del>	<del>Provisions applicable to all districts</del>
	<del>RCW 28A.330.100</del>	<del>Additional powers of the board</del>
	RCW 28A.330.030	Duties of president
	RCW 28A.330.080	Payment of Claims — Signing of warrants
	RCW 28A.330.200	Organization of the board – <b>Assumption of the superintendent’s duties by board member, when</b>
	RCW 28A.330.040	Duties of vice-president
Management Resources:	<i>Policy &amp; Legal News</i>	
	<b>2022 – October</b>	
	<b>2017 – April</b>	
	<b>2007 – December</b>	

Adopted: 01.23.06  
Revised: 01.28.08 | 03.10.08 | 08.16.10 | 07.13.15

## School Director Legislative Program

### Policy 1225

The board will represent the district's interests in legislative action to promote the welfare of public education in the state of Washington or will direct those interests to be represented through its executive officer, the superintendent or designee.

As a public entity, the board must operate within the bounds of state and federal laws affecting public education. To effectively meet these responsibilities to the public and students of the district, the board will work vigorously for the passage of new laws designed to advance the cause of effective schools and for the repeal or modification of existing laws that impede this cause. The board also supports a legislative program that fosters the maintenance of local control in decision making and governance within the district.

To achieve these goals, the board will periodically study, discuss, and weigh the merits of pending legislation for the purpose of establishing its official position through board action. When established, these official positions will be the position of the district in the legislative process.

#### Board Legislative Activities

The board will:

- A. Designate one of its members to serve as legislative representative with the Washington State School Directors' Association (WSSDA);
- B. Develop an annual legislative program through conferences with the WSSDA and the Washington Association of School Administrators (WASA);
- C. Support and work for legislation that promotes the quality of education within the Kelso School District, the region, and the state of Washington;
- D. Commit to sending a team to the WSSDA/WASA Legislative Conference held each February;
- E. Stay informed of pending legislation and actively communicate concerns and make its position known to elected representatives at both the state and national levels by regular contact with their legislators in-district, in Olympia, and in Washington D.C.;
- F. Seek adequate funding for schools and full funding for state and federally mandated programs;
- G. Set aside board meeting time to discuss legislative issues, using resources such as WSSDA's Legislative Updates;
- H. Respond appropriately to requests for legislative proposals, comments on legislative proposals, and development of priority positions;
- I. Ensure that local media representatives and legislators are invited to board meetings and school activities;
- J. Work for the achievement of common legislative objectives with WSSDA and with other concerned groups; and
- K. Inform the public of its legislative priorities and outcomes of its legislative efforts.

Board members, individually or as members of professional organizations, will not represent positions conflicting with the district's positions on legislative matters unless it is made clear that such representation is not the official position of the district.

**WSSDA Legislative Representative**

The board’s WSSDA legislative representative serves as the contact person and acts as the coordinator of the board’s legislative activities. The legislative representative also serves as a board’s liaison at WSSDA’s General Assembly. The legislative representative will be elected from among its members at the first regular meeting in even-numbered years and will serve for a period of two years. The legislative representative will:

- A. Support the board’s engagement and participation in WSSDA’s annual legislative program.  
This includes:
  - 1. Reviewing WSSDA legislative proposals with the board prior to WSSDA’s annual General Assembly. *(It may be appropriate to schedule a special meeting for that purpose in order to allow sufficient time for discussion of the issues);*
  - 2. When appropriate, obtaining the board’s support for a legislative proposal to be submitted to the WSSDA General Assembly and supporting that proposal at the Assembly; and
  - 3. Representing the board at state legislative meetings (e.g., the General Assembly, the Olympia Legislative Conference and any area or regional workshops).
- B. Stay apprised of and initiate communications regarding state and federal educational policy and legislative issues/developments by:
  - 1. Providing legislative updates periodically at board meetings and during the Legislative Session sharing information from WSSDA’s legislative updates; and
  - 2. Contacting legislators at appropriate times when legislative issues require it.
- C. Establish and/or maintain contacts with local legislators, community education stakeholder groups, and the local press in order to explain or clarify WSSDA positions on legislative issues.

