

BOARD OF DIRECTORS

April 17, 2023





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
April 17, 2023 @ Kelso High School Library & Zoom
5:00 p.m. Work Session – Special Programs
6:00 Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

A. Rose Valley Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from March 20, 2023 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Request for Sunday Activity
- G. KHS Fundraiser Request

UNFINISHED BUSINESS

- A. Policy 2170 Career and Technical Education (2nd Reading & Action)Kim Yore
- B. Policy 2240 Summer School (2nd Reading & Action)Kim Yore
- C. Policy 2411 Certificate of Educational Competency (2nd Reading & Action)Kim Yore
- D. Policy 2162 Education of Students w/Disabilities Under Section 504 of the Rehabilitation Act of 1973 (2nd Reading & Action)Gunnar Guttormsen
- E. Policy 3141 Nonresident Students (2nd Reading & Action)Gunnar Guttormsen
- F. Policy 3415 Accommodating Students with Diabetes (2nd Reading & Action)Gunnar Guttormsen

NEW BUSINESS

- A. Construction UpdatePhil Iverson/Andy Twyman
- B. Rose Valley Elementary Achievement PresentationJames Kiefer
- C. 2023-2024 Board Meeting Calendar (Action)Mary Beth Tack
- D. Policy 2029/2029P Animals as Part of the Instructional Program (1st Reading)Kim Yore
- E. Policy 3124/3124P Removal-Release of Student During School Hours (1st Reading).....Gunnar Guttormsen
- F. Policy 3419 Self-Administration of Asthma and Anaphylaxis Medication (1st Reading)Gunnar Guttormsen
- G. Procedure 3122P Excused & Unexcused Absences (Information)Gunnar Guttormsen
- H. Procedure 3230P Student Privacy & Searches (Information)Gunnar Guttormsen
- I. Procedure 4311P School Safety and Security Services Program (Information)Gunnar Guttormsen
- J. Legislative UpdateLeah Moore
- K. Superintendent's ReportMary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

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

Kelso School District

Board of Directors Committee Assignments

Updated: January 2023

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
- Special Education Advisory

2022/2023 School Board Calendar

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



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

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



EARLY LEARNING

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



QUALITY INSTRUCTION

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



CAREER, COLLEGE & COMMUNITY READY

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

Mission

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

Vision

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

Principles

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



CAREER, COLLEGE & COMMUNITY READY

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



100% GRADUATING

FISCAL RESPONSIBILITY

★ 2022-23 PRIORITY

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



QUALITY INSTRUCTION

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

★ 2022-23 PRIORITY

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



EARLY LEARNING

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

SCHOOL CLIMATE

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

★ 2022-23 PRIORITIES

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



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrollment; they review their HSBP multiple times during the school year

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

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

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

Increase opportunities for students to explore career opportunities and requirements

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

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

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

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

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

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

100% of high school students complete:

- a resume
- the FAFSA application

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

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

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

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

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

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



Roadmap COMMUNICATION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<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"> • <i>Inside Connections</i> for all staff • Safe Schools Emergency documents • 100% posters, Grad Rate posters, Class of posters • Timely district department updates 	<p>All staff know district mission, vision, goals, and progress</p> <p>Staff feel valued, connected, and honored</p> <p>Yearly employee recognition and appreciation campaigns</p>
<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
<p>Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness</p>	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local early learning providers on a quarterly basis to align instructional materials</p> <p>Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math</p>	<p>Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>100% of local early learning providers implement instructional materials aligned to early learning standards</p> <p>Increase percentage of Kelso early learning staff that participate in early learning professional development</p>
<p>Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten</p>	<p>Coordinate with ECEAP and Head Start to identify students who need additional summer transition support</p> <p>Implement Transitional Kindergarten and Preschool Pups to provide additional opportunities for early learning</p> <p>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>
<p>Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards</p>	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



Roadmap

FINANCIAL STEWARDSHIP

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

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

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

Rose Valley Elementary School Student Recognition

Halle Rice
Lilly Elliott
Carson McClure
Davin Hanson
Dezirae Tikka
Wyatt Anshutz
Jase Erikkson
Seth Andrews
Leo Loffredo
Surina Davie
Logan Sutherland
Liam Ouellette
Lillianna Hayes

Landen Breece
Bradley Alexander
Desmond Kennedy
Tony Cortez
Alexa Willis
Allison Cox
Beckham Strand
Quinn Barnes
Remy Brooks
Lucy Ferguson
James Dougherty
Angelo Dionisi
Adalynn Goff

CONSENT AGENDA

- A. Minutes from March 20, 2023 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Request for Sunday Activity
- G. KHS Fundraiser Request

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
3/20/23

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

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

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available if online, or partial names were listed. The names of people in attendance are listed as they were shown and included: Ron Walther, Kathy, Barry Walther, cassey.white, Megan Treffry, Marna Rolfe, Rebecca Huhta -4th Grade

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -
Lexington Student Recognition

COMMENTS & QUESTIONS –

No comments were submitted before the meeting. No comments were made on Zoom. No comments made in person:

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Grafton

Seconded By: Director Haas

Action: Motion passes unanimously

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of March 6, 2023, Board Meeting

Certificated Employment Recommendations

Classified Employment Recommendations

Contracts

Resolution 202223-07 Credit Card Use

Requests for Sunday Activity (The parent letter says 12th grade, should be 11th)

Appoint Designee

Salary Schedule Update

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

UNFINISHED BUSINESS

APPROVED POLICY 4300/4300P LIMITING IMMIGRATION ENFORCEMENT - GUNNAR GUTTORMSEN

New language replacing previous 4300 policy (policy 4300 language has been moved to 4310) This and 4310 are referenced in 3226/3226P.

Aligns with updated laws on immigration.

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED POLICY 4310 DISTRICT RELATIONSHIPS WITH LAW ENFORCEMENT AND OTHER GOVERNMENT AGENCIES - GUNNAR GUTTORMSEN

Language from the previous policy 4300 has been moved to 4310.

4310 directly supports policy 3226.

Motion to Approve By: Director Grafton

Seconded By: Director Haas

Action: Motion passes unanimously

APPROVED POLICY 5004/5004P (PREVIOUSLY 6512) INFECTION CONTROL - HOLLY BUDGE

Updated from a 6000 category with WSSDA to a 5000 category

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED POLICY 5410 HOLIDAYS - HOLLY BUDGE

This is a new policy for KSD. KSD already observes all listed holidays with the newest being the Juneteenth holiday. June 19th.

Motion to Approve By: Director Grafton

Seconded By: Director Haas

Action: Motion passes unanimously

NEW BUSINESS

HEARD LEXINGTON ELEMENTARY SCHOOL ACHIEVEMENT PRESENTATION - TIM YORE, TARA MICHELETTO, AND LYNETTE OSWALD



Together We Soar

Our Vision

The vision of Lexington Elementary School is to prepare students to be life-long learners and contribute to society as productive, kind, and compassionate citizens.

Our Mission

At Lexington Elementary #WEARE empowering students to fulfill their dreams and goals as they soar on their educational path towards college, career, and community readiness.

Our Beliefs

At Lexington Elementary School we believe in celebrating learning, growth, and achievement. Through perseverance and a passion for learning, all students will SOAR!

Super Respectful
Outstandingly Responsible
Always Safe
Really Kind

Lexington is bringing it **HOME!**

Big Eggs '22-'23

High
Expectations
for all

Ownership
and
Accountability

Mathematical
Competency
for all

ELA: Shrink
the Gap

2 Key Ideas:

Instruction (4 goals)

Increase Family Engagement and Events

- 830 students
- TK-5th grade
- 7 teachers in two grade levels
- Common Planning Time (3x week)
- Green/Silver Track
- MTSS-A Intervention
- Eagle Flight
- 3 lunches

Goal 1



Close the Gap

- More than a year of growth
- 830 students

80%

Of LES students to make more than 1 year's growth in ELA

Core

- ReadyGEN
- Open Court

Data

- WAKids
- STAR (Early Lit and Reading)
- SBA
- PSI
- PASI
- ReadyGen Unit Assess/PBA's
- Read Live
- Heggerty

When

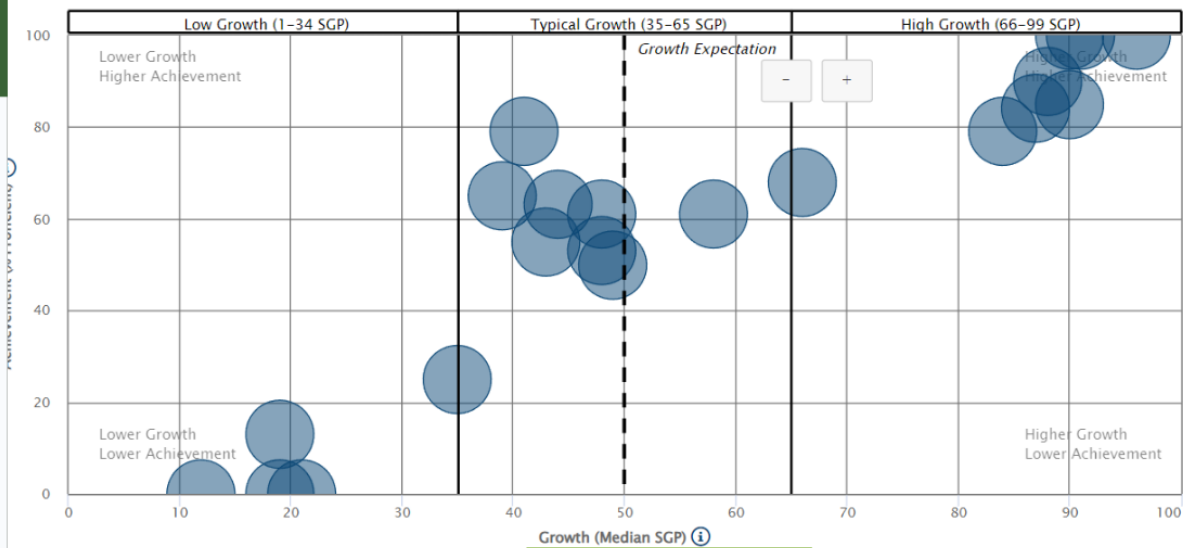
By June 2023

Interventions

- Eagle Flight-students with the greatest need working with the most qualified personnel
- Fluency with Open Court and ReadyGen
- School-wide AVID

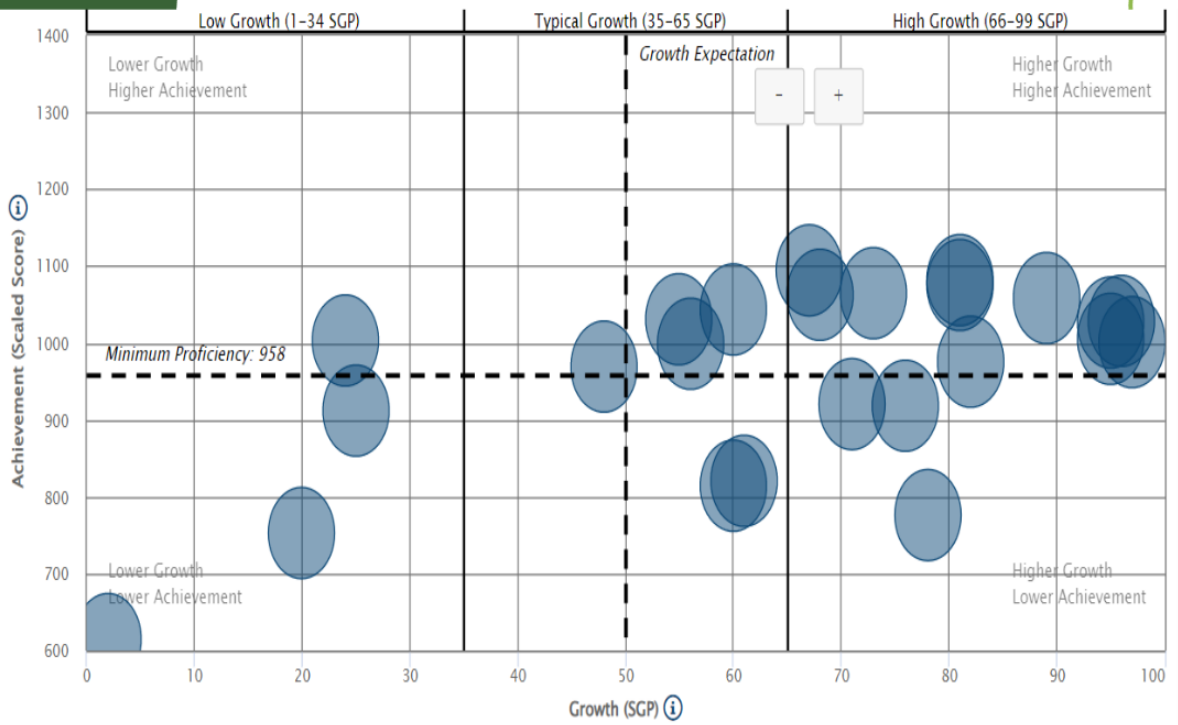
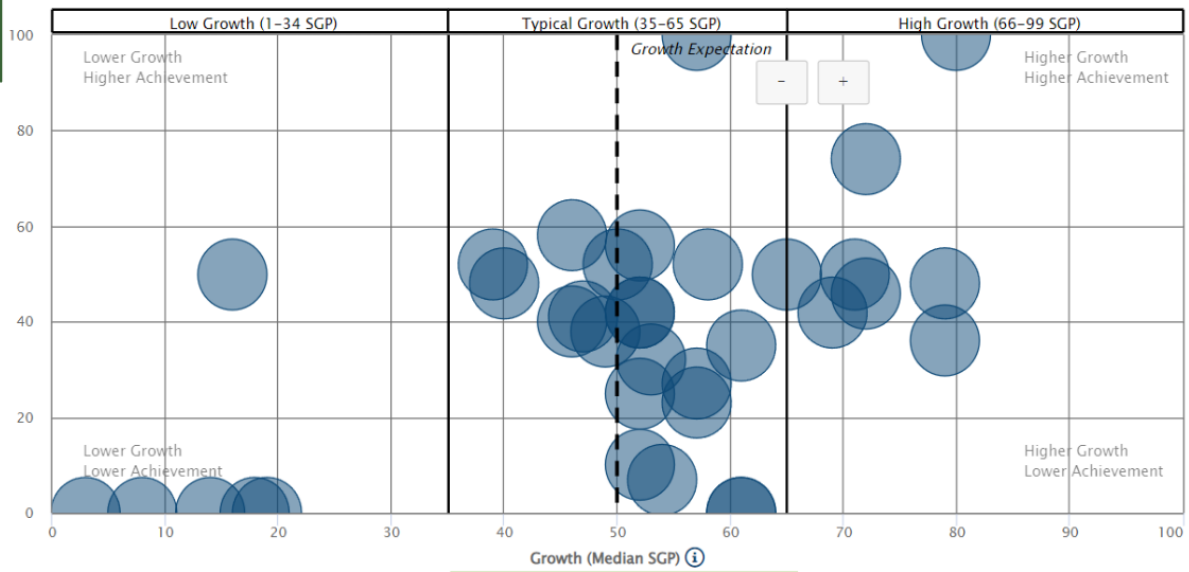
STAR Early Literacy K-2

