

BOARD OF DIRECTORS

October 18, 2021





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

October 18, 2021 @ Roy Parsons Executive Board Room & Zoom
5:00 p.m. Executive Session – RCW 42.30.110(1)(g)
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- Nancy Baldwin – OSPI Washington State Classified Employee of the Year
- October – National Principal Appreciation Month

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- Minutes from September 13, 2021 Board Meeting
- Certificated Employment Recommendations
- Classified Employment Recommendations
- Contracts and Agreements with Kelso School District
- Warrants
- Surplus of Items
- ELL Grant

UNFINISHED BUSINESS

- Policy 2108 Learning Assistance Program (LAP) (2nd Reading & Action)Kim Yore
- Policy 2420 Grading & Progress Reports (2nd Reading & Action)Kim Yore

NEW BUSINESS

- Technology Update Cody Reid & Brenda Sargent
- Health & Safety UpdateDon Iverson & Holly Budge
- Assessment UpdatePam Bauman
- Budget Status Update: August & SeptemberScott Westlund
- Acceptance of Donations (Action)Scott Westlund
- Policy 2125/2125P Sexual Health Education (1st Reading)Kim Yore
- Policy 3116/3116P Students in Foster Care (1st Reading)Don Iverson
- Policy 3122/3122P Excused and Unexcused Absences (1st Reading)Don Iverson
- Policy 5011/5011P Sexual Harassment of District Staff Prohibited (1st Reading).....Holly Budge
- Superintendents ReportMary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2021
Karen Grafton Term Expires: November 2021
Jeane Conrad, Vice President ... Term Expires: November 2023
Mike Haas, President Term Expires: November 2023
Ron Huntington Term Expires: November 2023

Kelso School District

Board of Directors Committee Assignments

January, 2021

Position 1

Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2

Director - Karen Grafton

- ELL Advisory
- Calendar
- Kelso Public Schools Foundation

Position 3

Vice President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4

President - Mike Haas

- Technology
- Social & Emotional Learning/Whole Child
- Budget
- Boundary Review

Position 5

Director - Ron Huntington

- CTE
- WIAA
- Council on Learning

2021/2022 School Board Calendar

Revised 9-13-21

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



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

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



EARLY LEARNING

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



QUALITY INSTRUCTION

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



CAREER, COLLEGE & COMMUNITY READY

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

Mission

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

Vision

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

Principles

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



CAREER, COLLEGE & COMMUNITY READY

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



100% GRADUATING

FISCAL RESPONSIBILITY

★ **2021-22 PRIORITY:**
Maintain effective resource allocation, operational planning, and solid fiscal controls.

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.



QUALITY INSTRUCTION

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

★ **2021-22 PRIORITY:**

Expansion of robust remote and in-person learning models

SCHOOL CLIMATE

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

★ **2021-22 PRIORITY:**

Climate and culture of student and staff health and safety



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

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

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

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

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

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

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

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

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

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

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

100% of high school students complete the FAFSA application

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

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

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

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

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



Roadmap COMMUNICATION

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

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



Roadmap EARLY LEARNING

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

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



Roadmap

FINANCIAL STEWARDSHIP

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

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

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

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

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

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

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

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

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

Allocate district resources effectively to support academic and operational needs

Annual budget approved by Kelso School Board

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

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

Levies and bonds pass

Budget supports academic and operational goals and priorities



Roadmap QUALITY INSTRUCTION

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

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

Section: **BOARD OF DIRECTORS**

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

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

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

Policy 1430 Continued

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

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

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

Adopted: January 23, 2006

Communications, Correspondence & Introductions

Nancy Baldwin

OSPI Washington State Classified Employee of
the Year

National
Principal
Appreciation
Month

The State of Washington



Proclamation

WHEREAS, the Washington Senate has declared the month of October 2021 as "National Principals Month" in coordination with the efforts of the National Association of Elementary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP), working with the U.S. Congress, to designate "National Principals Month" and resolutions thereof; and

WHEREAS, principals and assistant principals play significant roles in our education system by creating hope for each and every student in their buildings, by leading culture, systems, and learning, and by working tirelessly each day as visionaries, assessment experts, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives; and

WHEREAS, principals and assistant principals work collaboratively with families, teachers, and district officials to develop mission statements, set performance goals and objectives for schools to achieve educational excellence, and maintain high curriculum standards and expectations for all students; and

WHEREAS, the Association of Washington School Principals (AWSP) honors such exemplary principals and assistant principals who have succeeded in providing high-quality learning opportunities for students, as well as their exemplary contributions to the profession; and

WHEREAS, to honor and recognize the contribution of all school principals and assistant principals to the success of each and every student in Washington schools, our most valuable resource; and to encourage residents of Washington to observe "Principals Month" with appropriate ceremonies and activities that promote awareness of the importance of school leadership in ensuring that every child has access to a high-quality education;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim October 2021 as

Principals Month

in Washington, and I encourage all people in our state to join me in this special observance.

Signed this 27th day of September, 2021

Governor Jay Inslee



CONSENT AGENDA

- A. Minutes from September 13, 2021 Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Surplus of Items
- G. ELL Grant

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
09/13/21

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

Board Members:	Leah Moore (Absent- Excused) Karen Grafton (In Person) Jeane Conrad - Vice President (In Person) Mike Haas - President (In Person) Ron Huntington (Zoom)
Cabinet Members:	Scott Westlund – Chief Financial Officer (Zoom) Holly Budge – Director of Human Resources (Zoom) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Zoom)
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, or partial names were listed. The names of people in attendance are listed as they were shown and included: Matt Elsner, Philip Iverson, Craig Collins, Sam Schafer, Andrew Twyman, Cheryl Grindle, Gunnar Guttormsen

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

COMMENTS & QUESTIONS –

APPROVAL OF AGENDA - Motion Passed

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

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of August 16, 2021 Board Meeting & Work Session & August 26, 2021 Board Retreat