Cross References:	Policy 1210	Organization of the Board and Election of Officers
	Policy 1220	Board Officers and Duties of Board Members
Legal References:	Ch. 28A.345 RCW	Washington State School Directors’ Association
Management Resources:	<i>Policy &amp; Legal News</i>	
	2022 – June	
	2017 – April	
	2009 – August	

Adopted:  
Revised:

Section: **PERSONNEL**

Policy Title: **Discretionary Leaves**

### **Sabbatical Leaves**

The district may grant sabbatical leaves of absence for study and/or research upon application by certificated staff, the recommendation of the superintendent, and approval by the board, provided such a leave shall serve the best interest of the district and is within the fiscal parameters of the district. The district shall declare its intention by February 1. Certificated staff shall be eligible for sabbatical leave for study or research. Sabbatical leave shall be granted according to the following stipulations:

- A. **Years to Qualify:** Staff shall have served seven (7) or more continuous years in the district.
- B. **Limit on Number:** Sabbatical leaves may be granted up to one full year to not more than two percent of the total certificated staff of the district in any one year, the number granted to be subject to determination by the board upon the recommendation of the superintendent.
- C. **Application Deadline:** Applications for sabbatical leave shall be filed with the superintendent not later than March 1. The board may, at its discretion, extend this deadline.
- D. **Proposed Plan to Accompany Application:** A proposed plan of study or research to which the time spent on leave shall be devoted must be submitted by April 1.
- E. **Criteria for Evaluation of Applications:** Applications shall be evaluated on the following three criteria:
  - 1. The merit of the proposed plan of study or research and its relationship of service to the district in terms of the individual's professional background.
  - 2. Proportionate representation of the different levels of district schools, such as elementary, middle school, senior high school, and administration.
  - 3. Seniority shall be considered.
- F. **Final Approval by Board:** Applications approved by a joint committee appointed by the superintendent shall be presented to the board for final approval. Once approved by the board, any change of sabbatical plan shall be presented in writing and approved by the superintendent in advance of the leave.
- G. **Scholarship for Study or Research:** Should the staff member who is granted a sabbatical leave receive a scholarship during the same year as the sabbatical, the total compensation from the two sources shall not exceed the salary he/she would receive if under regular contract with the district for full-time service.
- H. **Stipend for Study or Research:** A staff member on sabbatical leave for study or research shall receive a stipend of 50 percent of his/her regularly contracted salary unless this sum

is reduced as a result of section 8 above. The stipend shall be paid in twelve payments. All regular salary deductions shall be made.

- I. **Stipend Considered a Loan:** The stipend received is a loan. Should a staff member on sabbatical leave fail to return to the district, he/she shall then repay the loan at the interest rate provided in RCW 19.52.010.
- J. **Return to Original Position:** An effort shall be made to replace a certificated staff member returning from sabbatical leave in his/her original position or in an appropriate comparable position.

### **Leaves of Absence**

The district may grant leaves of absence for specific periods of time for up to one school year upon application by a staff member, the recommendation of the superintendent/designee and the approval of the board. Such leaves may be with or without pay or fringe benefits and, with the approval of the board, may be extended for one additional school year. During the leave the staff member may pay the district's share of any insurance benefits program in order to maintain those benefits. The needs of students and the district program warrant primary consideration. Leaves of absence shall be granted only when they shall not have an undesirable impact upon the educational program or business operations.

A staff member shall be entitled to return to a position in the district at the end of the leave of absence. The staff member granted a leave of absence shall inform the board by April 1 as to his/her intentions to assume a position in the district for the ensuing school year. If said notification is not received, the individual's employment rights with the district shall be terminated.

Staff on leave of absence shall not accrue any salary schedule experience credit or any sick leave credit or benefits during the leave of absence.

### **Leaves to Attend Meetings/Conferences**

The district may grant leaves, subject to the recommendation of the superintendent/designee and approval by the board, to staff for the purpose of attending meetings or conferences that are likely to be of value to the staff member's performance. (Meetings and conferences wherein bargaining unit activities are conducted are excluded.) Such leaves may be granted without pay and with or without travel expense reimbursement.