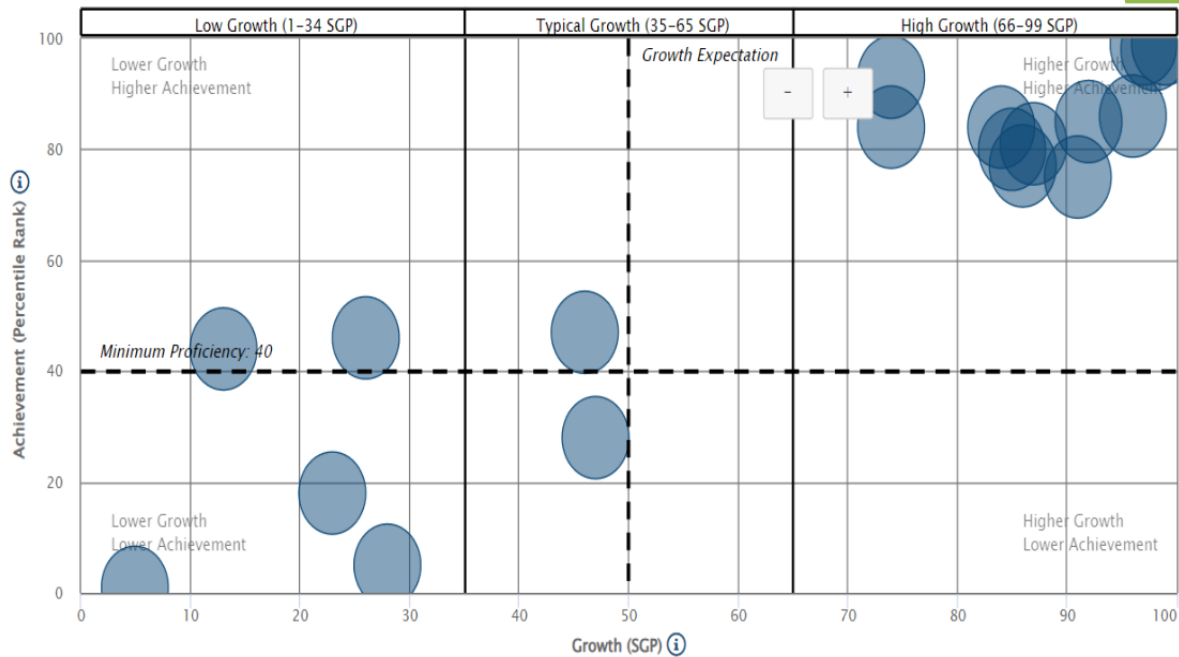
Lexington Elementary – 21 Classes



STAR Reading K-5

Lexington Elementary – 35 Classes





Goal 2



Close the Gap

- More than a year of growth
- 830 students

Data

- iReady Diagnostic
- WAKids
- SBA
- Common Formative Assessments

80%

Of LES students
to make more
than 1 year's
growth in
Math

When

By June 2023

Core

- iReady

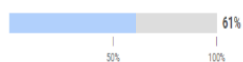
Interventions

- Small Group
- MyPath

iReady Math K-5

Students Assessed/Total: 774/829

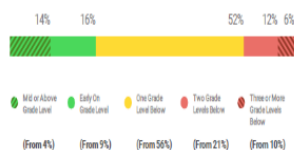
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 61%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

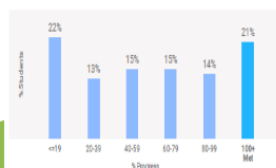
[Learn More About Growth](#)

Current Placement Distribution

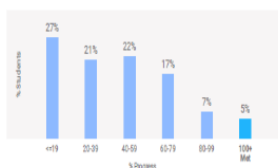


1st or Above Grade Level Early On Grade Level One Grade Level Below Two Grade Levels Below Three or More Grade Levels Below
 (From 4%) (From 9%) (From 56%) (From 21%) (From 10%)

Distribution of Progress to Annual Typical Growth



Distribution of Progress to Annual Stretch Growth



Grade	Annual Typical Growth		Annual Stretch Growth		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	72%	25%	59%	11%	47%	130/170
Grade 1	62%	22%	46%	6%	30%	115/120
Grade 2	59%	18%	38%	3%	34%	148/151
Grade 3	50%	18%	35%	2%	53%	127/127
Grade 4	61%	23%	38%	7%	47%	129/132
Grade 5	50%	23%	29%	4%	45%	125/129

Goal 3



Close the Gap

- Eagle Flight Intervention
- Data Dives
- Collaborative teams

Data

- STAR
- SBA
- PSI
- PASI
- Unit Assessments
- MTSS-A data review

30%

Of students will
EXIT
Intervention
services

When

By June 2023

Interventions

- Eagle Flight Daily
- 95% Reading groups
- Double Dose push-in and pull out
- MTSS-A cycle of intervention

SOAR Award

- Super Respectful
- Outstandingly Responsible
- Always Safe
- Really Kind

First Name _____

Last Name _____



Peer Mediators



Trunk or Treat



D.E.A.R.
Drop Everything,
fill the hallways,
And Read!



K-5 Pumpkin Run



Recess



STEAM



Library

Increase Family Engagement and Events

2022-2023:

- Back to School Night
- Trunk or Treat/Math Night
- SOAR Assemblies (4x year)
- Eagle's Giving
- Scholastic Books (stocking our vending machines)
- Music Concerts
- Winter Giving
- Winter Social
- Altrusa K-2 book giveaway
- Love and Logic Classes

Upcoming:

- Camp Read-A-Lot Literacy Night
- Talent Show
- Bingo
- Color Run
- SOAR into Summer Community Event
- 3rd-5th Track Meet
- 5th Grade Promotion



HEARD BUDGET UPDATE FOR JANUARY - SCOTT WESTLUND

March 14, 2023

TO: Mary Beth Tack, Superintendent
FROM: Scott Westlund, Chief Financial and Operations Officer
SUBJECT: Budget Status Report for February 28th, 2023.

Overall, average annual District enrollment (including Running Start) for the 2022/23 school year was budgeted at 4868 FTE. Beginning of February total average enrollment was 4975 FTE, up 107 FTE from budget. Estimated annual average enrollment through June is now estimated at 4980.

Beginning fund balance as of September 1, 2022, was \$7,104,789. This equates into an 8.62% beginning fund balance of anticipated expenditures and transfers for the 2022/23 school year.

Based upon budgeted expenditures/transfers in 2022/23, and our increased enrollment K-12, our projected ending fund balance for August 2023 will remain at or above our 8% target, and is likely headed towards a break-even or a surplus budget for the fiscal year.

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

APPROVED RESOLUTION 202223-08 SETTLEMENT IN JUUL LITIGATION - MARY BETH TACK

Motion to Approve By: Director Haas

Seconded By: Director Grafton

Action: Motion passes unanimously

APPROVED RESOLUTION 202223-09 PARTICIPATION IN SOCIAL MEDIA LITIGATION - MARY BETH TACK

Motion to Approve By: Director Grafton

Seconded By: Director Haas

Action: Motion passes unanimously

HEARD UPDATE TO PROCEDURE 2022P ELECTRONIC AND INTERNET SAFETY - KIM YORE

Changes made to update language to current digital issues and activities.

HEARD FIRST READING OF POLICY 2170 CAREER AND TECHNICAL EDUCATION - KIM YORE

Minor issues such as grammatical errors and language around receiving funds.

HEARD FIRST READING OF 2240 SUMMER SCHOOL - KIM YORE

Minor changes of 'shalls' to 'wills'.

HEARD FIRST READING OF 2411 CERTIFICATE OF EDUCATIONAL COMPETENCY - KIM YORE

OUtlines in more detail the requirements for eligibility. Adds in "substantial and warranted" reason for leaving for the regular high school program.

HEARD FIRST READING OF 2162 EDUCATION OF STUDENTS W/DISABILITIES UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973 - GUNNAR GUTTORMSEN

Updated language to more clearly support the current procedure.

HEARD FIRST READING OF 3141 NONRESIDENT STUDENTS - GUNNAR GUTTORMSEN

Updated language to more clearly support the current procedure. Includes an internal appeal process for nonresident students.

HEARD FIRST READING OF 3415 ACCOMMODATING STUDENTS WITH DIABETES - GUNNAR GUTTORMSEN

'Shalls' to 'wills' as well as updated RCW.

POSTPONED - LEGISLATIVE UPDATE - LEAH MOORE

Director Moore was absent.

HEARD SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- Literacy month/week/days in our district
 - K-12 ELA specific teachers doing great
 - Elementary schools have found fun ways to encourage literacy
- WER (Wednesday Early Release)
 - Professional development working on identifying standards found "most critical" working as grade level teams.
- Special Supervision Roles in the district
 - Playground, bus and lunch duty supervisors
 - Outstanding work where behavior issues can be maximized
 - Our support staff work hard to keep students safe

FOR THE GOOD OF THE ORDER

Adjourn @ 7:15 pm

X _____

President

X _____

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
3/20/23

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

Board Members:

Leah Moore (Absent - Excused)
Karen Grafton (In-Person)
Jeane Conrad - President (In-Person)
Mike Haas - Vice President (In-Person)
Ron Huntington (Absent - Excused)

Cabinet Members:

Scott Westlund – Chief Financial Officer
Holly Budge – Director of Human Resources
Gunnar Guttormsen – Director of Student Services
Heather Ogden – Director of Special Programs
Kim Yore – Director of Teaching & Learning

Superintendent:

Mary Beth Tack (In-Person)

Asst. Secretary:

Molly Guler (In-Person)

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

Kelso Mission Statement

La misión de las Escuelas Públicas de Kelso es preparar a cada estudiante para vivir, aprender y lograr el éxito como ciudadano de nuestro mundo cambiante.

Ach kei Sukuunen Mwuun non Kelso ra mwochen repwe amonata kewe **chon sukuun meinisin** non ar pekin kaeo pwun repwe fefeita non manawer me nonomwur non eii fonufan mei wor **ekesiwin** non.

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

Місія державних шкіл Келсо полягає в тому підготувати кожного студента до життя, навчання та досягнення успіху як громадянина нашого мінливого світу.



Multilingual Staff



Paige Kelsey



Kendra Parker



Karen Krieder



Angela Knowles



Tammy Trafelet



Sam Brosnan



Sonja Cardenas



Anter Sasuo

Multilingual Staff



Laura Contouriotis



Irais Norberto



Maria Rodriguez



Kelly Teeters



Claudia Lopez



Melinda Coleman



Molly Ouellette



Yeni Woodall

Student Achievement Awards

Barnes: Daniel Bernabe, Daniel Lopez

Butler Acres: Imarose Russel, Angel Alvarez-Rico

Lexington: Daniel Lopez, Reyssa Casipe

Wallace: Pedro Garcia Quinonez, Dilan Lozano-Sanchez, Mestiann Ruben

Coweeman: Sumerson Saido, Fernanda Almonte Quevedo

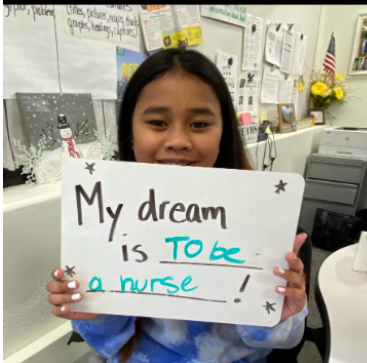
Huntington: Katie Ishchuk, Marcelo Samaniego Negrete



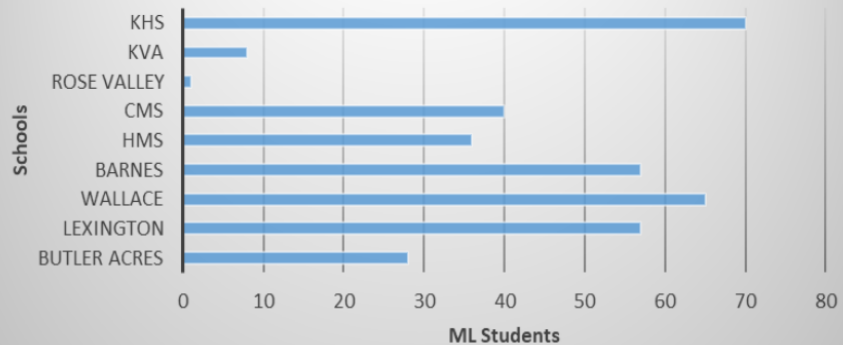
Kelso Data/Demographics

By the Numbers...

- 360 students in program
- 21 newcomers this year from 9 different countries



Total Number of ML Students by School



Multilingual Education Program Goals



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

These include;

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



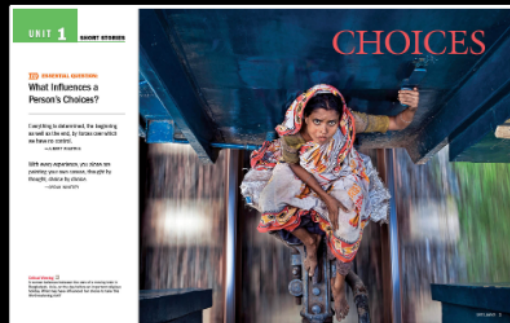
Elementary English Language Development

- 197 students (113 ELD Services)
- Average 120-150 minutes per week of direct instruction provided by 5 staff
- National Geographic-Our World Materials
- PD throughout the year



Secondary English Language Development

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



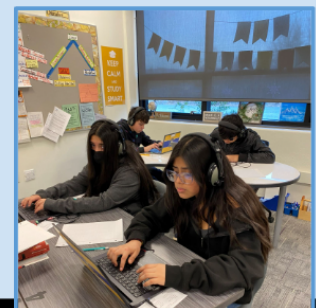
WIDATM

World-Class Instructional Design and Assessment

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

Four Big Ideas

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



Next Steps

ML Steering Committee

- Focus on Cultural Competency/ Family Involvement
- Professional Development
- *(Alignment to Essential Standards Work)*

Building Capacity Next Steps

SIOP training- Train the Trainer- Language
Acquisition PD
(Middle Schools)

Grant Application Building Capacity
(Secondary Level, Interpretation and Language Testing)
(ESL Certification)

Adjourn at 5:30 p.m.