Certificated Employment Recommendations

New Hires:

Swart, Casey - Elementary Music Teacher, Lexington Elementary
1.0 FTE
Effective August 27, 2021

End of Leave Replacement Contract:

Nitta, Carly - Elementary Teacher, Wallace Elementary
1.0 FTE
Effective August 10, 2021

Resignations:

Birch, Michael - Social Studies Teacher, Huntington Middle School
1.0 FTE
Effective August 31, 2021

Classified Employment Recommendations

New Hires:

Emmert, Zoe - Paraeducator - Sped SLC - Kelso High School
6.5 hrs/day, 191 days/year
Effective September 1, 2021

Enderson, Katherine - Paraeducator - Sped Resource - Lexington Elementary
6.25 hrs/day, 190 days/year
Effective September 1, 2021

Leave Replacement Ending:

Hensley, Tracy - HR Administrative Assistant - District Office
7.0 hrs/day, 150 days/year
Effective August 28, 2021

Partial Leave of Absence

Latham, Jesse - Maintenance Helper - Maintenance
4.0 hrs/day, 260 days/year
Effective September 1, 2021

Resignations:

Scheuller, Kelsey - Paraeducator, Lap/Title/Playground - Barnes Elementary
7.0 hrs/day, 190 days/year
Effective August 31, 2021

Schaper, Patty - Custodian - Kelso High School
8.0 hrs/day, 260 days/year
Effective September 16, 2021

Amess, Krista - Paraeducator, Sped Significant - Barnes Elementary
6.5 hrs/day, 190 days/year
Effective August 31, 2021

Welty, Misty - Food Service Helper - Lexington Elementary
4.0 hrs/day, 190 days/year
Effective August 31, 2021

Scoggins, Connie - Paraeducator, Sped Resource - Lexington Elementary
6.25 hrs/day, 190 days/year
Effective August 31, 2021

Lomen, Kimberly - Paraeducator, Title/Playground - Barnes Elementary
6.0 hrs/day, 190 days/year
Effective August 31, 2021

Byman, Linda - Food Service Helper - Barnes Elementary
2.75 hrs/day, 190 days/year
Effective August 31, 2021

Lilienthal, Ninette - Paraeducator - Basic Ed/Lap/Playground - Lexington Elementary
 5.75 hrs/day, 190 days/year
 Effective August 31, 2021

Moore, Janette - Paraeducator - Lap/Playground/Food Service Cashier - Carrolls Elementary
 7.0 hrs/day, 190 days/year
 Effective August 31, 2021

Davenport, Cynthia - Truancy Specialist - Kelso High School
 8.0 hrs/day, 191 days/year
 Effective August 26, 2021

Warrants:

September 13, 2021			
General Fund	Warrant Date	Amount	Warrant Number
AP Payroll	8/31/2021	\$15,746.77	260384-260389
Payroll	8/31/2021	\$5,399,826.59	260390-260421
AP- ACH Tuition	8/31/2021	\$58,920.22	260422
AP- ACH	8/31/2021	\$1,901.29	260423
AP	8/31/2021	\$713,454.57	260424-260555
AP- Prepay	8/31/2021	\$174,747.08	260556-260579
AP- Comp Tax	8/31/2021	\$1,627.51	260580
AP- Accrual	9/3/2021	\$94,933.70	260581
AP	9/3/2021	\$16,787.02	260582-260583
Capital Projects Fund			
AP	8/31/2021	\$4,138,953.13	3572-3593
ASB Fund			
AP- ACH	8/31/2021	\$51.11	30947
AP	8/31/2021	\$3,324.51	30948-30954
AP- Prepay	8/31/2021	\$6,190.36	30955-30959
AP- Comp Tax	8/31/2021	\$15.80	30960
Trust & Agency Fund			
AP	8/31/2021	\$1,695.85	1676-1678

Contracts:

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Call One	Cody Reid	To provide telecommunication services for District	Monthly cost is \$1,511.50
Collins Architectural Group P.S.	Scott Westlund	Butler Acres Modernization Change Orders CO25 Provide new drinking fountain at lower level covered play area CO66 Revise curb wall & drainage per attached civil detail CO80 Add (2) light fixtures in the hallway at end of Corridor 39 CO95 Replace damaged CSP roof drain in the drive lane in front of the gym CO96 Per CCD11, provide new domestic water line	\$5,997.00 Increase \$45,337.00 Increase \$1,283.00 Increase \$18,198.00 Increase \$37,779.00 Increase
FORMA Construction	Scott Westlund	Huntington Change Orders CCD-001 Revise Elevator raceway CCD-002 Revise practice room ceiling demo hatches CCD-003 Salvage paper towel, soap & hand sanitizer dispensers & science room casework	As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions
Intergovernmental Longview SD Cafeteria Dairy Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as LVSD	Non-financial
Intergovernmental Longview SD Cafeteria Produce Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as LVSD	Non-financial
Intergovernmental Longview SD Cafeteria Supplemental Food	Kaydee Harris	Allows KSD to make purchase under the same terms as LVSD	Non-financial
Intergovernmental Longview SD Cafeteria Paper Supplies	Kaydee Harris	Allows KSD to make purchases under the same terms as LVSD	Non-financial
Interlocal City of Kelso Re: Safe Routes to Schools	Scott Westlund	Agreement for the payment of \$80,000.00 to KSD in matching funds toward the construction of the HMS Safety 2021 project	\$80,000.00 District Match
LCC Head Start/EHS/ECEAP Wallace ECEAP	Scott Westlund	To provide meals for Wallace Headstart Students	Breakfast \$2 - Wed, Thurs, Fri Lunch \$3 - Mon, Tues, Wed, Thurs, Fri PM Snack \$1.05 - Mon, Tues, Wed
Long Building Technologies	Scott Westlund	Security Upgrades for KHS, CMS, Barnes & KHS Stadium	Cost is \$715,272.00 per WSIPC Contract #1709
OSPI	Don Iverson	Enables KSD to receive COVID-19 funding to hire (2) staff for testing of staff & students	Amount to received is \$169,168.00
Pacific Tech Construction	Scott Westlund	Catlin Project Change Orders CCD-003R2 Sink Hole & Pipe Repair CCD-004R1 Revise pedestrian asphalt path for 3,4,8,5, add landing for Portables 3,4,5	Cost estimate \$8,360.00 + tax Cost estimate \$7,440.00 + tax
Renaissance	Kim Yore	Quote #2637050 for products & services (Renaissance Freckle)	Cost is \$15,655.66
Seattle Pacific University	Anna Roller / Stefanie House	Educational Affiliation Agreement for onsite training for Student School Administration & School Counseling	Non-financial
Technology Integration Group (TIG)	Scott Westlund/ Cody Reid	Professional Services: PSTN SIP Migration	Cost is \$8,000.00 + tax
Technology Integration Group (TIG)	Scott Westlund/ Cody Reid	Professional Services: PSTN SIP Migration	Cost is \$10,050.00 + tax
Technology Integration Group (TIG)	Scott Westlund/ Cody Reid	To upgrade database software on our district-wide Rauland intercom server	Cost is \$1,235.59