Cross Reference: Policy 5021

Applicability of Personnel Policies

Adopted: December 11, 2006  
Re-Numbered: August 2014

# NEW BUSINESS

- A. Approve Career & Technical Education (CTE) Improvement Plan (Action) .....Melissa Boudreau
- B. Coweeman Middle School Achievement Presentation .....Rob Birdsell & Bianca Muller
- C. Technology Update ..... Cody Reid & Brenda Sargent
- D. Family & Community Resource Center Update ..... Don Iverson
- E. Policy 4200 Parent Access and Safe and Orderly Learning Environment (1<sup>st</sup> Reading) .....Gunnar Guttormsen
- F. Policy 3225/3225P School Based Threat Assessment (Informational) .....Gunnar Guttormsen
- G. WSSDA Conference Update .....School Board
- H. Superintendent's Report .....Mary Beth Tack

# Kelso School District

## Career & Technical Education Improvement Plan (2020 – 2025)



Goals	Tasks				
Curriculum /Program Re-Approval	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><i>All CTE courses are approved using the current state CTE state standards.</i></p> <p><i>All CTE programs have a deliberate leadership and employability component that is based upon 21<sup>st</sup> Century Skills</i></p> <p><i>All CTE courses have a career exploration unit that connects learning to future careers</i></p> <p><i>CTE courses are sequential and offered in a meaningful program of study</i></p> <p><i>CTE courses are equivalent to core academic content areas where appropriate</i></p>	<ul style="list-style-type: none"> <li>Update Business and Marketing curriculum frameworks and submit for program approval to OSPI by January 31, 2021.</li> <li>Continue establishing Construction Technology projects for sale to the community (shed building, possible chicken coops)</li> <li>All CTE staff to complete annual Program Review to support 5 year CTE Improvement plan, updating and/or maintaining equipment and facilities aligned to best practices and industry standards.</li> </ul>	<ul style="list-style-type: none"> <li>Update Agriculture Sciences curriculum frameworks and submit for program approval to OSPI by January 31, 2022.</li> <li>Increase Career Exploration activities for juniors and seniors in partnerships with STEM network, Chamber of Commerce.</li> <li>Continue student success rate in passing the IT certifications.</li> </ul>	<ul style="list-style-type: none"> <li>Update Skilled and Technical Sciences curriculum frameworks and submit for program approval to OSPI by January 31, 2023.</li> <li>Continue student success rate in passing the IT certifications.</li> <li>Explore training all Industrial Tech classes in First Aid/CPR/AED.</li> <li>Explore certification options for teachers to teach OSHA 10 in class.</li> </ul>	<ul style="list-style-type: none"> <li>Update STEM, Health Science curriculum frameworks and submit for program approval to OSPI by January 31, 2024.</li> <li>Continue student success rate in passing the IT certifications.</li> <li>Offer First Aid/CPR/AED certification in all Industrial Tech classes.</li> <li>Train the teachers at trainers for WISHA and OSHA to offer student certifications.</li> <li>Explore PD for teachers using Adobe Suite.</li> </ul>	<ul style="list-style-type: none"> <li>Update Business and Marketing curriculum frameworks and submit for program approval to OSPI by January 31, 2025.</li> <li>Continue student success rate in passing the IT certifications.</li> <li>Offer First Aid/CPR/AED certification in all Industrial Tech classes.</li> <li>Offer WISHA and OSHA 10 certifications to juniors and seniors.</li> <li>Explore PD for teachers using Adobe Suite.</li> </ul>
New Program Development	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><i>Research and develop new course offerings</i></p> <p><i>Ensure CTE programs respond to local and state high-demand occupations, where appropriate and feasible</i></p>	<ul style="list-style-type: none"> <li>Explore PTLW feeder program opportunities in the middle schools.</li> <li>Explore Advanced Careers Curriculum for high school.</li> <li>Work with School by Design to audit existing CTE courses.</li> </ul>	<ul style="list-style-type: none"> <li>Explore PTLW feeder program opportunities in the middle schools.</li> <li>Explore creating mentorship/internship opportunities for our industrial tech programs.</li> <li>Purchase Drone to use in Digital Communications class.</li> </ul>	<ul style="list-style-type: none"> <li>Possible launch of mentorship/internship opportunities for our industrial tech programs Career Connect Model.</li> <li>Work with LCC to offer more CTE Dual Credit and CIHS courses.</li> </ul>	<ul style="list-style-type: none"> <li>Offering Aviation Science, Diesel Mechanic Technology, Fashion 2, Technical Literacy and Communication courses.</li> <li>Explore adding a machining component to our welding program.</li> </ul>	<ul style="list-style-type: none"> <li>Work with ESD112 to develop Programs of Study to be shared community wide and posted at high school and post-secondary levels.</li> <li>Work with LCC to develop HS courses sequences aligned to LCC certificates. Similar to a program of study document.</li> </ul>