X

President

X

Secretary

CERTIFICATED PERSONNEL

April 17, 2023

New Hires:

Abrahamsen, Karlee - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective August 22, 2023

Bair, Kari - Special Education Resource Teacher, Lexington Elementary

1.0 FTE

Effective August 22, 2023

Clark, Renae - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective August 22, 2023

Gibson, Saydee - Elementary Teacher, Barnes Elementary

1.0 FTE

Effective August 22, 2023

Guiney, Bridget - Math Teacher, Huntington Middle School

1.0 FTE

Effective August 22, 2023

Lewellen, Briana - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective August 22, 2023

Salte, Sadie - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective August 22, 2023

Scott, George - Special Education Resource Teacher, Huntington Middle School

1.0 FTE

Effective August 22, 2023

Wilson, Janessa - English Language Arts Teacher, Huntington Middle School

1.0 FTE

Effective August 22, 2023

Resignations:

Johanson, Robert - SEL Behavior Coach, Administration

.50 FTE

Effective August 1, 2023

Leave of Absence:

Hutchison, Diane - Teacher, Kelso Virtual Academy

.40 FTE

Effective August 1, 2023

Martelli, Tailor - Counselor, Carrolls Elementary

.50 FTE

Effective August 1, 2023

* = 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:
03/16/2023 to 04/12/2023

Date Issued	Name	Position	School
3/16/2023	Williams, McKenzie	IRR Training Completion	Barnes
3/27/2023	Davis, Karinne	Coach Track - Asst.	Huntington Middle School
3/23/2023	Straube, Hailey	Intramural Module - Running Club	Lexington Elementary
3/23/2023	Casteel, Elijah	Excess Students - 1 Over	Huntington Middle School
3/23/2023	Straube, Hailey	Excess Students - 1 Over	Lexington Elementary
3/23/2023	Andrechak, Rachel	Intramural Module - Running Club	Lexington Elementary
3/23/2023	Schill, Sarah	Intramural Module - Running Club	Lexington Elementary
3/23/2023	Burke, Nicholas	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Caron, John	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Droke, Wendy	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Ganieany, Lance	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Johnson, Andrew	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Lamb, Megan	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Mahitka, Michelle	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Mahitka, Steven	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	McWilliam, Joseph	Additional Period Contract - Trimester 3	Kelso High School
3/23/2023	Thomas, Megan	Additional Period Contract - Trimester 3	Kelso High School
3/24/2023	Iddings, Ryan	Coach Track - Asst	Coweeman Middle School
3/24/2023	Prothero, Ryan	Coach Track - Asst	Coweeman Middle School
3/24/2023	Roberts, Justin	Coach Track - Head	Coweeman Middle School
3/27/2023	Dieter, Jason	Coach Track - Head	Coweeman Middle School
3/27/2023	Mury, Kirstin	Coach Track - Asst.	Coweeman Middle School
3/27/2023	Anderson, Thressa	Coach Track - Asst.	Huntington Middle School
3/27/2023	Roffler, Elizabeth	Coach Track - Asst.	Huntington Middle School
3/27/2023	Crowe, Nick	Coach Track - Head	Huntington Middle School
3/27/2023	Muir, Adam	Coach Track - Head	Huntington Middle School

CLASSIFIED PERSONNEL

April 17, 2023

New Hires:

*Clark, Cassandra - Paraeducator - Preschool, Wallace Elementary School

6.5 hrs/day, 150 days/year

Effective April 17, 2023

Hutton, Taylor - Paraeducator - SpEd/Moderate, Butler Acres Elementary School

7 hrs/day, 190 days/year

Effective April 13, 2023

Status Change from Temporary to Continuing:

Caulfield, Ashley - Paraeducator - LAP/Title/Playground, Barnes Elementary School

7.5 hrs/day, 190 days/year

Effective March 28, 2023

Resignations:

Melone, Jessica - Paraeducator - LAP/Title/Playground, Barnes Elementary School

7.5 hrs/day, 190 days/year

Effective March 17, 2023

Vickaryous, Elizabeth - Paraeducator, SpEd/Resource, Lexington Elementary School

6.25 hrs/day, 190 days/year

Effective April 15, 2023

Heatherington, Melanie - Paraeducator - SLP, Administration

6.25 hrs/day, 190 days/year

Effective April 11, 2023

Retirements:

Nickel, Nicole - Healthcare Specialist, Kelso High School

8.0 hrs/day, 199 days/year

Effective May 1, 2023

Separation:

Brewster, Johnna - Night Lead Custodian, Lexington Elementary School

8.0 hrs/day, 260 days/year

Effective March 24, 2023

* = 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
Collins Architectural Group	Scott Westlund	Construction Change Order for Rose Valley Elementary Modernization Project #2021-46 - Various changes noted on attached change order	Cost of \$12,706.00
Communications Express	Heather Ogden	Provide speech and language services to KSD	\$92/hour for Monolingual SLP \$99/hour for Bilingual SLP
LONG Building Technologies	Scott Westlund	Change Order - Additional Camera Licenses at Kelso High School and Coweeman Middle School for the security upgrade project	Cost of \$10,245.00
Technology Integration Group	Scott Westlund	HPE/Aruba Renewal from 3/14/2023 to 5/4/2024 - 2023 E-Rate	Cost of \$13,864.06
Washington Schools Risk Management - Crum & Foster	Cody Reid	Coverage application for Network Security & Privacy Liability	Cost included in Risk Management Insurance
Western Display Fireworks	Haley Cox	Supply fireworks display on 10/13/2023 at Coweeman Middle School Athletic Field	Cost of \$4,000.00

**GENERAL FUND
MARCH 31, 2023**

**WE, THE UNDERSIGNED BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458,
COWLITZ COUNTY, WASHINGTON, DO HEREBY CERTIFY THAT ALL SERVICES
RELATED TO PAYROLL COSTS, PAID BY DIRECT WARRANT(S) AS SPECIFIED ON
WARRANT(S) 264628 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$1,032.75
ON MARCH 31, 2023**

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

General Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$5,646,244.39. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264629 through 264660, totaling \$5,646,244.39

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

Check Nbr	Vendor Name	Check Date	Check Amount
264629	ACH Cowlitz County Treasurer	03/31/2023	2,833,805.96
264630	COWLITZ COUNTY TREASURER	03/31/2023	328,132.22
264631	COWLITZ COUNTY TREASURER	03/31/2023	598,690.36
264632	DEPT OF RETIREMENT SYSTEMS	03/31/2023	583.02
264633	DEPT OF RETIREMENT SYSTEMS	03/31/2023	197,386.35
264634	DEPT OF RETIREMENT SYSTEMS	03/31/2023	612,268.25
264635	DEPT OF RETIREMENT SYSTEMS	03/31/2023	20,116.94
264636	ESD 112 WORK/COMP	03/31/2023	72,452.43
264637	ESD 112 UNEMPLOYMENT COOP	03/31/2023	7,512.86
264638	Vendor Continued Check	03/31/2023	0.00
264639	HCA-SEBB BENEFITS	03/31/2023	832,734.00
264640	HCA-SEBB FLEX SPEND	03/31/2023	4,462.49
264641	HEALTH EQUITY	03/31/2023	920.84
264642	INFOARMOR INC	03/31/2023	67.80
264643	KELSO SCHOOLS FOUNDATION	03/31/2023	407.00
264644	KELSO TRANS CHAPTE	03/31/2023	85.00
264645	LEGALEASE GROUP	03/31/2023	279.20
264646	METROPOLITAN LIFE	03/31/2023	5,857.52
264647	NATIONWIDE	03/31/2023	958.62
264648	Oregon Dept. of Revenue	03/31/2023	3,942.48
264649	PSE KELSO LOCAL	03/31/2023	494.00
264650	PUBLIC SCHOOL EMPLOYEES OF WA	03/31/2023	1,540.46
264651	PUBLIC SCHOOL EMPLOYEES OF WA	03/31/2023	10,545.42
264652	The Standard Insurance Company	03/31/2023	10,262.07
264653	THE OMNI GROUP	03/31/2023	52,064.33
264654	UNITED STATES TREASURY	03/31/2023	216.93
264655	UNITED WAY OF COWLITZ CO	03/31/2023	448.50

Check Nbr	Vendor Name	Check Date	Check Amount
264656	VEBA TRUST	03/31/2023	11,000.00
264657	W.S.P.L.E.A.	03/31/2023	10.00
264658	WA ST SCHOOL RETIREES ASSOC	03/31/2023	98.00
264659	WEA	03/31/2023	23.63
264660	WEA PAYROLL DEDUCTIONS	03/31/2023	38,877.71
32	Computer	Check(s) For a Total of	5,646,244.39

General Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$10,542.32. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264661 through 264661, totaling \$10,542.32

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

Check Nbr	Vendor Name	Check Date	Check Amount
264661	ACH-AP COWLITZ COUNTY TREASURE	03/31/2023	10,542.32

1	Computer	Check(s) For a Total of	10,542.32
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General Fund

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

As of March 20, 2023, the board, by a ~~unanimous~~ vote, approves payments, totaling \$10,542.32. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 222300299 through 222300360, totaling \$10,542.32

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

Check Nbr	Vendor Name	Check Date	Check Amount
222300299	Aldred, Ryan Michael	03/31/2023	504.35
222300300	Becker, Katie Lynn	03/31/2023	61.66
222300301	Benson-Welch, Michelle Renee	03/31/2023	220.79
222300302	Birdsell, Robert L	03/31/2023	103.74
222300303	Borgman, Matthew Grant	03/31/2023	71.59
222300304	Boudreau, Melissa Mae	03/31/2023	50.83
222300305	Broschat, Claudia Francine	03/31/2023	140.31
222300306	Bruce, Sonja Nicole	03/31/2023	249.22
222300307	Caddel, Lisa Kay	03/31/2023	66.19
222300308	Cantwell, Scott Alan	03/31/2023	153.27
222300309	Carter, Jessica	03/31/2023	104.77
222300310	Cattin, Ray Allen	03/31/2023	52.93
222300311	Chong, Anna C	03/31/2023	72.64
222300312	Clement, Colette	03/31/2023	28.74
222300313	DeRosier, Lauren Sue	03/31/2023	10.00
222300314	Dieter, Laura Elizabeth	03/31/2023	31.90
222300315	Dollarhyde, Lavern Margaret	03/31/2023	73.74
222300316	Dorcheus, Susan Diane	03/31/2023	18.21
222300317	Dyer, Angela Rae	03/31/2023	62.23
222300318	Elam, Megan Lee	03/31/2023	55.00
222300319	Ganieany, Lance Elden	03/31/2023	40.35
222300320	Gardner, Darin R	03/31/2023	361.63
222300321	Guttormsen, Gunnar G	03/31/2023	75.70
222300322	Hallier, Wailani P	03/31/2023	97.25
222300323	Harris, Kaydee Mae	03/31/2023	59.28
222300324	Henderson, Janelle Marie	03/31/2023	260.33
222300325	Hillbery, Shanelle Marie	03/31/2023	452.03

Check Nbr	Vendor Name	Check Date	Check Amount
222300326	Hoopfer, Elizabeth Kay	03/31/2023	60.00
222300327	House, Stefanie Roxanne	03/31/2023	490.90
222300328	Hyde, Tamara Lynn	03/31/2023	55.21
222300329	Kiefer, Laura Ann	03/31/2023	80.83
222300330	Koenig, David A	03/31/2023	750.00
222300331	Lepak, Jerilynn Renee	03/31/2023	77.42
222300332	Martelli, Tailor Elizabeth	03/31/2023	59.47
222300333	Melville-Irvine, Marilyn	03/31/2023	114.50
222300334	Muir, Elizabeth Addie	03/31/2023	201.07
222300335	Myers, Adrean L	03/31/2023	830.46
222300336	Ogden, Heather Renee	03/31/2023	134.73
222300337	Olson, Mackenzie Faith	03/31/2023	58.95
222300338	Peck, Seth Gavin	03/31/2023	1,433.15
222300339	Prescott, Denise Anne	03/31/2023	206.36
222300340	Rauth, Janice Elizabeth	03/31/2023	70.89
222300341	Reardon, Misa Kay	03/31/2023	53.93
222300342	Reid, Cody Lane	03/31/2023	28.08
222300343	Ripp, Casey James	03/31/2023	157.00
222300344	Rolfe, Marna Kaye	03/31/2023	26.15
222300345	Rothwell, Cami Joy	03/31/2023	102.50
222300346	Schlangen, Rachel Anne	03/31/2023	75.00
222300347	Smith, Carri Amber	03/31/2023	38.00
222300348	Smith, Crystal Ann	03/31/2023	830.46
222300349	Swart, Casey Lee	03/31/2023	13.00
222300350	Tack, Mary Beth	03/31/2023	102.88
222300351	Talbert IV, William Gary	03/31/2023	158.64
222300352	Toftemark, Kelly Ann	03/31/2023	58.95
222300353	Toms, Stephanie A	03/31/2023	35.04
222300354	Trafelet, Tamatha Marie	03/31/2023	19.29
222300355	Whipps, Anthony Clifton	03/31/2023	85.28
222300356	Wilcox, Jennifer L	03/31/2023	10.00
222300357	Williams, Sarah Emily	03/31/2023	139.41
222300358	Wise, Lacey Nicole	03/31/2023	47.49
222300359	Yore, Kim Michelle	03/31/2023	175.11
222300360	Zorn, Anne M	03/31/2023	283.49

Check Nbr	Vendor Name	Check Date	Check Amount
62	ACH	Check(s) For a Total of	10,542.32

General Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$1,171,621.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264662 through 264854, totaling \$1,171,621.52

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

Check Nbr	Vendor Name	Check Date	Check Amount
264662	Vendor Continued Check	03/31/2023	0.00
264663	ADVANCED TRAVEL/REV FUND	03/31/2023	8,387.85
264664	AIR REPS LLC	03/31/2023	800.65
264665	AIRGAS - NOR PAC, INC.	03/31/2023	2,932.05
264666	ALL OUT SEWER AND DRAIN SERVIC	03/31/2023	393.48
264667	Vendor Continued Check	03/31/2023	0.00
264668	Vendor Continued Check	03/31/2023	0.00
264669	Vendor Continued Check	03/31/2023	0.00
264670	Vendor Continued Check	03/31/2023	0.00
264671	AMAZON CAPITAL SERVICES INC	03/31/2023	28,573.73
264672	AMN HEALTHCARE ALLIED INC	03/31/2023	14,947.83
264673	ANIMAL ENCOUNTERS	03/31/2023	653.15
264674	APPLE INC	03/31/2023	2,000.00
264675	ARAMARK	03/31/2023	137.04
264676	ARCHITECTURAL WOODS LP	03/31/2023	1,394.49
264677	AUBREY'S ANGELS SCREEN PRINTIN	03/31/2023	600.00
264678	BAKER LUMBER CO.	03/31/2023	1,752.03
264679	Vendor Continued Check	03/31/2023	0.00
264680	Vendor Continued Check	03/31/2023	0.00
264681	Vendor Continued Check	03/31/2023	0.00
264682	BANK OF AMERICA	03/31/2023	38,256.27
264683	BAXTER & FLAMING INDUSTRIES IN	03/31/2023	1,289.00
264684	BAXTER AUTO PARTS #23	03/31/2023	1,411.98
264685	BE READY OUTFITTERS	03/31/2023	2,385.00
264686	BEACOCK VANCOUVER MUSIC CO, IN	03/31/2023	781.92
264687	BEACON HILL SEWER	03/31/2023	2,387.22
264688	BELLEVILLE WHOLESALE HOBBY	03/31/2023	284.22