The Hello Foundation	Heather Ogden	To provide (1) on & off-site school psychologist 8/24/21-8/16/22	Cost is \$90/hours
Western Display Fireworks, LTD	Rob Birdsell	To provide fireworks display for KHS Homecoming	Cost is \$3,000.00

ESD CONTRACTS

Certification Services	Holly Budge	To provide consultation & support to District applicants & employees who are applying for teacher, educational staff associate (ESA) or administrator certificates (maintaining or renewing certificates)	Cost not to exceed \$3,000.37
Quest Academy Specialized Education Services	Mary Beth Tack	To provide academic service & behavioral support in a therapeutic environment for identified District students at Quest Academy, a day treatment program operated by ESD 112	Cost not to exceed on monthly basis: Level 1 \$6,799.00 per student FTE Level 2 \$9,275.00 per student FTE Level 3 \$9,990.00 per student FTE

BASIC EDUCATION COMPLIANCE

2021/2022 SALARY SCHEDULE - CERTIFICATED SUBS

Motion to Approve by: Director Huntington

Seconded by: Director Conrad

UNFINISHED BUSINESS

APPROVED POLICY 1822 TRAINING AND DEVELOPMENT FOR BOARD (2ND READING & APPROVAL) - MARY BETH TACK

ADDED: School Director Governance Training Program

Except as provided below, beginning with the 2022 calendar year, each member of a board of directors shall complete a governance training program once per term of elected office. If the director is appointed or elected to a first term of office, the director must complete a governance training required above within two years of appointment or certification of the election in which they were elected.

Motion to Approve by: Director Grafton

Seconded by: Director Huntington

APPROVED POLICY 2418/2418F WAIVER OF HIGH SCHOOL GRADUATION CREDITS (2ND READING & APPROVAL) - MARY BETH TACK

ADDED verbiage: In or have been released from an institutional education facility

Motion to Approve by: Director Conrad

Seconded by: Director Grafton

APPROVED POLICY 5515/5515P WORKFORCE SECONDARY TRAUMATIC STRESS (2ND READING & APPROVAL) - HOLLY BUDGE

New policy preventing and addressing secondary traumatic stress for district personnel by supporting mental health in the workplace.

Reporting to the board at least once a year on activity.

Motion to Approve by: Director Grafton

Seconded by: Director Conrad

NEW BUSINESS

**HEARD CONSTRUCTION UPDATE - FORMA/INTEGRUS/CSG
LEXINGTON: COMPLETE**



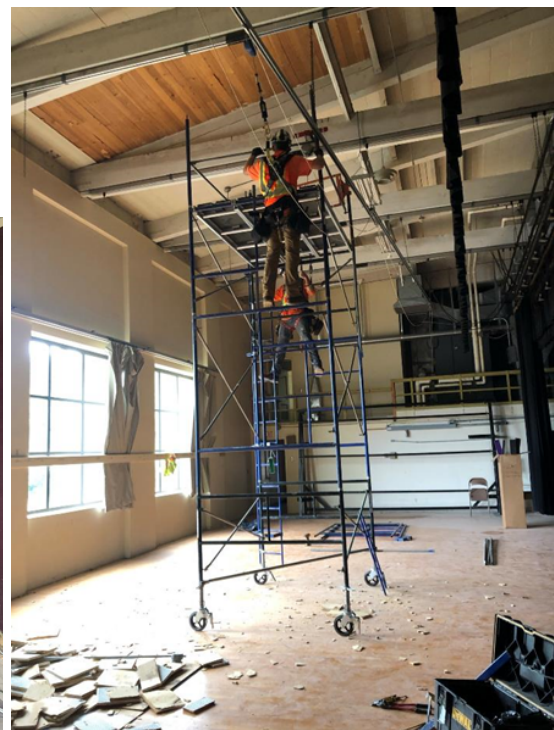
CATLIN PORTABLES: COMPLETE



HUNTINGTON MIDDLE SCHOOL: DEMOLITION



BUTLER ACRES: NEARING COMPLETION







KITCHEN – NEW FLOORING, CEILING, LIGHTING, STAINLESS STEEL SINKS.



NORTH WING CLASSROOMS, CORRIDOR, RESTROOMS COMPLETED

Director Haas: As far as safety with students and staff having construction on site, how is it working?