<b>Equipment/Facilities</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><i>Ensure CTE programs have sufficient equipment and facilities to meet industry standards</i></p>	<ul style="list-style-type: none"> <li>• Introduce our new auto, welding, CAD construction tech and culinary facilities to the community.</li> <li>• Create an Environmental Science component of the Agriculture Sciences pathway.</li> <li>• Work with ASSE to offer 10 hour OSHA training for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore getting teachers trained as OSHA 10, and or WISHA certification trainers.</li> <li>• Purge outdated equipment in Welding, Woodshop, Auto and CAD, AG spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore getting teachers trained as OSHA 10, and or WISHA certification trainers.</li> <li>• Hilander Catering begins to cater school events:               <ul style="list-style-type: none"> <li>- Xmas luncheon</li> <li>- Teacher appreciation</li> <li>- Custodian appreciation</li> </ul> </li> <li>• Lunches for field trips</li> </ul>	<ul style="list-style-type: none"> <li>• Offer OSHA 10 certifications to seniors.</li> <li>• Hilander Catering open for public events.</li> <li>• Hilander catering to cater all staff luncheons and celebration days.</li> </ul>	<ul style="list-style-type: none"> <li>• Open house for parents and community members to showcase facilities and equipment.</li> <li>• Advisory board dinner and facility review/curriculum feedback event.</li> </ul>
<b>Work-Based Learning</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><i>Provide support to district WBL coordinators</i></p> <p><i>Support teachers in providing opportunities for students to connect to the business community</i></p>	<ul style="list-style-type: none"> <li>• Expand WBL opportunities in all CTE courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Expand WBL opportunities in all CTE courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speaker requirement. Each class must provide 2 guest speakers per class as related to their curriculum.</li> <li>• Expand WBL opportunities in all CTE courses.</li> <li>• Explore partnership with Dick Hannah Toyota and Advanced Auto for job shadows/internships.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speaker requirement. Each class must provide 2 guest speakers per class as related to their curriculum.</li> <li>• Expand WBL opportunities in all CTE courses.</li> <li>• WBL community information night</li> <li>• Work with CR STEM Network to create flipped internships with industry partners.</li> </ul>	<ul style="list-style-type: none"> <li>• Guest Speaker requirement. Each class must provide 2 guest speakers per class as related to their curriculum.</li> <li>• Expand WBL opportunities in all CTE courses.</li> <li>• WBL community information night</li> <li>• Work with CR STEM Network to create flipped internships with industry partners.</li> </ul>
<b>Student Transitions</b>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<p><i>Review and expand articulation, College in the High School, and AP CTE course agreements</i></p> <p><i>Create strong Programs of Study which offer Preparatory CTE programs leading to industry certificates and/or post-secondary credentials</i></p>	<ul style="list-style-type: none"> <li>• Explore articulate courses at Lower Columbia               <ul style="list-style-type: none"> <li>▸ Introduction to Digital Photography</li> <li>▸ Digital Photography II</li> <li>▸ Human Body Systems</li> <li>▸ Fire Science I, II</li> </ul> </li> <li>• Update all Programs of Study</li> </ul>		<p><b>Update articulations for another 3 year cycle</b></p> <ul style="list-style-type: none"> <li>• Articulate courses at Lower Columbia               <ul style="list-style-type: none"> <li>▸ Photography</li> <li>▸ Human Body Systems</li> <li>▸ Industrial Trades Technology</li> <li>▸ Diesel Mechanic Technology</li> <li>▸ Aviation Science</li> <li>▸ Technical Literacy and Communication</li> </ul> </li> <li>• Post all Programs of Study on Career Center and CTE website</li> </ul>		