Check Nbr	Vendor Name	Check Date	Check Amount
264689	BLICK ART MATERIALS	03/31/2023	4,609.11
264690	BLUUM USA, INC	03/31/2023	92,995.06
264691	BOILER AND COMBUSTION SERVICE	03/31/2023	10,116.01
264692	BOUND TO STAY BOUND BOOKS, INC	03/31/2023	47.15
264693	BSN SPORTS LLC	03/31/2023	1,000.00
264694	BUD CLARY CHEVROLET	03/31/2023	1,063.48
264695	BUDGET LIBRARY SUPPLIES	03/31/2023	125.00
264696	BUSINESS OFFICE-REV FUND	03/31/2023	2,471.66
264697	C & H INDUSTRIAL TOOL & SUPPLY	03/31/2023	357.30
264698	CAMMIE J CLARK, LLC	03/31/2023	11,760.00
264699	CAPTEK ALARM	03/31/2023	41.62
264700	CARROLLS WATER ASSOCIATION	03/31/2023	182.25
264701	CASCADE NATURAL GAS	03/31/2023	46,319.76
264702	CENTRAL RESTAURANT PRODUCTS	03/31/2023	198.01
264703	CENTRAL WELDING SUPPLY	03/31/2023	4,099.50
264704	CHARACTERSTRONG LLC	03/31/2023	1,079.92
264705	CHOWN HARDWARE & MACHINERY	03/31/2023	4,149.17
264706	CITY FIRE	03/31/2023	1,301.52
264707	CITY OF KELSO	03/31/2023	16,300.50
264708	CITY OF KELSO - UTILITY DEPT	03/31/2023	30,569.46
264709	COLUMBIA TECHNICAL, LLC	03/31/2023	2,289.13
264710	COMCAST BUSINESS	03/31/2023	11,336.63
264711	COMFORT INN & SUITES KELSO-LON	03/31/2023	1,811.12
264712	COMMUNICATIONS NORTHWEST	03/31/2023	7,307.90
264713	CONREY ELECTRIC, INC.	03/31/2023	535.62
264714	CONSTRUCTION SPECIALTY SUPPLY	03/31/2023	99.02
264715	COPIES TODAY SPEEDY LITHO	03/31/2023	68.10
264716	CORE HEALTH	03/31/2023	427.05
264717	COWLITZ COUNTY FIRE DIST #2	03/31/2023	12,750.00
264718	COWLITZ COUNTY PUBLIC WORKS DE	03/31/2023	148.48
264719	COWLITZ PUD	03/31/2023	63,288.55
264720	COWLITZ RIVER RIGGING INC	03/31/2023	102.26
264721	COWLITZ CLEAN SWEEP	03/31/2023	14,087.22
264722	COWLITZ COUNTY HEALTH DEPT	03/31/2023	170.00
264723	Vendor Continued Check	03/31/2023	0.00

Check Nbr	Vendor Name	Check Date	Check Amount
264724	Vendor Continued Check	03/31/2023	0.00
264725	DAIRY FRESH FARMS	03/31/2023	20,393.48
264726	DALE MCGHEE & SONS WELL DRILLI	03/31/2023	1,121.16
264727	DELL	03/31/2023	357.55
264728	DEPT OF LICENSING - STATE OF W	03/31/2023	45.00
264729	EDUCATIONAL SERVICE DIST #112	03/31/2023	24,770.21
264730	EDUCATOR RESOURCES INC	03/31/2023	4,392.00
264731	ENVIRONMENTAL CONTROLS CORP	03/31/2023	3,450.55
264732	FASTENAL COMPANY	03/31/2023	511.03
264733	FEDERAL EXPRESS CORPORATION	03/31/2023	15.20
264734	FERGUSON ENTERPRISES, LLC	03/31/2023	1,646.90
264735	FLINN SCIENTIFIC INC.	03/31/2023	79.43
264736	FOLLETT CONTENT SOLUTIONS LLC	03/31/2023	418.11
264737	FRANZ FAMILY BAKERIES	03/31/2023	7,868.25
264738	GATEWAY EDUCATIONAL SERVICES	03/31/2023	968.00
264739	GB MANCHESTER CORPORATION	03/31/2023	2,945.02
264740	GEORGIE'S CERAMIC & CLAY CO.	03/31/2023	96.12
264741	GOLD STAR FOODS - GOOD SOURCE	03/31/2023	43,302.45
264742	GOODWILL - OLYMPICS/RAINIER R	03/31/2023	16,507.21
264743	GOPHER	03/31/2023	1,418.84
264744	GRAINGER	03/31/2023	255.66
264745	J.W. PEPPER & SON, INC.	03/31/2023	1,321.42
264746	JOHNSON PLASTICS PLUS	03/31/2023	147.58
264747	JONES SCHOOL SUPPLY CO., INC	03/31/2023	72.73
264748	JOSTENS	03/31/2023	348.12
264749	JTP LOCAL, LLC	03/31/2023	36,579.50
264750	JUBITZ CORP	03/31/2023	674.60
264751	K-D-L HARDWARE SUPPLY INC	03/31/2023	29.60
264752	KATE STETZNER, CONSULTING	03/31/2023	7,500.00
264753	KELSO PETERBILT INC	03/31/2023	1,469.25
264754	KEYS PLUS LOCKSMITHS	03/31/2023	14.05
264755	KING COUNTY DIRECTORS	03/31/2023	8,876.76
264756	LAKE SHORE LEARNING MATERIALS	03/31/2023	673.30
264757	LERNER PUBLISHING GROUP	03/31/2023	393.33
264758	Longbell Security Resources	03/31/2023	492.94

Check Nbr	Vendor Name	Check Date	Check Amount
264759	LOWE'S	03/31/2023	1,037.99
264760	LOWER COLUMBIA COLLEGE	03/31/2023	148,682.99
264761	LOWER COLUMBIA OCCUPATIONAL HE	03/31/2023	330.00
264762	MAGELLAN HEALTHCARE INC	03/31/2023	6,864.00
264763	MALLORY SAFETY AND SUPPLY LLC	03/31/2023	190.57
264764	MCMASTER-CARR SUPPLY COMPANY	03/31/2023	222.38
264765	METEOR EDUCATION LLC	03/31/2023	4,960.44
264766	MILLER PAINT CO	03/31/2023	86.04
264767	MOTION INDUSTRIES, INC.	03/31/2023	37.02
264768	MUSIC IS ELEMENTARY	03/31/2023	350.63
264769	N2Y LLC	03/31/2023	1,335.77
264770	NATIONAL CENTER FOR YOUTH ISSU	03/31/2023	585.00
264771	NEW PIG CORPORATION	03/31/2023	1,206.73
264772	NORTHWEST PLAYGROUND EQUIPMENT	03/31/2023	1,792.30
264773	NORTHWEST ENFORCEMENT INC	03/31/2023	10,355.00
264774	NuCO2	03/31/2023	649.00
264775	NW EDU SERVICE DIST #189	03/31/2023	800.00
264776	NW TEXTBOOK DEPOSITORY	03/31/2023	310.19
264777	ODP BUSINESS SOLUTIONS	03/31/2023	2,608.58
264778	OETC	03/31/2023	144.81
264779	OFFICE EXPRESS, INC	03/31/2023	20,249.77
264780	OGDEN OUTFITTERS, LLC	03/31/2023	332.13
264781	ON TRACK & FIELD, INC	03/31/2023	13,629.00
264782	PACIFIC OFFICE AUTOMATION	03/31/2023	1,199.92
264783	PACIFIC OFFICE AUTOMATION	03/31/2023	3,371.38
264784	PACIFIC COAST SIGN SUPPLY	03/31/2023	1,663.82
264785	PALMERS GLASS COMPANY	03/31/2023	438.62
264786	PAPE KENWORTH	03/31/2023	255.88
264787	PARTS AUTHORITY LLC	03/31/2023	9.59
264788	PDM STEEL SERVICE CENTERS, INC	03/31/2023	8,566.43
264789	PEAP	03/31/2023	331.13
264790	PEARSON / NCS PEARSON INC	03/31/2023	887.91
264791	PEERLESS NETWORK	03/31/2023	2,110.95
264792	PLATT ELECTRIC SUPPLY	03/31/2023	3,949.73
264793	PORTER FOSTER RORICK LLP	03/31/2023	1,820.00

Check Nbr	Vendor Name	Check Date	Check Amount
264794	POTTER WEBSTER COMPANY	03/31/2023	4.43
264795	PRO GRAPHYX	03/31/2023	152.96
264796	PROCARE THERAPY	03/31/2023	12,150.00
264797	Ramseth, Tammy G	03/31/2023	500.00
264798	REALITYWORKS, INC.	03/31/2023	4,991.31
264799	ROLLING HILLS PUBLISHING LLC	03/31/2023	1,998.00
264800	S.W.W.M.E.A.	03/31/2023	900.00
264801	SAFEWAY INC	03/31/2023	941.28
264802	SCHETKY NORTHWEST SALES, INC	03/31/2023	530.33
264803	SCHOLASTIC	03/31/2023	330.93
264804	SCHOLASTIC CLASSROOM MAGAZINES	03/31/2023	370.67
264805	SECURITY PROFESSIONALS, LLC	03/31/2023	86.38
264806	SHAPE AMERICA	03/31/2023	670.00
264807	SHERWIN WILLIAMS	03/31/2023	1,387.24
264808	SIGN PRINT 360	03/31/2023	393.49
264809	SIGNMASTERS AWARDS N' MORE, IN	03/31/2023	17.30
264810	SOUTHPAW ENTERPRISES, INC.	03/31/2023	539.76
264811	SPENCER'S TRUCKING & EXCAVATIN	03/31/2023	397.80
264812	SPROUT THERAPY SOLUTIONS, LLC	03/31/2023	19,844.00
264813	SRI / SIGNING RESOURCES & INTE	03/31/2023	1,656.70
264814	STAPLES CONTRACT & COMMERCIAL	03/31/2023	1,564.04
264815	STATE AUDITOR'S OFFICE	03/31/2023	3,035.97
264816	STEMFINITY LLC	03/31/2023	17,648.00
264817	SUNSET AUTO PARTS, INC.	03/31/2023	49.52
264818	SUPERINTENDENT OF PUBLIC INSTR	03/31/2023	2,600.80
264819	T & T TIRE LLC	03/31/2023	2,327.37
264820	TEACHER SYNERGY	03/31/2023	137.86
264821	THE HELLO FOUNDATION LLC	03/31/2023	8,100.00
264822	Vendor Continued Check	03/31/2023	0.00
264823	Vendor Continued Check	03/31/2023	0.00
264824	THE HOME DEPOT PRO-SUPPLYWORKS	03/31/2023	31,075.19
264825	THERMAL SUPPLY INC	03/31/2023	1,349.86
264826	TK ELEVATOR	03/31/2023	4,659.89
264827	TRIANGLE BOWL	03/31/2023	3,243.00
264828	TWIN CITY SERVICE CO. INC.	03/31/2023	6,345.47

Check Nbr	Vendor Name	Check Date	Check Amount
264829	U.S. CELLULAR	03/31/2023	1,629.47
264830	UNITED SITE SERVICES	03/31/2023	312.74
264831	Vendor Continued Check	03/31/2023	0.00
264832	UNITED SALAD CO	03/31/2023	28,771.75
264833	US BANK EQUIPMENT FINANCE	03/31/2023	4,028.47
264834	Vendor Continued Check	03/31/2023	0.00
264835	Vendor Continued Check	03/31/2023	0.00
264836	US FOODS INC	03/31/2023	63,435.06
264837	UW EDUCATIONAL OUTREACH REGIST	03/31/2023	7,470.00
264838	VANCOUVER BOLT AND SUPPLY INC	03/31/2023	97.98
264839	VERNIE'S	03/31/2023	710.35
264840	WA School Personnel Asso.	03/31/2023	15.00
264841	WAITE SPECIALTY MACHINE INC	03/31/2023	926.75
264842	WALTER E. NELSON CO.	03/31/2023	153.72
264843	WASHINGTON INTERSTATE BROADCAST	03/31/2023	600.00
264844	WASHINGTON OFFICIALS ASSOCIATI	03/31/2023	1,954.00
264845	WASTE CONTROL/KELSO	03/31/2023	3,100.73
264846	WATKINS TRACTOR & SUPPLY CO.	03/31/2023	5,331.22
264847	WESTERN PSYCHOLOGICAL SERVICES	03/31/2023	126.69
264848	WESTERN STATE DESIGN, INC.	03/31/2023	220.18
264849	Vendor Continued Check	03/31/2023	0.00
264850	WILCO	03/31/2023	1,101.16
264851	WILCOX & FLEGEL FUEL OIL CO.	03/31/2023	35,857.69
264852	WOOD'S LOGGING SUPPLY, INC	03/31/2023	480.23
264853	WSIPC	03/31/2023	502.21
264854	Youth & Family Link	03/31/2023	1,700.05

193	Computer	Check(s) For a Total of	1,171,621.52
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$3,530.86. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264855 through 264855, totaling \$3,530.86

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

Check Nbr	Vendor Name	Check Date	Check Amount
264855	ACH- COWLITZ COUNTY TREASURER	03/31/2023	3,530.86

1	Computer	Check(s) For a Total of	3,530.86
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General Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$21,623.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264856 through 264857, totaling \$21,623.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
264856	GOLD STAR FOODS - GOOD SOURCE	04/10/2023	21,537.87
264857	INFOARMOR INC	04/10/2023	85.70

2	Computer	Check(s) For a Total of	21,623.57
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General Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$528.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 264858 through 264858, totaling \$528.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
264858	HCA-SEBB BENEFITS	04/10/2023	528.00

1	Computer	Check(s) For a Total of	528.00
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Capital Projects
Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$392,605.61. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3842 through 3849, totaling \$392,605.61

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

Check Nbr	Vendor Name	Check Date	Check Amount
3842	EDUCATIONAL SERVICE DIST #112	03/31/2023	37,654.74
3843	FORMA CONSTRUCTION CO	03/31/2023	166,961.38
3844	HERITAGE BANK & FORMA CONSTRUC	03/31/2023	8,097.06
3845	HULTZ/BHU ENGINEERS INC	03/31/2023	4,836.02
3846	JH KELLY LLC	03/31/2023	157,492.43
3847	JOHANSSON ARCHITECTURE, PC	03/31/2023	10,000.00
3848	PBS ENGINEERING & ENVIRON.	03/31/2023	7,188.98
3849	PERKINS COIE LLP	03/31/2023	375.00