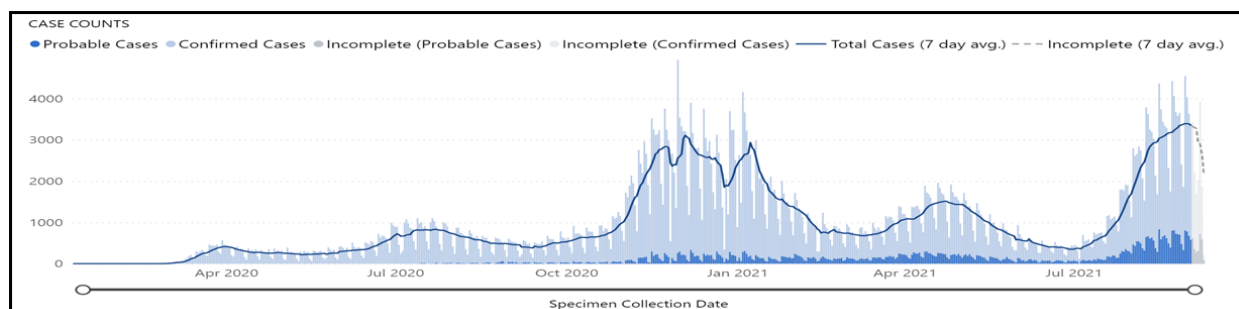
Superintendent Tack: We moved the dates forward based on safety.

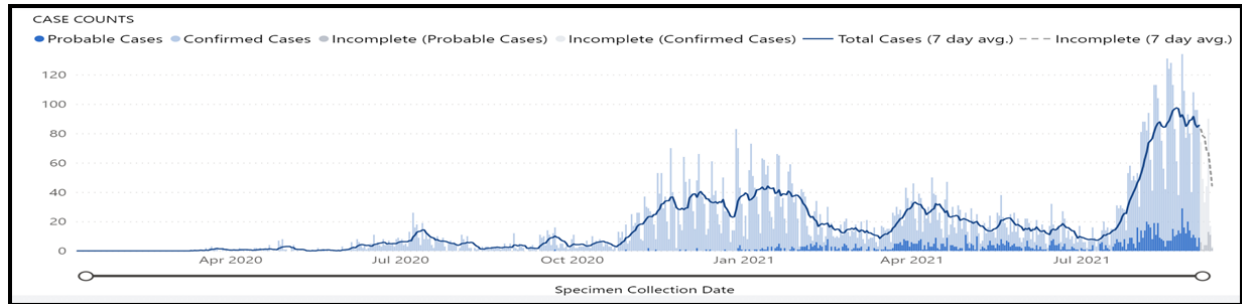
Director Grafton: How was the transition from Huntington to Catlin?

Superintendent Tack: It has gone extremely smooth. Thanks to our team, administration as well as construction.

HEARD HEALTH AND SAFETY FALL OPENING UPDATE - DON IVERSON & HOLLY BUDGE

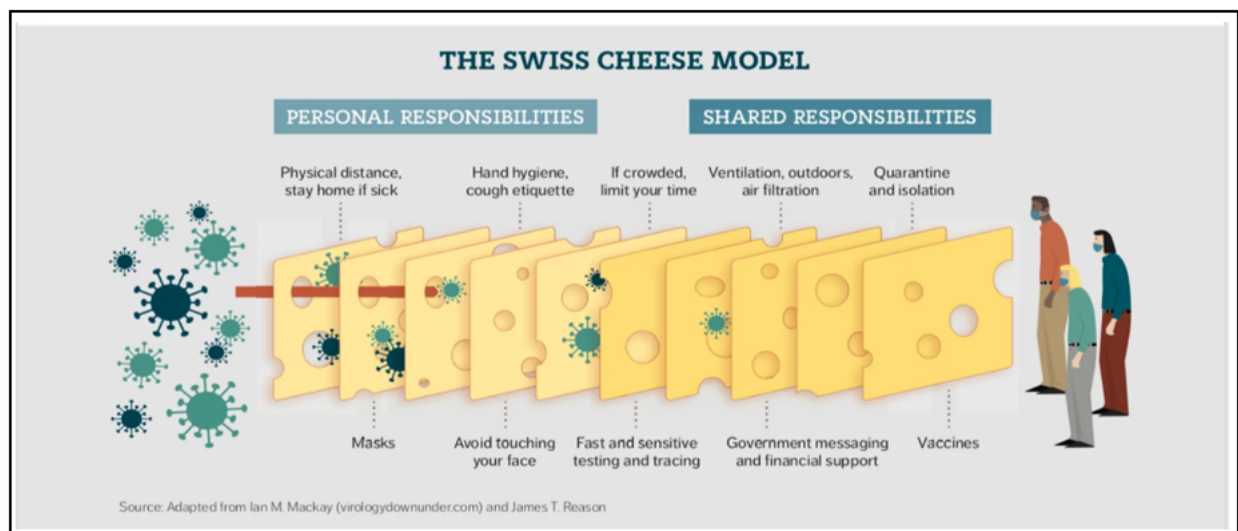
Current data:





Mitigation Strategies:

- Staying home when sick and seeking evaluation.
- Face coverings/masks.
- Physical distancing.
- Increase ventilation.
- Handwashing.
- Respiratory etiquette.
- Cleaning and disinfecting.
- Access to COVID-19 Testing.



Face Coverings/Masks

Correct use of cloth face coverings or masks helps prevent the spread of COVID-19 and is required when indoors at K-12 facilities for all school personnel, students, and visitors.

A cloth face covering is anything that completely covers the mouth and nose and fits securely on the sides of the face and under the chin. It should be made of two or more layers of tightly woven fabric with ties or straps that go around a person's head or behind their ears.

STAY HOME WHEN SICK

Staying home when sick with COVID-19 is essential to keep COVID-19 infections out of schools and prevent spread to others.