<b>CTE Counseling and Career Guidance</b> <i>Support and provide career guidance and counseling to students</i>  <i>Ensure there is no discrimination in counseling for CTE programs</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"> <li>• Update <a href="#">Career Center</a> and <a href="#">CTE websites</a></li> <li>• Create middle school/high school scope and sequence timeline for Career Exploration</li> <li>• Send middle school and high school counseling and Career Specialists staff to local SW Washington area PD for College and Career Readiness.</li> <li>• Facilitate quarterly meetings with middle school and high school career specialist.</li> </ul>				
<b>CTE Certification</b> <i>Ensure all CTE teachers are certificated in the specific areas in which they instruct by complying with OSPI's V-Code teacher certifications and CIP Code alignment</i>  <i>Provide support to CTE staff for certification and recertification</i>  <i>Ensure all CTE teachers hold current CPR-First Aid certification</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	Create CTE staff binders to include: <ol style="list-style-type: none"> <li>1. Teacher certification</li> <li>2. Teacher V-code</li> <li>3. List of courses related to V-code</li> <li>4. Certification type</li> <li>5. Certification expiration date</li> <li>6. Expiration date of CPR/First Aid cards</li> <li>7. Frameworks</li> <li>8. Course equivalency options</li> <li>9. Program evaluations</li> <li>10. Copy of 5 year plan</li> </ol>		<ul style="list-style-type: none"> <li>• Update binders so each department head has a hard copy.</li> <li>• Create Google Drive "binder" of CTE resources for all staff to use.</li> </ul>		
<b>Safety</b> <i>Courses are structured so that the maximum number of students per class is determined by safety factors</i>  <i>Provide support and resources to staff to maintain safe classrooms</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"> <li>• Have ESD112 conduct a mock safety audit of all HS and MS lab spaces</li> <li>• Work with local Safety group ASSE to create OSHA 10 Training for staff and students</li> <li>• Work with district maintenance team to ensure lab spaces are up to code</li> <li>• Work with local industry partners/advisory members to complete facility and curriculum reviews</li> </ul>				
<b>Advisory Committees</b> <i>Provide support to Program Advisory Committees to ensure their effectiveness</i>  <i>Maintain an effective General Advisory Committee which guides and supports the work of the CTE department</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"> <li>• Attend Business-Education Committee</li> <li>• All CTE staff members attend at least two general advisory meetings               <ul style="list-style-type: none"> <li>• CTE staff member facilitate their own program specific advisory meetings</li> <li>• Attend annual CDEC economic development outlook meeting in January</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Serve as committee chair for Business-Education Foundation</li> <li>• Partner with local area schools to host a community wide Career Expo and Job Shadow Event (November 7<sup>th</sup> – 10<sup>th</sup>)</li> <li>• Work on CLNA survey via Google Form</li> </ul>		

OPTIONAL COMPONENTS					
<b>Budget/Purchasing</b> <i>Maintain accurate fiscal records and account for expenditures</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"><li>• Provide staff with up to date annual budget report to review current spending habits and plan for future purchases.</li></ul>				
<b>District and State Committee Responsibilities</b> <i>Participate in district, regional, and state committees as appropriate (ie SW WAVA)</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"><li>• Attend SW CTE Directors monthly meetings</li><li>• Attend most local and national WA-ACTE professional development conferences</li><li>• Attend Columbia River STEM Network meetings</li><li>• Attend K12 Partnership meetings</li><li>• Assist teachers in re-establishing program based Advisory groups.</li></ul>				
<b>Professional Development</b> <i>Participate in local, state and national professional organizations and conferences and support CTE staff in doing the same</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"><li>• Attend monthly SW WACTA meetings</li><li>• All CTE staff members attend at least two general advisory meetings per year<ul style="list-style-type: none"><li>• Some CTE staff member facilitate their own program specific advisory meetings</li></ul></li><li>• AG, Auto, Construction Tech, and MS teachers attends WITEA conference</li><li>• FACSE teachers attend Fall and Spring conference</li><li>• CTE staff attend summer conference</li><li>• Offer summer teacher externships (Minute Man Press, KUKN-KLOG, Dick Hannah Toyota, Pollen Floral Works, Black Bears)</li></ul>				
<b>Staffing/Hiring</b> <i>Provide support to building administrators in the staffing and hiring process</i>	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
	<ul style="list-style-type: none"><li>• Attend the yearly forecasting meeting with counselors and admin team</li><li>• Conduct all interviews and hires for CTE programs</li><li>• Evaluate all CTE certificated staff members according to the TPEP system and CTE program standards</li></ul>				
<b>COMMENTS:</b>					