8	Computer	Check(s) For a Total of	392,605.61
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ASB Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$173.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31442 through 31442, totaling \$173.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
31442	ACH-AP COWLITZ COUNTY TREASURE	03/31/2023	173.87

1	Computer	Check(s) For a Total of	173.87
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ASB Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$44,761.39. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31443 through 31477, totaling \$44,761.39

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

Check Nbr	Vendor Name	Check Date	Check Amount
31443	A.S.B. IMPREST FUND	03/31/2023	175.00
31444	ABM EQUIPMENT COMPANY INC	03/31/2023	331.45
31445	ADVANCED TRAVEL/REV FUND	03/31/2023	3,513.00
31446	AMAZON CAPITAL SERVICES INC	03/31/2023	1,497.55
31447	ATHLETES CORNER	03/31/2023	3,141.10
31448	BALL HORITCULTURAL COMPANY	03/31/2023	2,215.39
31449	BANK OF AMERICA	03/31/2023	6,050.72
31450	BSN SPORTS LLC	03/31/2023	7,432.54
31451	BUSINESS OFFICE-REV FUND	03/31/2023	525.00
31452	DOMINO'S PIZZA	03/31/2023	36.67
31453	DRIVELINE BASEBALL ENTERPRISES	03/31/2023	1,841.90
31454	ESD 112	03/31/2023	235.00
31455	FAMILY CAREER & COMMUNITY LEAD	03/31/2023	260.00
31456	FEDERAL EXPRESS CORPORATION	03/31/2023	5.50
31457	GEAR UP SPORTS, LLC	03/31/2023	1,907.22
31458	HERITAGE H.S. ATHLETICS FOUNDA	03/31/2023	250.00
31459	HORTICULTURAL SERVICES	03/31/2023	1,157.59
31460	ILWACO HIGH SCOOL	03/31/2023	290.00
31461	KELSO SCHOOL DISTRICT	03/31/2023	3,128.11
31462	KINGS WAY CHRISTIAN SCHOOLS	03/31/2023	135.00
31463	M.F. ATHLETIC CO.	03/31/2023	140.53
31464	MINT VALLEY RACQUET CLUB	03/31/2023	540.50
31465	MONTICELLO HOTEL	03/31/2023	2,000.00
31466	NW ASSOCIATION FOR PERFORMING	03/31/2023	1,200.00
31467	PAPA PETES	03/31/2023	256.83
31468	PORTA PHONE	03/31/2023	705.62
31469	PRO GRAPHYX	03/31/2023	278.03

Check Nbr	Vendor Name	Check Date	Check Amount
31470	RAINIER HIGH SCHOOL	03/31/2023	175.00
31471	SAFEWAY INC	03/31/2023	562.64
31472	SANDY HIGH SCHOOL	03/31/2023	450.00
31473	SIGN PRINT 360	03/31/2023	1,103.71
31474	STEBO'S FOOD SERVICE	03/31/2023	469.97
31475	SWIRE COCA-COLA USA	03/31/2023	1,365.80
31476	US FOODS INC	03/31/2023	528.26
31477	WA STATE WRESTLING ASSOC	03/31/2023	855.76
35	Computer	Check(s) For a Total of	44,761.39

ASB Fund

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

As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$107.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31478 through 31478, totaling \$107.72

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

Check Nbr	Vendor Name	Check Date	Check Amount
31478	ACH- COWLITZ COUNTY TREASURER	03/31/2023	107.72

1	Computer	Check(s) For a Total of	107.72
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ASB Fund

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


As of March 20, 2023, the board, by a _____ vote, approves payments, totaling \$1,895.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31479 through 31480, totaling \$1,895.69

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

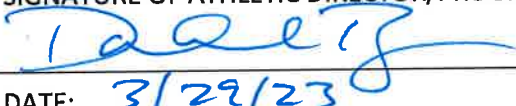
Check Nbr	Vendor Name	Check Date	Check Amount
31479	KELSO SCHOOL DISTRICT	04/10/2023	896.70
31480	PLAYSCRIPTS, INC.	04/10/2023	998.99

2	Computer	Check(s) For a Total of	1,895.69
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REQUEST FOR SUNDAY ACTIVITY			
NAME OF REQUESTOR	Shanelle Hillberry Steve Makitka		POSITION (COACH, ADVISOR, ETC) FFA Advisor
TODAY'S DATE	3/24/2023	DATE OF NEXT BOARD MEETING	
DETAILS ABOUT THE ACTIVITY/EVENT			
WHAT SPORT/CLUB/CLASS/ACTIVITY IS THIS REQUEST RELATED TO?		FFA	
TITLE OF EVENT	State FFA Convention		
DATE(S)	5/10-5/14	TIME(S)	8am(5/10) - 12p(5/14)
LOCATION (TOWN, STATE)	Kennewick Washington	NAME OF VENUE	Toyota Center,
SPECIFIC DETAILS AS TO THE EXTENUATING CIRCUMSTANCES PROMPTING THIS REQUEST	Final FFA Session will not be over till 8:30pm. We would like to travel home Sunday morning, so we do not get home after midnight after session		
CAN ACCOMMODATIONS BE MADE FOR STUDENTS WHO CANNOT PARTICIPATE ON SUNDAY?			
LATE REQUEST PROCESS			
IS THIS ACTIVITY DATE AFTER THE NEXT BOARD MEETING?		<input checked="" type="checkbox"/> YES (IF YES, PLEASE HAVE ATHLETIC DIRECTOR OR PROGRAM SUPERVISOR COMPLETE SECTION BELOW) <input checked="" type="checkbox"/> NO	
IF THIS REQUEST IS LATE, THE SIGNATURE AND EXPLANATION OF THE ATHLETIC DIRECTOR/ PROGRAM SUPERVISOR ARE REQUIRED.	SIGNATURE OF ATHLETIC DIRECTOR/PROGRAM SUPERVISOR:		
	DATE:		
	REASON FOR LATE REQUEST:		
I RECOGNIZE THAT SUNDAY TRAVEL/ACTIVITIES ARE EXCEPTIONAL AND SHOULD ONLY BE REQUESTED UNDER SPECIAL CIRCUMSTANCES. BY SIGNING THIS FORM, I UNDERSTAND THAT STUDENTS MUST BE INFORMED THIS SUNDAY ACTIVITY IS OPTIONAL, AND NO SANCTIONS WILL APPLY AGAINST THEM IF THEY CHOOSE NOT TO PARTICIPATE.			
SIGNATURE OF REQUESTOR			DATE 3/24/23
FOR OFFICIAL USE ONLY			
APPROVED DATE:		DENIED DATE:	

Upon completion, send page 2 to the Superintendent's Secretary to be added to the next board agenda.

If this will be a late request, please call or email ahead of time to make arrangements.

REQUEST FOR SUNDAY ACTIVITY			
NAME OF REQUESTOR	Lane Salvig	POSITION (COACH, ADVISOR, ETC)	adviser
TODAY'S DATE	3/27/23	DATE OF NEXT BOARD MEETING	
DETAILS ABOUT THE ACTIVITY/EVENT			
WHAT SPORT/CLUB/CLASS/ACTIVITY IS THIS REQUEST RELATED TO?		Key Club	
TITLE OF EVENT	District Convention		
DATE(S)	3/31 - 4/2	TIME(S)	
LOCATION (TOWN, STATE)	Seattle, WA	NAME OF VENUE	Hyatt Regency
SPECIFIC DETAILS AS TO THE EXTENUATING CIRCUMSTANCES PROMPTING THIS REQUEST	The convention ends late Saturday night. We will be returning Sunday AM after hotel checkout		
CAN ACCOMMODATIONS BE MADE FOR STUDENTS WHO CANNOT PARTICIPATE ON SUNDAY?		yes, if parents pick up	
LATE REQUEST PROCESS			
IS THIS ACTIVITY DATE AFTER THE NEXT BOARD MEETING?		<input checked="" type="radio"/> YES (IF YES, PLEASE HAVE ATHLETIC DIRECTOR OR PROGRAM SUPERVISOR COMPLETE SECTION BELOW) <input type="radio"/> NO	
IF THIS REQUEST IS LATE, THE SIGNATURE AND EXPLANATION OF THE ATHLETIC DIRECTOR/ PROGRAM SUPERVISOR ARE REQUIRED.	SIGNATURE OF ATHLETIC DIRECTOR/PROGRAM SUPERVISOR: 		
	DATE: 3/29/23		
	REASON FOR LATE REQUEST: We have never needed to run this through ASB before, always coordinated with Kiwanis only		
I RECOGNIZE THAT SUNDAY TRAVEL/ACTIVITIES ARE EXCEPTIONAL AND SHOULD ONLY BE REQUESTED UNDER SPECIAL CIRCUMSTANCES. BY SIGNING THIS FORM, I UNDERSTAND THAT STUDENTS MUST BE INFORMED THIS SUNDAY ACTIVITY IS OPTIONAL, AND NO SANCTIONS WILL APPLY AGAINST THEM IF THEY CHOOSE NOT TO PARTICIPATE:			
SIGNATURE OF REQUESTOR	Lane Salvig	DATE	3/27/23
FOR OFFICIAL USE ONLY			
APPROVED DATE:		DENIED DATE:	

Upon completion, send page 2 to the Superintendent's Secretary to be added to the next board agenda.
If this will be a late request, please call or email ahead of time to make arrangements.

Kelso School Board,

Kelso High School student leadership has been presented the opportunity to host the 6th Annual No Limits Track Meet on June 2, 2023. This Lower Columbia event, previously held at Kalama High School, is designed to allow students to celebrate their individual skillsets and participate in a fun and exciting day. Events include assisted running/walking, wheelchair and trike races, standing and running long jump, bowling ball push, and tennis ball / Frisbee / softball / javelin throws. As part of the experience, we would like to provide each student a participant shirt, ribbons for each of their events, shaved ice, and lunch.

To create the most memorable and exciting event possible for these students, we will seek support from local businesses and organizations. Donated funds will offset shirt costs, purchase lunch for athletes and volunteers, and support the purchase of equipment to be used annually for this inspiring event. While we are not looking to make a profit, any additional funds would remain in the No Limits account for next year's event.

We are seeking board approval to run this as an ASB fundraiser to allow for funds to come in and spend out of our Student Activity Support account. The No Limits Track Meet would be set up as a sub account within the activity.

Please reach out to our advisor, Justin Roberts, at Kelso High School with any questions. Thank you for your consideration and support of this project.

In gratitude,



Georgie Emmert
ASB Vice President



Griffin Denton
ASB Business Manager



Bannick Allen
Project Planning Team



Ruby Sereday
Project Planning Team



Justin Roberts
Leadership Teacher
360-501-1970
justin.roberts@kelsosd.org

UNFINISHED BUSINESS

A.	Policy 2170 Career and Technical Education (2 nd Reading & Action)	Kim Yore
B.	Policy 2240 Summer School (2 nd Reading & Action)	Kim Yore
C.	Policy 2411 Certificate of Educational Competency (2 nd Reading & Action)	Kim Yore
D.	Policy 2162 Education of Students w/Disabilities Under Section 504 of the Rehabilitation Act of 1973 (2 nd Reading & Action)	Gunnar Guttormsen
E.	Policy 3141 Nonresident Students (2 nd Reading & Action)	Gunnar Guttormsen
F.	Policy 3415 Accommodating Students with Diabetes (2 nd Reading & Action)	Gunnar Guttormsen

Career and Technical Education (CTE)

Policy 2170

The district will provide a program of ~~c~~Career and ~~t~~Technical ~~e~~Education to assist students in making informed and meaningful educational and career choices, and to prepare students for post-secondary options. The district's ~~c~~Career and ~~t~~Technical ~~e~~Education is a planned program of courses and learning experiences that begins with exploration of career options. Additionally, the district's ~~c~~Career and ~~t~~Technical ~~e~~Education program supports basic academic and life skills, enables achievement of high academic standards, incorporates leadership training, provides options for high-skill development and high-wage employment preparation and includes advanced and continuing education courses. The ~~district~~ **will include the** program and its courses ~~will be included~~ as part of the regular curriculum of the district.

The district will establish local ~~c~~Career and ~~t~~Technical ~~a~~Advisory ~~c~~Committees to assist in the design and delivery of the district's ~~c~~Career and ~~t~~Technical education program. Committees will advise the district on current labor market needs and the programs necessary to meet those needs. The district's **will relate its'** ~~c~~Career and ~~t~~Technical ~~e~~Education program ~~will be related~~ to employment demands, current and future, and to the needs and interests of students.

The board will annually review and approve the district plan for the design and delivery of its career and technical education program. The plan will ensure academic rigor, align with education reform, establish program performance targets, address the skill gaps of Washington's economy and provide opportunities for dual credit.

The superintendent ~~or designee~~ will develop procedures ~~which will~~ to ensure that ~~the district operates~~ all programs and courses ~~are operated~~ in conformity with the district's plan for ~~c~~Career and ~~t~~Technical ~~e~~Education. **Further, the associated procedures will conform to** ~~and with all f~~Federal and ~~s~~State laws prohibiting discrimination based on race, creed, color, national origin, ~~disability, gender, sex, sexual orientation, including gender expression, or gender identity, disability (including the presence of any sensory, mental, or physical disability, or the use of a trained dog guide, and use of or service animal),~~ religion, **and** honorably discharged veteran or military status. Additionally, the superintendent ~~or designee~~ will seek and utilize all available state and federal sources of revenue for the financial support of ~~c~~Career and ~~t~~Technical ~~e~~Education in the district.

If the district receives funds through the work-integrated learning initiative to provide experiences for its students, it will comply with the conditions of receiving such funds.

Cross References:	Policy 2413	Equivalency Credit for Career and Technical Education Courses
	Policy 2140	Comprehensive School Counseling Programs
Legal References:	RCW 28A.150.500	Educational agencies offering vocational educational programs – Local advisory committees – Advice on current job needs
	RCW 28A.700	Secondary C career and T technical E ducation
	RCW 28A.230.130	Program to help students meet minimum entrance requirements at baccalaureate – granting institutions or to pursue career or

other opportunities – High school course offerings for postsecondary credit

20 U.S.C. § 2301 et seq.

Carl D. Perkins Career and Technical Education Improvement Act of 2006

Laws of 2018, ch. 206, § 1

Work-Integrated Learning Initiative

Management
Resources:

*Policy & Legal
News*

2018 – May

2011 – June

2009 – February

Adopted: 01.10.79

Revised: 09.25.06 | 10.24.11

Summer School

Policy 2240

The district's summer program of instructional offerings ~~shall~~ **will** be for the purposes of remediation and enrichment. Fees ~~shall~~ **will** be charged to cover costs for which revenues are not otherwise provided. To the extent that the district can absorb the cost, fees may be waived or reduced for students whose families would have difficulty paying the full fee. The USDA Child Nutrition Program guidelines ~~shall~~ **will** be used to determine qualifications for waivers or reductions. Priority in fee waivers and reductions ~~shall~~ **will** be given to remediation courses. Parents ~~shall~~ **will** be informed of the availability of any fee waivers or reductions in the notice of the summer school program.