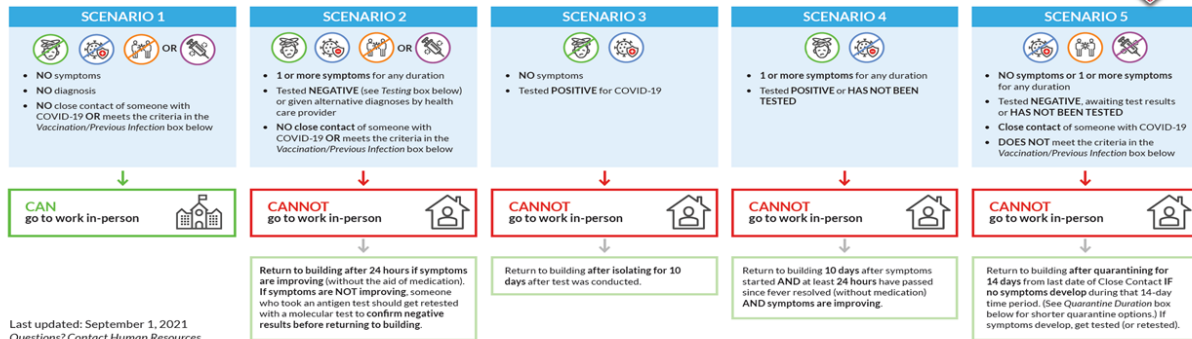
Students and school employees who have symptoms of infectious illness, such as influenza (flu) or COVID-19, should stay home and seek medical evaluation, which may include testing for COVID-19 and other respiratory infections.

Department of Health Grant

- Labor and staffing concerns have been elevated as a primary concern/barrier for schools to offer school-based COVID-19 testing.
- Department of Health has created a \$20 million labor support fund to help alleviate this concern.
- The spirit of the fund is to provide financial support for schools to staff testing centers and to provide contact tracing.
- **The spirit of the fund is to provide financial support for schools to staff their preferred testing program. In Kelso this means;**
 - This funding is for 2 new staff members (one year only positions). To provide COVID-19 test administration, planning, communication and contact tracing.
 - These positions are currently posted and we hope to hire within the week.

Human Resources Update

COVID-19 Staff Symptom Flow Chart



QUARANTINE DURATION

If recommended duration is not possible, these two options are acceptable alternatives:

- If a person who is in quarantine has no symptoms, quarantine can end after Day 10. (Day 1 is the first day after the last known exposure date.)
- If a person who is in quarantine receives a negative molecular COVID-19 test and has no symptoms, quarantine can end after Day 7. The person must be tested on or after Day 5, and quarantine cannot be discontinued earlier than Day 8. Even if a negative test is received before Day 8, the quarantine period should still be a full seven days.

SYMPTOMS*

- Fever (defined as subjective or 100.4°F or higher)
- Chills
- Cough
- Loss of sense of taste and/or smell
- Shortness of breath

*That are not explained by an existing condition, such as allergies or asthma.

- Fatigue
- Headache
- Muscle/body aches
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

TESTING

Several types of COVID-19 tests exist, with varying degrees of accuracy. The less accurate antigen tests are suitable for screening purposes or for quick results. To confirm a negative antigen test result in someone who is **not a close contact** and whose symptoms are not improving after 24 hours, the test performed must be a molecular test, such as a PCR test. If someone with one or more symptoms is awaiting test results, follow Scenario 4. If someone is a close contact, follow Scenario 5.

CLOSE CONTACTS

"Close Contact" means being within 6 feet of a person (if any) with COVID-19 with or without a mask for 15 minutes or more over 24 hours. One exception: In a classroom, masked students can be as close as 3 feet to one another before being considered close contacts. Members of a household are considered to be close contacts. Ultimately, local health departments determine possible exposure and quarantine requirements during their investigation.

VACCINATION/PREVIOUS INFECTION

Vaccinated or previously infected persons who are close contacts of someone with COVID-19 are not required to quarantine if they meet the following criteria:

- Are fully vaccinated (at least two weeks have passed since their second dose (or single Johnson & Johnson dose) OR were previously infected with COVID-19 within the past 90 days and have completed isolation.
- Tested negative with a molecular test if they have 1 or more symptoms (see COVID-19 Testing box). If no symptoms, vaccinated/previously infected person should get tested 3-5 days after exposure.

Vaccinations

Vaccination Requirement

On August 18, 2021, Governor Inslee announced a directive requiring all employees working for public and private K-12 schools to be vaccinated against COVID-19 or obtain a religious or medical exemption by October 18, 2021.

K-12 educators, school staff, coaches, bus drivers, school volunteers and others working in school facilities will have until October 18 to be fully vaccinated as a condition of employment.

As with state employees and private healthcare workers, there will be no test out option. There are limited exceptions under law which employees may apply for, including legitimate medical reasons and sincerely held religious beliefs. Individuals who refuse to get vaccinated will be subject to dismissal.

Vaccine	Series Dose Requirement	First Dose no Later Than	Second Dose	Completed Series	Fully Vaccinated
Pfizer	2 doses, 21 days apart	09/13/21	10/04/21	10/04/21	10/18/21
Moderna	2 doses, 28 days apart	09/06/21	10/04/21	10/04/21	10/18/21
Johnson & Johnson	Single dose	10/04/21	N/A	10/04/21	10/18/21

Current Vaccine Verification Stats (as of 9/9/21):

- KSD Staff: 245
- KSD Subs: 39
- Other School District Partners: 12

How can I request a medical or religious exemption?

The Office of Superintendent of Public Instruction (OSPI) has created templates for school districts to share with their employees to request a medical or religious accommodation; we are currently engaging in the required interactive process for review these requests.