CTE Director: Melissa Boudreau

Superintendent: Marybeth Tack

CTE Director Signature: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Board Approval Date: \_\_\_\_\_

# **Coweeman Middle School Achievement Presentation**

# **Technology Update**

# **Family & Community Resource Center Update**

## Parent Access and Safe and Orderly Learning Environment Policy 4200

### Contacts with Staff

The learning environment and the staff's time for students will be free from interruption. Except in emergencies, staff ~~shall~~ **will** not be unreasonably interrupted in their work. Brief messages ~~shall~~ **will** be recorded so as to permit the staff member to return the call when free.

Certificated staff will be available for consultation with students and ~~patrons~~ **community members** one-half hour before and after school time. Students and ~~patrons~~ **community members** are urged to make appointments with staff to assure an uninterrupted conference.

No one will solicit funds or conduct private business with staff on school time and premises.

### Visitors

The board welcomes and encourages visits to school by parents/guardians, community members, and interested educators. **Parents are assured access to their child's classroom as well as school sponsored activities for purposes of observing class procedure, teaching material, and class conduct. However, such observation must not disrupt the classroom or learning activity.** The superintendent or designee will establish guidelines governing school visits to insure orderly operation of the educational process and the safety of students and staff.

### Disruption of School Operations

The superintendent or staff member in charge will direct a person to leave immediately if any person is:

- A. Under the influence of controlled substances, including marijuana (cannabis) or alcohol; or
- B. Is disrupting or obstructing any school program, activity, or meeting; or
- C. Threatens to do so or is committing, threatening to imminently commit; or
- D. Inciting another to immediately commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure (or any student, official, classified or certificated staff member or invitee) of the school district.

If such a person refuses to leave, the superintendent or staff member will immediately call for the assistance of a law enforcement officer.

Cross References:	Policy 3124	Removal-Release of Student During School Hours
	Policy 3510	Associated Student Bodies
	<b>Policy 4129</b>	Family Involvement
Legal References:	RCW 28A.605.020	Parents' access to classroom or school <b>sponsored</b> activities - Limitations
	RCW 28A.635.020	Willfully disobeying school administrative personnel or refusing to leave public property, violations, when – Penalty

- RCW 28A.635.030 Disturbing school, school activities, or meetings – **Penalty**
- RCW 28A.635.090 Interference by force or violence – **Penalty**
- RCW 28A.635.100 Intimidating any administrator , teacher, classified employee, or student by threat of force or violence unlawful – **Penalty**
- 20 U.S.C. § 7908 Armed Forces recruiter access to students and student recruiting information

Management  
Resources:

*Policy & Legal  
News*

**2022 – March**

**2018 – February**

2013 – February

Adopted: 03.15.04

Revised: 03.13.06 | 04.23.18 |

## School – Based Threat Assessment Policy 3225

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

### Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.



Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline

### **Function of Threat Assessment Team**

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district / school-based members and community resource / law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according Policy 2145 – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

### **Data Collection, Review and Reporting**

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

### **Other tasks of threat assessment team**

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References:	Policy 2121	Substance Abuse Program
	Policy 2145	Suicide Prevention
	Policy 2161	Special Education and Related Service for Eligible Students
	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3143	Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
	Policy 3231	Student Records
	Policy 3432	Emergencies
	Policy 3241	Student Discipline
	Policy 4210	Regulation of Dangerous Weapons on School Premises
	Policy 4310	District Relationships with Law Enforcement and other Government Agencies

~~Policy 4314~~      ~~Notification of Threats of Violence or Harm~~

Legal References: CFR 34, Part 99, Family Educational Rights & Privacy Act Regulations  
Chapter 28A.300 RCW  
Chapter 28A.320 RCW