Cross References:	Policy 6111	Tuition
Legal References:	RCW 28A.320.500	Summer and/or other student vacation period programs – Authorized – Tuition and fees
	RCW 28A.320.510	Night schools, summer schools, meetings, use of facilities for
Management Resources:	<i>Policy & Legal News</i>	

Adopted: 09.25.06
Revised:

High School Equivalency Certificate of Educational Competency

Policy 2411

High School Equivalency Certificates of educational competency will be awarded by the Superintendent of Public Instruction and the State Board for Community and Technical Colleges.

Eligibility to take high school equivalency test

The following individuals are eligibility to take the high school equivalency test:

- A. Any person aged nineteen or over who has not graduated from a public or private high school
- B. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school and who has been adjudged by a school district to have a substantial and warranted reason for leaving the regular high school program.
- C. Any student aged sixteen or over who has completed an education center individual student program in accordance with chapter 392-185 WAC.
- D. Any person between the ages of sixteen and twenty-one who has not graduated from public or private high school and is currently enrolled in the open doors program.
- E. Any person between the ages of sixteen and nineteen who has not graduated from a public or private high school, and who has completed a program of home-based instruction in compliance with RCW 28A.225.010(4) as certified by the written and notarized statement of the parent or legal guardian who provided the home-based instruction.
- F. Any person who is an active member of the military, national guard, or reserves and has not received a high school diploma.
- G. Adjudicated youth under the director of prisons, jails, detention centers, parole and probation offices, and other correctional facilities while enrolled in school if so ordered by a court or officer of the court.

~~To be eligible for a certificate of educational competency, a student who is 16 years of age or older but under 19 years of age must have a substantial and warranted reason for leaving the regular high school program, or have been home schooled.~~

Determination of substantial and warranted reason for leaving the regular high school program

~~A person between the ages of sixteen and nineteen who has not graduated from a public or private high school may apply to either the district in which they reside or the last Washington district they attended for a determination that they have a substantial and warranted reason for leaving the regular high school education program. The student may apply either to the resident district or the school the student last attended in the State of Washington. The application must be signed by the student's parent and/or guardian and will include the recommendation of a staff review committee and the superintendent. Reasons for withdrawal to seek a certificate of education competency may include:~~

The application must be submitted to a designated employee who the district has empowered to make determinations about whether a person has a substantial and warranted reason for leaving the regular high school program.

Upon receiving the application, the designated employee will evaluate the facts and make a determination. The determination of the designated employee shall be in writing and signed by the employee.

A substantial and warranted reason for leaving the regular high school program exists if one or more of the following applies:

- A. Personal problems which seriously impair the student's ability to make reasonable progress toward high school graduation.;
- B. A financial crisis which directly affects the student and necessitates the student's employment during school hours.;
- C. The lack of curriculum and instruction which constitute appropriate learning experiences for the student.;
- D. The inability or failure of the school of attendance to adjust its program for the individual or otherwise make arrangements for enrollment in a program in a manner which enables the student to advance toward graduation with reasonable progress and success.;
- E. A determination by the designated employee of the district that it is in the best interests of the student to withdraw in order to enter a postsecondary institution or the military, or to engage in employment.;
- ~~F. The student has been home schooled and has essentially completed high school work.~~

No person under eighteen years of age may be adjudged to have a substantial and warranted reason for leaving the regular high school education program unless their parent, guardian, or legal custodian agrees that dropping out of school is in the minor's best interests.

~~Any student who feels that the denial to apply for a certificate of educational competency was unwarranted may appeal to the board of directors.~~ If the designated employee determines there isn't a substantial and warranted reason for leaving the regular high school education program, the person may appeal that decision to the board of directors. The board of directors will make a decision within 30 calendar days of the request and such decision will be final, subject to an appeal to a court of law pursuant to RCW 28A.645.010.

Cross References:	Policy 3114	Home based instruction
Legal References:	RCW 28A.205.030	Reentry of prior dropouts into common schools, rules-Eligibility for GED test to earn a high school equivalency certificate
	RCW 28A.305.190	Eligibility to take General Education Development (GED) test to earn a high school equivalency certificate
	Chapter 180-96 WAC	General Educational Development (GED) test

Chapter 131-48 WAC ~~Certificate of Educational Competence (Community and Technical Colleges)~~ **High School Equivalency Certificate**

Management
Resources:

Policy & Legal News

2011 – December

Adopted: 08.25.93

Revised: 09.25.06 | 04.09.12 | 10.31.14 BC

DRAFT

Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Policy 2162

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 (**Section 504**) are identified, evaluated, and provided with appropriate educational services. Students may be a **qualified disabled person** under this **policy law** even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act (~~IDEA~~).

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a “qualified disabled person” under Section 504 if he or she:

- A. ~~{1}~~ **H**as a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating and working), has a record of such an impairment, or is regarded as having such an impairment; and
- B. ~~{2}~~ **I**s between the ages of 3 to 21 years old.

~~The District will comply with the federal policies that require free appropriate public education, Childfind, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.~~

The superintendent **or designee** will establish procedures to ensure that students who are disabled within the definition of Section 504 are educated in full compliance with the law.

Cross References:	Policy 2161	Education of Students with Disabilities Special Education and Related Services for Eligible Students
	Policy 3210	Nondiscrimination
	Policy 3246	Restraint, Isolation and Other Uses of Reasonable Force
Legal References:	42 USC 12212 12101 et seq.	Section 512 Americans With Disabilities Act of 1990
	34 CFR Part 104	Section 504 of the Rehabilitation Act of 1973
	45 34 CFR Part 99	Family Educational Rights and Privacy Act
	RCW 28A.600.485	Restraint of students – Use of restraint or isolation specified in individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 – Procedures – Summary of incidents of isolation or restraint – Publishing to website.

RCW.28A.600.486 District policy on the use of isolation and restraint – Notice to parents and guardians of children who have individualized education programs or plans developed under section 504 of the rehabilitation act of 1973.

Management
Resources:

*Policy & Legal
News*

2016 – November

2014 – June

2011 – June

Adopted: 09.25.06

Revised: 06.06.16

DRAFT

Nonresident Students

Policy 3141

Consistent with Chapter 28A.225 RCW, any student who resides outside the district may apply to attend a school in the district or file the parental declaration of the intent to provide home-based instruction and enroll for ancillary services, if any. All applications for nonresident attendance or home-based instruction will be considered on an equal basis.

The Board of Directors annually will inform parents of the inter-district enrollment options and parental involvement opportunities. Information on inter-district acceptance policies will be provided to nonresidents on request. Providing online access to the information satisfies the requirements of this policy unless a parent or guardian specifically requests information to be provided in written form. The district will not charge any transfer fees or tuition costs for enrolling eligible nonresident students.

~~The superintendent will develop an application form that the~~ A parent or guardian will **complete to** apply for **the student's** admission ~~on behalf of his or her child by completing the appropriate district application.~~ The superintendent will develop an application form which **will gather** contains information including, but not limited to, **such as** the **child's** current legal residence, ~~of the child and the school district in which he or she~~ **where the student** is currently enrolled or receiving home-based instruction, the basis for requesting release from the resident district, ~~and the specific building~~ **desired**, and grade level (elementary) or course offerings (secondary) in which the student desires to be enrolled if accepted by the district.

A student who resides in a district that does not operate a secondary program will be permitted to enroll in secondary schools in this district in accordance with state law and regulation relating to the financial responsibility of the resident district.

Standards for accepting or rejecting an application

The superintendent, or superintendent's designee, will accept or reject an application for nonresident admission based upon the following standards:

- A. Whether acceptance of a nonresident student would result in the district experiencing financial hardship ("financial hardship" does not include routine programmatic costs associated with serving additional disabled or non-disabled students): ~~or~~
- B. Whether ~~space is available in the grade level, or classes, program, or at the building in which~~ **where** the student desires to be enrolled **has the capacity for additional students**; ~~or~~
- C. Whether appropriate ~~staffing resources, transportation, and~~ educational programs or services are available to improve the student's condition as stated in requesting **release from his or her district of residence**; ~~the transfer; or~~
- D. ~~Whether the student's attendance in the district is likely to create a risk to the safety and/or welfare of other students or staff; or~~
- E. Whether the student's disciplinary records or other documentation indicate a history of violent or disruptive behavior or gang membership (a gang means a group of three or more persons with

identifiable leadership that on an ongoing basis regularly conspires and acts in concert mainly for criminal purposes); ~~or~~

- F. Whether the student has a history of ~~been expelled expulsions or suspensions~~ **suspended** from a public school for more than ten consecutive days, in which case the student may apply for admission under the district's policy for readmission and reengagement of suspended or expelled students; ~~or and~~

~~G. Whether enrollment of a child would displace a child who is a resident of the district; or~~

~~H. Whether the student is excessively tardy or truant or the student is not achieving academically; or~~

- I. Whether enrollment of a nonresident student would conflict with a district innovation academy cooperative under RCW 28A.340.080.

- J. **Whether the student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.**

Admission or denial: Notice of decision and appeal of decision

The superintendent, or superintendent's designee, in a timely manner, will provide all applicants with written notification of the approval or denial of a nonresident student's enrollment application. If the student is to be admitted, the superintendent or the superintendent's designee will notify the resident district and make necessary arrangements for the transfer of student records.

If the application is denied, the superintendent, or superintendent's designee, will notify the parent or guardian **in writing within 45 days from receipt of the parent's application. The notification will include** ~~of~~ the reason(s) for denial and **inform the parent or guardian of their** right to appeal to the **district's denial decision to the** Superintendent of Public Instruction or his or her designee ~~pursuant to the process detailed in RCW 28A.225.280(3).~~

The parent or guardian may appeal the denial to the district's superintendent or designee. Within five business days of receipt of the parent's appeal submission, the superintendent or designee will provide the parent with a written notification of the final appeal decision to either grant or deny the student's admittance into the district.

Children of full-time employees

1. Pursuant to RCW 28A.225.225, a nonresident student who is the child of a full-time certificated or classified employee will be permitted to enroll:
 - a. At the school **where** ~~to which~~ the employee is assigned;
 - b. At a school forming the district's kindergarten through twelfth grade continuum, which includes the school ~~to which~~ **where** the employee is assigned; **the student remains enrolled until he or she completes schooling;** or

- c. At a school in the district that provides early intervention services pursuant to RCW 28A.155.065 and/or preschool services pursuant to RCW 28A.155.070, if the student is eligible for such services.
2. The district may reject the application of a student who is the child of a full-time employee if:
 - a. Disciplinary records or other evidence supports a conclusion that the student has a history of convictions, violent or disruptive behavior, or gang membership; or
 - b. The student has been expelled or suspended from a public school for more than ten consecutive days (however, the district's policies for allowing readmission of expelled or suspended students and the required reengagement procedures under this rule must apply uniformly to both resident and nonresident applicants seeking admission, pursuant to RCW 28A.225.225(2)(b); or
 - c. ~~Enrollment of the nonresident child would displace a child who is a resident of their neighborhood school.~~
 - d. ~~Whether educational programs or services are available to improve the student's condition as stated in requesting the transfer; or~~
 - e. ~~Whether the student is excessively tardy or truant or the student is not achieving academically.~~
3. ~~If a nonresident student is the child of a full-time employee and has been enrolled under Section 1 above, the student must be permitted to remain enrolled at the same school or in the district's kindergarten through twelfth grade continuum until:~~
 - a. ~~The student completes their schooling; or~~
 - b. ~~The student has repeatedly failed to comply with requirements for participation in an online school program, such as participating in weekly direct contact with the teacher or monthly progress evaluations.~~

Cross References:	Policy 3120	Enrollment
	Policy 3155	Homeless Students – Enrollment Rights and Services
Legal References:	RCW 28A.225.220	Adults, children from other districts, agreements for attending school – Tuition
	RCW 28A.225.225	Applications from nonresident students or students receiving home-based instruction to attend district school – School employees' children – Acceptance and rejection standards – Notification
	RCW 28A.225.230	Appeal from certain decisions to deny student's request to attend nonresident district - Procedure
	RCW 28A.225.240	Apportionment credit

RCW 28A.225.290 Enrollment option information booklet
RCW 28A.225.300 Enrollment options information to parents
RCW 28A.250.070 Rights of students to attend nonresident school district for the purposes of enrolling in alternative learning experience programs – Standard release form.

WAC 392-137 Finance – Nonresident attendance

Management
Resources:

*Policy & Legal
News*

1999 – September

2003 – June

2015 – October

2018 – December

Adopted: 05.08.06

Revised: 10.03.16 | 05.22.17 | 01.22.18

Accommodating Students with Diabetes

Policy 3415

The Director of Student Services is appointed to:

- A. Consult and coordinate with the parents and health care providers of students with diabetes; and
- B. Train and supervise the appropriate staff in the care of students with diabetes.

The district ~~shall~~ **will** develop and follow an individual health plan for each student with diabetes. Each individual health care plan ~~shall~~ **will** include an individual emergency plan element. The health plans ~~shall~~ **will** be updated annually, and more frequently as needed.

Parents of students with diabetes may designate an adult to provide care for their student consistent with the student's individual health care plan. At parent request, school district employees may volunteer to be a parent-designated adult under this policy, but they ~~shall~~ **will** not be required to participate.

Parent-designated adults who are school employees ~~shall~~ **will** file a voluntary, written, current and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with diabetes from the Director of Student Services or from a nationally certified diabetes educator.