Labor and Industries (as of 8/23):

Requirements for Employers in Public Spaces

- Employers must maintain a safe, COVID-free work environment by:
- Requiring face coverings or masks for customers and employees, in all industries, regardless of vaccination status, in indoor spaces accessible to the public.
- Businesses must post signage in a prominent location visible to customers at each entry informing customers of the face covering requirement.
- Providing cloth face coverings or a more protective mask to employees, free of charge, when use of a mask is required.
- Keeping employees with possible or confirmed cases of COVID-19 from working around others and following appropriate isolation or quarantine guidance as required.
- Providing handwashing facilities and supplies.
- Training employees to recognize and respond to workplace hazards, including COVID-19.
- Assessing recognized hazards, including COVID-19, as part of the ongoing requirement to provide a safe and healthful workplace and, where appropriate, take additional steps to protect all employees.

Director Haas: Is 245 roughly half of our staff?

Director Budge: It is around a third. Many more have come in today.

Superintendent Tack: We have some work to do.

Director Grafton: Are exemptions considered ok to work?

Director Budge: Employee has access to 2 different types of exemption. Medical is completed with a medical provider. They must be complete, once complete, they schedule a meeting to go over the accommodation request. If the district sees this as feasible, then an agreement will be made. A signed agreement is necessary to go forward.

Superintendent Tack: In Governors guidance, the accommodations must be department of health approved.

Director Haas: Do we anticipate certain jobs where accommodations are not feasible?

Director Budge: Roles must be considered, in some cases the accommodation may be a reassignment to another duty in the district.

HEARD SUMMER SCHOOL REPORT - KIM YORE & HEATHER OGDEN

- 697 Students
- 142 Staff
- Cost: \$500,000
- 839 Smiling Faces



Community resources: Columbia River Maritime Museum, OMSI Reptile Lesson, Lower Columbia School Gardens, Cowlitz County Historical Museum, Outdoor School

Elementary Summer School

- Barnes (Barnes and Lexington) = 269 Students
 - 21 Classrooms
- Wallace (Butler Acres, Carrolls, Rose Valley, and Wallace) = 223 Students
 - 17 Classrooms
- Community Resources:
 - Lower Columbia Gardens
 - OMSI
 - Maritime Museum
 - Cowlitz County Historical Museum

Middle School Summer School

- Coweeman (Both CMS and HMS) = 74 Students
 - 5 Classrooms
- Community Resources:
 - Lower Columbia Gardens
 - OMSI
 - Outdoor School
 - Cowlitz County Historical Museum

High School Credit Recovery

- The purpose of high school credit recovery was to resolve incomplete grades from 2020-21 school year and earn credit(s)
 - Content consisted of a mix of instruction with content teachers, projects, and assignment completion in Odysseyware
- 2 Credit Recovery Sessions
- Total of 106 Students
- Session I – June 21 through July 16
 - 70 Students
 - 160 Course Credits Recovered
- Session II – July 26 through August 20
 - 36 Students
 - 69 Course Credits Recovered

TOTALS:

106 Students Attended

229 Course Credits were Recovered!

Special Education Recovery Services

Additional support for special education students

- Offered 291 students
- Parent Accepted 149 students
- Attended 34 students

- Elementary
 - Resource
 - Moderate Services
 - Significant Services
 - Structured Learning Classroom
 - 100 students served

- Middle School
 - Resource
 - Structured Learning Classroom
 - 28 students served

- High School
 - Resource
 - 25 students served

Student Quotes

"The teachers are working really hard at making it interesting -especially math!"

"I like meeting new people from different schools and making sure we know everything we were supposed to from 5th grade"

"I really like the science, because we get to make different things"

"I love the science too, because we get to do projects that are really fun"

Director Grafton: Do we know what the barriers were for the special education students who didn't show up?

Director Ogden: Parents said yes in many cases at secondary level and students did not want to go.

Director Conrad: Thank you for making education fun for students this summer.

Superintendent Tack: Thank you to Director Yore and Director Ogden. This was a MAJOR undertaking. Tons of work and tons of excitement.

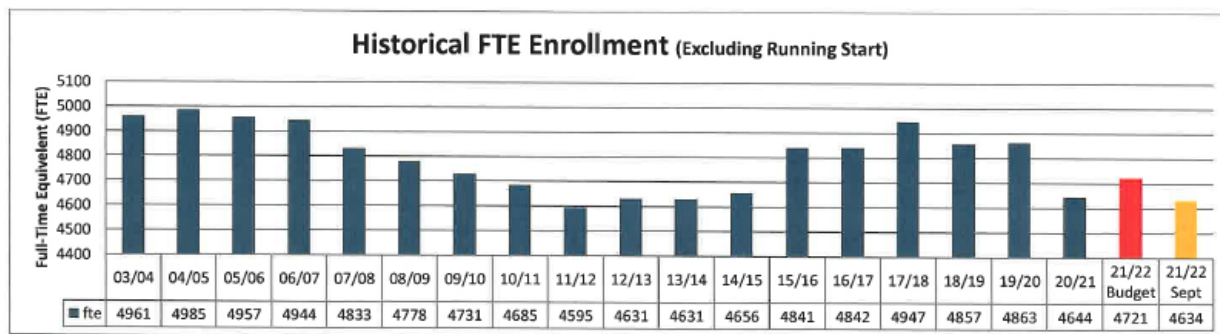
HEARD PRELIMINARY ENROLLMENT REPORT - SCOTT WESTLUND

Update from CFO – September 13, 2021

GRADE SPAN ENROLLMENT (estimated FTE)

Enrollment by Grade Span			
	Current FTE	Budget	Diff
Elementary	2033.37	2157	-124
Middle School	1117.35	1139	-22
High School	1573.62	1530	+44
Total FTE Enrollment (Sept 7, 2021)	4724.34	4826	-102

- Kelso School District enrollment ended at **4747.16 FTE**
- School based enrollment (excluding running start) is on par with where KSD averaged in 2020/21
- Grade 1 Enrollment is at 357 reflecting a return of missing Kinders from 2020/21
- Kinder enrollment is currently at **288 FTE** reflecting a reduction of **67 FTE** from budget
- Kelso Virtual Academy (KVA) has **219 FTE** Grades K-12
- Elementary KVA enrollment is **65 FTE**; Middle School enrollment **53 FTE**, and High School **101 FTE**
- October/November are typically highest enrollment months
- Transitional Kinder starting in January may provide upwards of **30 FTE**



HEARD KELSO HOUSING AUTHORITY PROJECT UPDATE - SCOTT WESTLUND

"Kelso Housing Authority is planning to add housing stock units for low-income families. We will be going out for a 9% Tax Credit grant to develop a new affordable housing project in Kelso between Walnut and Willow Streets. An Architect has been secured Architect and just recently a Construction Company. The project will contain 25-30 units for single and family dwelling. It

can be subsidized by different programs. While the project is just in the planning stages, we currently anticipate completion in 2024.”