Management      *Policy & Legal*  
Resources:      *News*

2020 – December

2019 – December

Adopted: 7.13.20

Revised:

## School – Based Threat Assessment Procedure 3225P

### Definitions

For purposes of district or school-based threat assessments of students, the following definitions will apply:

- A **school-based threat assessment** means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the student or other actor is likely to carry out the threat.
- **School-based threat management** means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students.
- A **threat** is an expression of an intent to cause physical harm to self/others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct, such as “I am going to beat you up.” or indirect, such as, “I’m going to get him.”
- A **low risk threat** is one in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
- A **moderate risk threat** is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
- A **high-risk threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm self/others and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.
- An **imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

### Principles

Six principles form the foundation of the threat assessment process. These principles are:

- Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
- Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- Effective threat assessment is based upon facts rather than on characteristics or “traits.”
- An “integrated systems approach” should guide threat assessment inquiries and investigations.
- The central question in a threat assessment inquiry or investigation is whether a student *poses* a threat, not whether the student has made a threat.

### **Identifying and Reporting Threats**

Timely reporting of expression to harm is crucial to an effective school-based threat assessment program.

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to administrator or Director of Student Services.

All school district employees, volunteers, and contractors should report immediately to administrator or Director of Student Services, any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses an *imminent* threat of serious violence that requires containment should notify school security and/or law enforcement.

### **Assessing Threats**

A School-based threat assessment is distinct from law enforcement investigation (if any). The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed. School-based threat assessment is also distinct from student discipline procedures. However, the functions of school-based threat assessment may run parallel to student discipline procedures.

### Triage

The superintendent will designate a team leader for each threat assessment team(s), such as a school principal or a district administrator. If it is not feasible for all team members to be involved with the screening of initial reports referred to the team, the threat assessment team leader may designate a subset of team members to triage cases and determine their appropriateness for review and/or action by the full team. If a team implements a triage process, at least two members of the team will review initial reports and determine if the full team should further assess and manage the situation. All triaged cases must be

shared with all members of the assessment team to ensure the cases were adequately addressed. All threat assessment team members shall be trained to triage cases effectively.

#### Imminent

Upon notification of threatening behavior or communications, the school administrator, threat assessment team, or triage team shall first determine if an imminent threat is believed to exist. If the individual appears to pose an imminent threat of serious violence to themselves or to others in the school, the administrator or assessment team shall notify law enforcement.

#### Moderate or high-risk threat

If the threat assessment team cannot determine with a reasonable degree of confidence that the alleged threat is a not a threat, or is a low risk threat, then the threat assessment team will undertake a more in-depth assessment to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary.

The threat assessment team's review may include but is not limited to, reviews of records; interviews and consultations with staff, students, family members, community members, and others who know the individual; and interviews of the individual and the target/recipient of the threat(s). The threat assessment team will also screen for risk of self-harm and suicidal ideation, regardless of whether the alleged threat also included possible self-harm.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. See Policy and Procedure ~~3144~~ **4314 – Notification and Dissemination of Information about Student Offenses and** Notification of Threats of Violence or Harm. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If the threat assessment team determines that an individual poses a threat of violence, based on the information collected, the threat assessment team develops, implements, and monitors intervention strategies to address, reduce, and mitigate the threat and assistance to those involved, as needed. If these strategies include disciplinary consequences, the district will provide notice to the student and their parents or legal guardian consistent with Student Discipline Policy and Procedure 3241.

The threat assessment team may assist individual(s) within the school to access appropriate school and community-based resources for support and/or further intervention. This includes assisting those who engaged in threatening behavior or communication, and any impacted staff or students.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team.

No identifiable threat or low risk threat

If the threat assessment team concludes that no further assessment is necessary to determine the reported possible threat is not identifiable or constitutes a low threat of violence or harm to self or others, the threat assessment team need not intervene or take further steps.

**Data Collection, Review and Reporting**

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Management Resources:                      2019 December Issue

Adopted: 7.13.20

Revised:

**2022 WSSDA  
Fall Conference  
Update**



# **Superintendent's Report**