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

In addition to adhering to the requirements of each individual health care plan, for the general care of students with diabetes, the district ~~shall~~ **will**:

- A. Acquire necessary parent requests and instructions for treatment~~;~~;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority~~;~~;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent~~;~~;
- D. Permit students with diabetes to perform blood glucose tests, administer insulin, **and** treat hypoglycemia and hyperglycemia~~;~~ **by providing with** easy access to the necessary supplies, equipment and medication necessary under their individual health care plan. This includes the option for students to carry the necessary supplies, equipment and medication on their person and perform monitoring and treatment functions wherever they are on school grounds or at school sponsored events~~;~~;
- E. Permit students with diabetes unrestricted access to necessary food and water on schedule and as needed~~;~~ and unrestricted access to bathroom facilities. When food is served at school events, provision ~~shall~~ **will** be made for appropriate food to be available to students with diabetes~~;~~ ;

- F. School meals ~~shall~~ **will** not be withheld from any student for disciplinary reasons. Students with diabetes ~~shall~~ **will** not miss meals because they are not able to pay for them. The charge for the meal will be billed to the parent or adult student and collected consistent with district policies-;
- G. Parents and health care providers of students with diabetes will be provided with a description of their student's school schedule to facilitate the timing of monitoring, treatment and food consumption-; **and**
- H. Each student's individual health care plan ~~shall~~ **will** be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

The district, its employees, agents or parent-designated adults who act in good faith and in substantial compliance with a student's individual health care plan and the instructions of the student's health care provider ~~shall~~ **will** not be criminally or civilly liable for services provided under **RCW 28A.210.330** ~~chapter 350, Laws of 2002.~~

Cross References:	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3416	Medication at School
	Policy 3520	Student Fees, Fines and Charges
	Policy 5630	Volunteers
Legal References:	Ch. 350	Laws of 2022 Section 504 of the Rehabilitation Act of 1973.
	PL 101-336	Americans with Disabilities Act
	42 U.S.C. §§ 12101et seq.	Americans with Disabilities Act
	RCW 28A.210.330	Students with diabetes -- Individual health plans -- Designation of professional to consult and coordinate with parents and health care provider -- Training and supervision of school district personnel

Management Resources: *Policy & Legal News*

Adopted: 05.08.06

Revised:

NEW BUSINESS

A.	Construction Update	Phil Iverson/Andy Twyman
B.	Rose Valley Elementary Achievement Presentation	James Kiefer
C.	2023-2024 Board Meeting Calendar (Action)	Mary Beth Tack
D.	Policy 2029/2029P Animals as Part of the Instructional Program (1 st Reading)	Kim Yore
E.	Policy 3124/3124P Removal-Release of Student During School Hours (1 st Reading).....	Gunnar Guttormsen
F.	Policy 3419 Self-Administration of Asthma and Anaphylaxis Medication (1 st Reading)	Gunnar Guttormsen
G.	Procedure 3122P Excused & Unexcused Absences (Information)	Gunnar Guttormsen
H.	Procedure 3230P Student Privacy & Searches (Information)	Gunnar Guttormsen
I.	Procedure 4311P School Safety and Security Services Program (Information)	Gunnar Guttormsen
J.	Legislative Update	Leah Moore
K.	Superintendent's Report	Mary Beth Tack

CONSTRUCTION UPDATE

**ROSE VALLEY
ELEMENTARY
ACHIEVEMENT
PRESENTATION**

2023/2024 School Board Calendar

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 11 5:00 Work Session (Strategic Plan & Annual Data Review) 6:00 Regular Board Meeting	October 16 5:00 Work Session (Levy) 6:00 Regular Board Meeting Construction Update	November 6 6:00 Regular Board Meeting	December 11 5:00 Work Session (Math) 6:00 Regular Board Meeting
September 25 5:00 Work Session (ELA) 6:00 Regular Board Meeting		November 20 5:00 Work Session (SIPS) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 22 5:00 Work Session (Budget) 6:00 Regular Board Meeting Construction Update	February 12 5:00 Work Session (Early Learning) 6:00 Regular Board Meeting	March 4 5:00 Work Session (SEL & Wellness Staff & Students) 6:00 Regular Board Meeting	April 15 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting Construction Update
		March 18 5:00 Work Session (MLL) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 6 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 3 5:00 Regular Board Meeting	July 8 5:00 Regular Board Meeting Construction Update	August 12 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 20 5:00 Work Session (Science) 6:00 Regular Board Meeting			

Live Animals as Part of the Instructional Program Policy 2029

~~Non-caged animals are not allowed in Kelso schools. Animals must remain caged at all times, except as provided for on the Application to Permit Caged Animals in the Classroom as Part of the Instructional Program (see Regulation 2029).~~

Requests to include caged animals in the instructional program of the classroom or school ~~shall require the~~ **will be** ~~approved of by~~ the principal. ~~and the attached form must be completed and on file in the school office.~~ Health issues (allergies, vaccinated status of the animal, ~~waste disposal, cleaning procedures~~) involving students and staff ~~shall~~ **will** be addressed before permission is given to allow the animal in the school.

If the instructional program involving the animal is ongoing and the animal will remain at school when school is not in session, appropriate arrangements for the animal's care must be made.

~~In special circumstances, e.g. school assemblies, etc., the superintendent/designee may make an exception to this policy.~~

Animals ~~shall~~ **will** not be transported in a school vehicle.

Animals that are part of the instructional program will be under the control of their adult-owner, the teacher or designated students at all times.

This policy does not apply to service animals for the disabled.

Cross References: **Policy 2030** **Service Animals in School**

Management *Policy & Legal*
Resources: *News*

2011 - December

2002 - February

Adopted: 11.24.03

Revised: 11.29.04

Live Animals as Part of the Instructional Program Procedure 2029P

~~Non-caged animals are not allowed in Kelso Schools, except as provided for on the attached Application to Permit Non-Caged Animals.~~

Prior to granting or denying requests to include animals in the school's instructional program, the principal shall evaluate the following issues:

1. ~~Whether t~~There is an educational benefit to be gained by the inclusion of the animal in the instructional program-;
2. ~~Whether t~~There is an appropriate plan for the control of the animal, especially for wild or poisonous animals-;
3. ~~That a~~Any health concerns involving students, staff or other animals have been thoroughly addressed, for instance allergies, the vaccination status of the animal, if relevant, or the transmission of disease from the animal.
4. The animal's health, safety and well-being have been appropriately evaluated.
5. Sanitary issues have been addressed, including the treatment of animal wastes and the personal hygiene of students or staff who come in contact with the animals.

Adopted: 11.24.03

Revised: 11.04 | 04.07 | 08.08 | 08.11

Application to Permit Non-Caged Animals in Classroom as Part of the Instructional Program

1. What type of animal are you wishing to bring into your classroom?

2. What is the unit of study and what academic objectives will be met by the presence of the animal in the classroom?

3. Could the animal harm a student or other person? Is it poisonous? Could it bite? Diseases associated with the animal that can be transmitted to students (salmonella, E. coli, etc., (reptiles and amphibians)? Preventative measures:

4. How will feeding, cleaning and handling of the animal be addressed while on school grounds – including hygiene for students and provisions for bathroom schedule of the animal?

5. How long with the animal be in your classroom?

Beginning Date _____

Ending Date _____

6. Do any of your students have allergies to this animal? How have you documented that all students are free of allergies to this animal?

7. Does this animal have all current vaccinations? _____ Attach documentation for current vaccinations.

Teacher Signature/Date

☐

Approved

☐

Denied

Principal Signature/Date

Removal/Release of Student During School Hours

Policy 3124

The board recognizes its responsibility for the proper care of students during school hours. Students ~~shall~~ **will** not be removed from school grounds, any school building or school function during school hours except by a person ~~duly~~ authorized ~~in accordance with~~ **in accordance with** district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the principal/designee evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal. The superintendent is directed to establish procedures for the removal of a student during school hours.

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal ~~shall~~ **will** attempt to reach the student's parent to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal cannot reach the parent, the student shall remain at school until the close of the school day. A student may be released to a law enforcement officer in accordance with the district policy.

Cross References:	Policy 3126	Child Custody
	Policy 3418	Emergency Treatment
	Policy 4200	Parent Access and safe and Orderly Learning Environment
	Policy 4310	Relations with Law Enforcement, Child Protective Agencies and County Health Department
Legal References:	RCW 28A.605.010	Removing child from school grounds during school hours – Procedure

Adopted: 05.08.06

Revised:

Removal/Release of Students During School Hours

Procedure 3124P

Schools must exercise a high order of responsibility for the care of students while in school. The removal of a student during the school day may be authorized in accordance with the following procedures:

- A. Law enforcement officers, upon proper identification, may remove a student from school without a warrant provided that the law enforcement officer signs a statement that he/she is removing the student from the school. Residential parents should be contacted as soon as possible when a student is taken into custody;.
- B. Any other agencies must have a written administrative or court order directing the school district to give custody to them. Proper identification is required before the student ~~shall~~ **will** be released;.
- C. A student ~~shall~~ **will** be released to the residential parent or the nonresidential parent, unless the residential parent provides the school with a certified copy of a court order restricting and/or prohibiting the student's contact with the nonresidential parent. When in doubt as to who has custodial rights, **the school district will rely on** enrollment records. ~~must be relied upon as the~~ **Parents** (or guardians) have the burden of furnishing schools with accurate, up-to-date information **regarding custodial rights;**.
- D. The school should always make a reasonable effort to notify the residential parent before releasing the student to a nonresidential parent;.
- E. Prior written authorization from the residential parent or guardian is required before releasing a student into someone else's custody unless an emergency situation justifies a waiver;.
- F. Police should be called if a visitor becomes disruptive or abusive; **and**
- G. State law requires that school personnel not remove, cause to be removed or allow to be removed a student from school grounds during school hours without the consent of the student's parent or guardian, unless the employee is the student's parent or guardian, the employee is providing bus transportation, the employee is supervising an extra-curricular activity and providing transportation for the student, or the student requires transportation for emergency medical care and the parent cannot be contacted. School security personnel may remove a student from school without parental authorization for disciplinary reasons, and anyone officially responding to a 911 emergency call may remove a student without prior parental authorization.

School personnel should exercise discretion as to whether the student ~~shall~~ **will** be transported by ambulance or private automobile to a doctor or hospital in case of an emergency, ~~(i.e. accident or illness when the school is unable to reach the parent or their authorized representative).~~

Adopted: 05.07

Revised: 08.08 | 12.08 | 12.11

Self-Administration of Asthma and Anaphylaxis Medications Policy 3419

Asthma is an inflammatory disease of the respiratory tract. Anaphylaxis is a life-threatening allergic reaction that may involve systems of the entire body. Anaphylaxis is a medical emergency that requires immediate medical treatment and follow-up care by an allergist/immunologist.

It is the policy of the board of directors that students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The students' parent or guardian ~~shall~~ **will** submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

The student ~~shall~~ **must** demonstrate **to the school's professional registered nurse that the student is competent** ~~competence~~, to possess and self-administer prescribed medications during school and at school sponsored events, ~~to the school's professional registered nurse.~~

The superintendent ~~is directed to~~ **will** establish procedures that implement this policy and ~~to develop emergency rescue procedures.~~ **follow emergency rescue procedures outlined in the most recent edition of AMES: Asthma Management in Educational Settings, in cases of suspected asthma and the emergency rescue procedures outlined in the Office of the Superintendent of Public Instruction's Guidelines for the Care of Students with Anaphylaxis (2009) in cases of suspected anaphylaxis.**

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
		Education of Students with Disabilities under Section 504 of the Rehabilitative Act of 1973
	Policy 2162	
	Policy 3416	Medication at School
	Policy 3420	Anaphylaxis Prevention and Response

Legal References:	42 U.S.C. 280, Section 399	Public Health Service Act
		Relating to the prevention, diagnosis, and treatment of asthma.
	Chapter 462, Laws of 2005	
	42 U.S.C. 12212	Section 512 Americans with Disabilities Act of 1990
	34 CFR Part 104	Section 504 of Rehabilitation Act of 1973
	RCW 28A.210.370	Students with Asthma
	RCW 28A.210.380	Anaphylaxis – Policy guidelines – Procedures – Reports

Management Resources:	<i>Policy & Legal News</i>
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2012 – August

2009 – February

2009 – March

Adopted: 05.08.06
Revised:

DRAFT

Excused and Unexcused Absences

Procedure 3122P

Students are expected to attend ~~all assigned classes each day~~ **in-person classes each day or participate in all assigned remote instructional activities**. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

EXCUSED ABSENCES

The following are valid excuses **or necessary reasons** for absences and tardiness. Assignments and/or activities not completed because of an excused absence or tardiness may be made up in the manner provided by the teacher.

1. Physical health or mental health symptoms, illness, health condition or medical appointment for the student or person for whom the student is legally responsible. Examples of symptoms, illness, health conditions, or medical appointments include, but are not limited to, medical, counseling, mental health wellness, dental, optometry, pregnancy, and behavioral health treatment (which can include in-patient or out-patient treatment for chemical dependency or mental health);
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless (**McKinney Vento**) or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth;
13. Absences due to the student's lack of necessary instructional tools, including internet access or connectivity.

In the event of emergency school facility closure due to COVID-19, other communicable disease outbreak, natural disaster, or other event when districts are required to provide synchronous and asynchronous instruction, absences due to the following reasons are excused:

1. Absences related to the student's illness, health condition, or medical appointments due to COVID-19 or other communicable disease;
2. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19, other communicable disease, or other emergency health condition related to school facility closures;
3. Absences related to the student's family obligations during regularly scheduled school hours that are temporarily necessary because of school facility closures, until other arrangements can be made; and
4. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence.

1. **Parental notification.** When possible, the parent/guardian is expected to notify the school office on the morning of the absence by phone, e-mail or written note and to provide the excuse for the absence. If no excuse is provided with the notification, or no notification is provided, the parent/guardian will submit an excuse via phone, e-mail or written note upon the student's return to school. Adult students (those over 18) and emancipated students (those over 16 who have been emancipated by court action) will notify the school office of their absences with a note of explanation. Students fourteen years old or older who are absent from school due to testing or treatment for a sexually transmitted disease will notify the school of their absence with a note of explanation, which will be kept confidential. Students thirteen years and older may do the same for mental health, drug or alcohol treatment; and all students have that right for family planning and abortion.

A parent/guardian may request that a student be excused from attending school in observance of a religious holiday. In addition, a student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property. A student will be allowed one makeup day for each day of absence.

2. **Absence for parental-approved activities.** This category of absence will be counted as excused for purposes agreed to by the principal/or designee and the parent/guardian. An absence may not be approved if it causes a serious adverse effect on the student's educational progress. In participation-type classes (e.g., certain music and physical education classes) the student may not be able to achieve the objectives of the unit of instruction as a result of absence from class. In such a case, a parent/guardian-approved absence would have an adverse effect on the student's educational progress that would ultimately be reflected in the grade for such a course. A student, upon the request of his/her parent/guardian, may be excused for a portion of a school day to participate in religious instruction provided such is not conducted on school property or otherwise involves the school to any degree.
3. **Absence resulting from disciplinary actions — or short-term suspension.** As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short-term suspension will have the right to make up assignments or exams missed during the time they were denied entry to the classroom if the effect of the missed assignments will be a substantial lowering of the course grade.

4. **Extended illness or health condition.** If a student is confined to home or hospital for an extended period, the school will arrange for the accomplishment of assignments at the place of confinement whenever practical. If the student is unable to do his/her schoolwork, or if there are major requirements of a particular course which cannot be accomplished outside of class the student may be required to take an incomplete or withdraw from the class without penalty.
5. **Excused absence for chronic health condition.** Students with a chronic health condition which interrupts regular attendance may qualify for placement in a limited attendance and participation program. The student and his/her parent/guardian will apply to the principal or counselor, and a limited program will be written following the advice and recommendations of the student's medical advisor. The recommended limited program will be approved by the principal. Staff will be informed of the student's needs, though the confidentiality of medical information will be respected at the parent's/guardian's request.
6. Students who miss more than 10% of a semester or trimester may be required to provide a doctor's note for all future absences that school year. Once a parent/guardian has been notified that doctor's notes are required for future absences, failure to provide doctor's notes will result in the absence being unexcused.