HEARD UPDATE TO PROCEDURE 2020P COURSE DESIGN, SELECTION & ADOPTION OF MATERIALS (INFORMATION ONLY) - KIM YORE

Added a link to the KSD information and added language that states the program is consistent with RCW.

HEARD UPDATE TO PROCEDURE 2024P ONLINE LEARNING (INFORMATION ONLY) - KIM YORE

Updated verbiage to be more consistent with times of all online learning only.

HEARD POLICY 2108 LEARNING ASSISTANCE PROGRAM (LAP) (1ST READING) - KIM YORE

Changes due to COVID. Opened LAP up to broaden what we can spend our resources on for academic as well as social emotional for K-12. In place until at least 2025.

HEARD UPDATE TO PROCEDURE 2195P ACADEMIC ACCELERATION (INFORMATION ONLY) - KIM YORE

Changed RCW reference to current.

HEARD POLICY 2420 GRADING & PROGRESS REPORTS (1ST READING) - KIM YORE

Added verbiage “or designee”.

Removed section regarding withholding grades if the student has outstanding fees.

APPROVED 2021-2022 BOARD CALENDAR REVISION - MARY BETH TACK

Changed December 6th to December 14th and February 14th to February 15th. Both now Tuesdays.

Motion to Approve by: Director Huntington

Seconded by: Director Conrad

APPROVED OSPI CONSTRUCTION WAIVER FOR BUTLER ACRES - MARY BETH TACK

Substantial Lack of Classroom Space 180-day Waiver Request

Butler Acres will not meet the 180 day requirement (requesting that our 3 days September 1, 2, and 3 be waived). Our instructional hours will be met.

Due to major modernization at Butler Acres Elementary construction crews were not able to complete the projects necessary to allow staff and students to enter the school building by the first scheduled day of the 2021-2022 school year. As with many things, during the pandemic, there were material and equipment delays and subcontractor staff shortages due to COVID-19, as well as unforeseen site complications.

Motion to Approve by: Director Grafton
Seconded by: Director Conrad

HEARD UPDATE TO PROCEDURE 2410 GRADUATION REQUIREMENTS (INFORMATION ONLY) - MARY BETH TACK

Math & Science additions including substituting computer science.

College in the High School - Double Credit, modification is that students can now take that in the 9th grade.

Salutatorian and top 5%, distinguishes between our 3 pathways, Kelso High School, Loowit, and Kelso Virtual Academy. All 3 now have their own elements to salutatorian and 5%.

Dress code verbiage clarified.

Withholding diplomas: modification is that there is the ability to make restitution rather than monetarily.

HEARD SCHOOL BOARD RETREAT SUMMARY AND NEXT STEPS - MIKE HAAS

Director Haas: Periodically as a board get together to discuss roles and responsibilities. The unique thing about the last retreat was a new look at inclusion and equity. Giving everyone the chance to succeed aligning with our Mission Statement.

Students were involved in this last retreat making the content deeper and more rich moving forward.

Director Grafton: Appreciated having students present and having a voice. Would like to revisit inviting students to the board.

Director Conrad: Students really bonded together as a team. KUDOS to the students.

Director Huntington: Really enjoyed the student perspective. Very impressed with the moderator as well. Impressed with the ability to keep things unbiased.

Superintendent Tack: Will bring back a proposal at a future board meeting.

SUPERINTENDENT REPORT

- Today was the first day that Kelso School District had all kids K-12 in the buildings. This is a huge feat and thanks to everyone working so hard to get kids back in school safely. Thank you!
- Shout out to the Butler Acres staff! They were able to open their doors after a one week delay.
 - They have met every challenge in their construction head on.
 - Dr. Connolly, Mrs. Dahl, the custodians, counselors, and entire staff have worked through a difficult time and make a wonderful start for their students and families!
- Excited to share that Nancy Baldwin was announced the Washington State Classified Employee of the year! Chris Reykdal, our Washington State Superintendent recognized her today on Facebook live stating that she has gone above and beyond doing incredible work for the Kelso community. We are so proud to call her one of our Kelso family!

FOR THE GOOD OF THE ORDER

Adjourn at 7:43 pm

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL

October 18, 2021

New Hires:

Baierl, Kelly - Speech Language Pathologist, Undesignated
1.0 FTE
Effective September 27, 2021

Caldwell, Elizabeth - Roving Substitute, Huntington Middle School
1.0 FTE, Leave replacement
Effective September 7, 2021

Melone, Jessica - Roving Substitute, Barnes Elementary
1.0 FTE, Leave replacement
Effective October 11, 2021

O'Dell, Shelby - Roving Substitute, Butler Acres Elementary
1.0 FTE, Leave replacement
Effective September 7, 2021

Read, Carmen - Roving Substitute, Wallace Elementary
1.0 FTE, Leave replacement
Effective September 1, 2021

Schueller, Kelsey - Elementary Teacher, Barnes Elementary
1.0 FTE, Leave replacement
Effective September 1, 2021

Out of Endorsement Waiver:

DeSpain, Penelope - Math, Huntington Middle School
1.0 FTE
Effective August 24, 2021