REQUIRED CONFERENCE FOR ELEMENTARY SCHOOL STUDENTS

If an elementary school student has five or more excused absences in a single month during the current school year or ten or more excused absences in the current school year, the district will schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school.

The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as the scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Program or a Section 504 Plan, the team that created that program must reconvene. A conference is not required if prior notice of the excused absences was provided to the district or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

Tiered response system for student who are absent from remote learning

Students who are marked absent from remote learning will receive interventions and services consistent with the tiered response system for student absences implemented by the district pursuant to WAC 392-401A-045. Under the tiered response system, the district will:

- Monitor daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- Make multiple attempts to contact the families regarding student absences using multiple modalities and in the parent's home language;
- Provide daily notification of absences to parents;

- Provide outreach from the student's school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- Provide differentiated supports to students that address the barriers to attendance and participation, including universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- When feasible and appropriate, transition students to full-time in-person learning or other program to accommodate the student's needs.

UNEXCUSED ABSENCES

An "unexcused absence" means that the student has failed to attend the majority of hour or periods in an average school day, has failed to comply with a more restrictive school district policy on absences, or has failed to comply with alternative learning experience programs attendance requirements.

Unexcused absences occur when:

1. The parent, guardian or adult student submits an excuse that does not meet the definition of an excused absence as defined previously; or
2. The parent, guardian or adult student fails to submit any type of excuse statement, whether by phone, email or in writing, for an absence.

Each unexcused absence within any month of the current school year will be followed by a letter or phone call to the parent/guardian of the student informing them of the consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language in which the parent is fluent. A student's grade will not be affected if no graded activity is missed during such an absence.

After three (3) unexcused absences within any month of the current school year, a conference will be held between the principal, student and parent/guardian to analyze the causes of the student's absenteeism. If a regularly scheduled parent-teacher conference is scheduled to take place within thirty days of the third unexcused absence, the district may schedule the attendance conference on the same day. If the parent/guardian does not attend the scheduled conference, the conference may be conducted with the student and principal. However, the parent will be notified of the steps to be taken to eliminate or reduce the student's absences.

At some point after the second and before the seventh unexcused absence, the district will take date-informed steps to eliminate or reduce the student's absences. In middle school and high school, these steps will include application of the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment by the district's designated employee.

For any student with an existing Individualized Education Program (IEP) or Section 504 Plan, these steps will include convening the student's IEP team or Section 504 team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the student's absences. If necessary, and if the student's parent gives consent, the district will conduct a functional behavior assessment and will complete a detailed behavior plan to explore the function of the absence behavior.

For any student who does not have an IEP or Section 504 Plan, but who is reasonably believed to have a mental or physical disability or impairment, these steps will include informing the student's parent/guardian of the right to obtain an appropriate evaluation at no cost to the parent to determine whether the student has a disability or impairment and needs accommodations, special education services, or related services. This includes students with suspected emotional or behavioral disabilities. IF the school obtains consent to conduct an evaluation, time should be allowed for the evaluation to be completed, and if the student is found to be eligible for accommodations, special education services, or related services, a plan will be developed to address the student's needs.

The district will designate a staff member to apply the Washington Assessment of the Risks and Needs of Students (WARNS) and, where appropriate, provide the student with best practice or research-based interventions consistent with WARNS. As appropriate, the district will also consider:

- adjusting the student's course assignments;
- providing the student more individualized instruction;
- providing appropriate vocational courses or work experience;
- requiring the student to attend an alternative school or program;
- assisting the parent or student to obtain supplementary services; or
- referring the student to a community engagement board.

Transfers

In the case of a student who transfers from one district to another during the school year, the sending district will provide to the receiving district, together with a copy of the WARNS assessment and any interventions previously provided to the student, the most recent truancy information for that student. The information will include the online or written acknowledgment by the parent and student. The sending district will use the standard choice transfer form for releasing a student to a nonresident school district for the purposes of accessing an alternative learning experience program.

Not later than a student's seventh unexcused absence in a month, the district will:

- a. enter into an agreement with the student and parents/guardians that establishes school attendance requirements;
- b. refer the student to a community engagement board; or
- c. file a petition and affidavit with the juvenile court (see below)

Community Engagement Board

A "community engagement board" means a board established pursuant to a memorandum of understanding (MOU) between a juvenile court and the school district and composed of members of the local community in which the student attends school. The district will enter into an MOU with the juvenile court in Cowlitz County to establish a community engagement board prior to the 2017-2018 school year.

The district will designate and identify to the juvenile court (and update as necessary) and to the Office of the Superintendent of Public Instruction a staff member to coordinate district efforts to address excessive absenteeism and truancy, including outreach and conferences, coordinating the MOU, establishing protocols and procedures with the court, coordinating training, sharing evidence-based and culturally appropriate promising practices. The district will also identify a person within each school to serve as a

contact regarding excessive absenteeism and truancy and assisting in the recruitment of community engagement board members.

After the **student's seventh unexcused absence within any month during the current school year and not later than the fifteenth unexcused absence during the current school year**, if the district's attempts to substantially reduce a student's absences have not been successful and if the student is under the age of seventeen, the district will file a petition and supporting affidavit for a civil action in juvenile court.

PETITION TO JUVENILE COURT

The petition will contain the following:

1. A statement that the student has unexcused absences in the current school year. (District Note: While petitions must be filed if the student has seven or more unexcused absences within any one month or ten or more unexcused absences in the current school year, a petition may be filed earlier. Unexcused absences accumulated in another school or school district will be counted when preparing the petition);
2. Attestation that actions taken by the school district have not been successful in substantially reducing the student's absences from school;
3. A statement that court intervention and supervision are necessary to assist the school district to reduce the student's absences from school;
4. A statement that RCW 28A.225.010 has been violated by the parent, student or parent and student;
5. The student's name, date of birth, school, address, gender, race and ethnicity; and the names and addresses of the student's parent/guardian, whether the student and parent are fluent in English, whether there is an existing individualized education program (IEP) and the student's current academic status in school;
6. A list of all interventions that have been attempted, a copy of any previous truancy assessment completed by the student's current school district, the history of approved best practices intervention or research-based intervention(s) previously provided to the student by the district, and a copy of the most recent truancy information document provided to the parent.
7. Facts that support the above allegations.

Petitions may be served by certified mail, return receipt requested, but if such service is unsuccessful, personal service is required. At the district's choice, it may be represented by a person who is not an attorney at hearings related to truancy petitions.

If the allegations in the petition are established by a preponderance of the evidence, the court shall grant the petition and enter an order assuming jurisdiction to intervene for a period of time determined by the court, after considering the facts alleged in the petition and the circumstances of the student, to most likely cause the student to return to and remain in school while the student is subject to the court's jurisdiction.

If the court assumes jurisdiction, the school district will periodically report to the court any additional unexcused absences by the student, actions taken by the school district, and an update on the student's academic status in school at a schedule specified by the court. The first report must be received no later than three (3) months from the date that the court assumes jurisdiction.

Policy 3122P
Section: 3000 - Students

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in conformance with state and district regulations regarding discipline or corrective action. (See policy 3241, Classroom Management, Discipline and Corrective Action).

Adopted: 05.07

Revised: 08.11 | 06.11.12 | 03.11.13 | 07.13.15 | 01.25.16 | 01.22.18 | 10.09.20 BC | 11.1.21 | 09.26.22

Searches of Students and Student Privacy Procedure 3230P

Searches of Students and Their Property

A student and their property may be searched by a principal or a principal's designee if reasonable grounds exist to suspect that evidence of a violation of the law or school rules will be uncovered. School staff will report a student's suspicious activity to the principal prior to initiating a search, except in emergency situations. A search is required when there are reasonable grounds to suspect a student has a firearm on school grounds, transportation, or at school events.

A. Establishing reasonable suspicion.

A search may occur if the principal or a principal's designee has reasonable suspicion that the search will produce evidence of unlawful activity or a violation of a school rule. To determine whether reasonable suspicion exists, consider the following:

- What information is the suspicion based on?
- Is the information reliable?
- Is the person who shared the information credible?
- If a search were conducted what's the likelihood that evidence of unlawful activity or a violation of a school rule would be found?

B. Conducting the search.

If the principal, or the principal's designee, determines that reasonable suspicion exists to search a student's clothing, personal effects, automobile, or personal container inside of district property such as an assigned desk, locker, or storage area, the search shall be conducted as follows:

- If evidence of unlawful activity or a violation of a school rule is suspected, proceed to search by asking the student to remove all items from pockets **and other areas of clothing, purses, handbags, backpacks, gym bags, etc. (With reasonable suspicion of weapons or other dangerous items are in purses, handbags, backpacks, gym bags, etc., the principal or principal's designee may remove the items).**
- If the student refuses to cooperate in a personal search, the student should be held until the student's parent or guardian is available to consent to the search. If a parent or guardian cannot be reached in a reasonable time, the principal **or a principal's designee** may conduct the search without the student's consent.
- The search must not be excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.
- Do not conduct a strip search or body cavity search of the student.

Locker, Desk, and Storage Area Searches

Lockers, desks, and storage areas are the property of the school district. Accordingly, students have no expectation of privacy in the lockers, desks, and storage areas they use or are assigned.

Because students have no expectation of privacy in their lockers, desks, and storage areas, principals or principals' designees may search all student lockers, desks, or storage areas at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rule.

Administrative inspections, or health and welfare inspections, may be conducted at any time to locate misplaced library books, textbooks, or other school property or to ensure that all lockers, desks, or storage areas are kept clean and free from potential health or safety hazards. Periodic inspections of lockers will reinforce the district's ownership of lockers, desks, and storage areas and the minimal expectation of privacy students have in the contents of their lockers, desks, and storage areas.

However, to search containers within a student's locker, desk, or storage area, reasonable suspicion must exist that the search will yield evidence of a violation of the law or school rules. A "container" for the purpose of this procedure may include, but is not limited to, an article of clothing, a handbag, purse, backpack, gym bag, or any other item in which contraband material may be concealed.

Adopted: 06.2007

Revised: 08.2008 | 08.2011 | 02.13.23

School Safety and Security Services Program

Procedure 4311P

Safety and Security Staff Training

The district recognizes that trained safety and security staff know when to informally interact with students to reinforce school rules and when to enforce the law. Prior to assigning safety and security staff to work on school property when students are expected to be present, the district and its contractors must either:

A. Confirm that the safety and security staff have completed training series documentation provided by the educational service district; or

B. Require the safety and security staff to complete the following educational service district training series: two components for school resource officers and three components for other safety and security staff, which must meet the following requirements:

(i) All safety and security staff must complete classroom training on the subjects listed below, within the first six months of working on school property when students are expected to be present:

- Constitutional and civil rights of children in schools, including state law governing search and interrogation of youth in schools;
- Child and adolescent development;
- Trauma-informed approaches to working with youth;
- Recognizing and responding to youth mental health issues;
- Educational rights of students with disabilities, the relationship of disability to behavior, and best practices for interacting with students with disabilities;
- Collateral consequences of arrest, referral for prosecution, and court involvement;
- Resources available in the community that serve as alternatives to arrest and prosecution and pathways for youth to access services without court or criminal justice involvement;
- Local and national disparities in the use of force and arrest of children;
- De-escalation techniques when working with youth or groups of youth;
- State law regarding restraint and isolation in schools, including RCW 28A.600.485
- Bias free policing and cultural competency, including best practices for interacting with students from particular backgrounds, including English learner, Lesbian Gay Bisexual Transgender and Queer (LGBTQ), immigrant, female, and nonbinary;
- The federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. Sec. 1232g) requirements, including limits on access to and dissemination of student records for non-educational purposes; and
- Restorative justice principles and practices;

(ii) All safety and security staff must complete two days of on-the-job training with experienced safety and security staff, at the school of the experienced staff, within the first year of working on school property when students are expected to be present; and

(iii) Safety and security staff who are not school resource officers must complete at least six check-in trainings with experienced staff within the first year of working on school property when students are expected to be present.

Complaint Resolution Process

The district recognizes the importance of establishing a simple and effective means for resolving concerns that may arise related to safety and security staff. The following complaint resolution system will address concerns regarding safety and security staff, provide for the investigation of complaints, and provide for timely communication of the resolution of the complaint to the complainant.

The complaint resolution system shall allow parents and guardians and adult students to submit complaints. A complaint shall mean a written claim by a parent or guardian or adult student that alleges improper conduct by safety and security staff that has directly aggrieved them.

The following procedure has been established for resolving a written complaint filed by a parent or guardian or adult student.

Step One

The parent or guardian or adult student will present the complaint in writing to the school principal or their designee within [3] business days of the action or incident that gave rise to the complaint. The written statement of the complaint will contain:

- A. The facts upon which the complaint is based as the parent or guardian or adult student who is filing the complaint sees them;
- B. A reference to the policies/procedures of the district which have allegedly been violated; and
- C. The remedies sought.

Failure to submit a written complaint within the timeline specified will result in waiver of the complaint.

If a written complaint is filed in compliance with the timeline specified above, the parent or guardian or adult student will discuss this complaint with the school principal or their designee. A sincere effort will be made to resolve the complaint at this level. If the parent or guardian or adult student does not appeal the complaint to the superintendent or their designee in writing within [3] business days of the parent or guardian or adult student's meeting with the school principal or their designee, the complaint will be waived.

Step Two

If the parent or guardian or adult student does appeal the complaint to the superintendent or their designee in writing within [3] business days of the parent or guardian or adult student's meeting with the school principal or their designee, the superintendent or their designee will, within [5] business days of the receipt of the complainant's written appeal, meet with that parent or guardian or adult student to hear their claim.

The superintendent or their designee will render a decision regarding the appeal within [5] business days of the parent or guardian or adult student's meeting with the superintendent or their designee. The superintendent or their designee's decision will be considered final.

Annual Data Collection and Reporting

The district must annually collect the following information on safety and security staff:

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;

B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;

C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:

(i) The student's race, ethnicity, and other demographics; and

(ii) Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973;

D. The number of complaints related to job duties and student interactions filed against safety and security staff; and

E. Other school safety and security information required by the office of the superintendent of public instruction.

The district must annually submit any agreements with a law enforcement agency or security guard company ~~as well as and~~ the information collected above ~~to the office of the superintendent of public instruction. The district will provide this information in~~ the time and in the manner required by the office of the superintendent of public instruction. The office of the superintendent of public instruction will make the submitted agreements and information publicly available. To the extent possible, information collected under C. above must be disaggregated as provided in RCW 28A.300.042.

Adopted: 1.3.22

Revised:

LEGISLATIVE UPDATE

SUPERINTENDENT'S REPORT