Resignations:

Blacklock, Mark - Elementary Teacher, Barnes Elementary
1.0 FTE
Effective October 11, 2021

* = Leave Replacement

TBD = To Be Determined

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

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
September 9, 2021 to October 13, 2021

Date Issued	Employee	Position	Bldg
9/21/2021	Iddings, Ryan	Coach Cross Country - Asst.	KHS
9/29/2021	James, Karen	School Patrol	Barnes
10/4/2021	Dollarhyde, Lavern	CPI Trainer	Wallace
10/4/2021	Speed, John	CPI Trainer	HMS
10/4/2021	Toney, Julie	Intramural Module - AVID Family Engagement	Wallace Elementary
10/4/2021	Bennett, Tangi	Intramural Module - AVID Family Engagement	Wallace Elementary
9/27/2021	Fromdahl, John	Athletic Coordinator	HMS
9/27/2021	Fromdahl, John	Dept Head - Social Studies (Ends 06/30/2024)	HMS
10/4/2021	Dollaryhyde, Lavern	Intramural Module - Boys Team Challenges	Wallace Elementary
10/4/2021	Prothero, Ryan	Intramural Module - Chess	Coweeman
10/4/2021	Prothero, Ryan	Intramural Module - Life 101	Coweeman
9/27/2021	Hamilton, Jennifer	Advisor - Newspaper Club	KHS
10/4/2021	Saccio, Jasmine	Intramural Module - Coed Volleyball	Coweeman
10/4/2021	Mozes, Jason	Intramural Module - Floor Hockey	Coweeman
10/4/2021	Olason, Katie	Intramural Module - Floor Hockey	Coweeman
10/4/2021	Guard-Buckhalter, Eric	Intramural Module - Garden Club	Wallace Elementary
10/4/2021	Fortner, Amber	Intramural Module - Garden Club	Wallace Elementary
10/4/2021	Dollaryhyde, Lavern	Intramural Module - Girls Go Girls Go	Wallace Elementary
10/4/2021	Prothero, Ryan	Intramural Module - Lifeskills	Coweeman
10/4/2021	Wurst, Chris	Intramural Module - Music Leadership	Coweeman
10/4/2021	Wurst, Chris	Intramural Module - Music Performance	Coweeman
10/4/2021	Guard-Buckhalter, Eric	Intramural Module - Open Garden	Wallace Elementary
10/4/2021	Fortner, Amber	Intramural Module - Open Garden	Wallace Elementary
10/4/2021	Dollaryhyde, Lavern	Intramural Module - Parent Engagement Events	Wallace Elementary
9/27/2021	Teeters, Haley	LAP Program Coordinator	CMS
9/27/2021	Babayan, Yelizaveta	LAP Program Coordinator (job share w/Jennifer Hunter)	KHS
9/27/2021	Hunter, Jennifer	LAP Program Coordinator (job share w/Liz Babayan)	KHS
10/4/2021	Shuttleworth, Colleen	Intramural Module - Parent Engagement Events	Wallace Elementary
10/4/2021	Brosnan, Sam	Intramural Module - Real World Innovators	Coweeman
10/4/2021	Toney, Julie	Intramural Module - Robotics	Wallace Elementary
10/4/2021	Anderson, Karen	Intramural Module - Running Club (Fall)	Wallace Elementary
10/4/2021	Guttormsen, Abby	Intramural Module - Running Club (Fall)	Wallace Elementary
10/4/2021	Anderson, Karen	Intramural Module - Running Club (Spring)	Wallace Elementary
10/4/2021	Guttormsen, Abby	Intramural Module - Running Club (Spring)	Wallace Elementary
10/4/2021	Engebo, Doug	Intramural Module - Shop	Coweeman
10/4/2021	Guard-Buckhalter, Eric	Intramural Module - Sunshine Squad	Wallace Elementary
10/4/2021	Toney, Julie	Intramural Module - Thursdays Open Library	Wallace Elementary
10/4/2021	Saccio, Jasmine	Intramural Module - Walking Crew	Coweeman

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
September 9, 2021 to October 13, 2021

Date Issued	Employee	Position	Bldg
10/4/2021	Saccio, Jasmine	Intramural Module - Weightlifting	Coweeman
10/4/2021	Sims, Kelly	School Patrol	Butler Acres
10/4/2021	Sims, Scott	School Patrol	Lexington
10/4/2021	Carter, Jessica	School Patrol	Wallace
10/4/2021	Knowles, Angela	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	KHS
10/4/2021	Crawford, Brenda	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Butler Acres
10/4/2021	Davis, Kelsey	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Lexington
10/4/2021	Dyer, Angela	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Barnes
10/4/2021	Morrow, Susan	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	HMS
10/4/2021	Muir, Elizabeth	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Lexington
10/4/2021	Shuttleworth, Colleen	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Wallace
10/4/2021	Stewart, Kelli	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Barnes
10/4/2021	Teeters, Haley	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	CMS
10/4/2021	Toney, Julie	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Wallace
10/4/2021	Zorn, Anne Marie	Test Coordinator - Stipend Doubled for the 21/22 SY only due to increased testing	Lexington
10/4/2021	Hamilton, Jennifer	AVID Support	Kelso High School
10/4/2021	Morrow, Susan	NAEP Test Coordinator	Huntington Middle S
10/4/2021	Liden, Erin	Excess Students (8 over)	Coweeman Middle S
10/4/2021	Birdsell, Roberta	Excess Students (4 over)	Coweeman Middle S
10/4/2021	Saccio, Jasmine	Excess Students (9 over)	Coweeman Middle S
10/4/2021	Echtle, Jennifer	Excess Students (2 over)	Coweeman Middle S
10/4/2021	Sims, Kelly	Excess Students (2 over)	Butler Acres Eleme
10/4/2021	Parsons, Kelcey	Excess Students (2 over)	Butler Acres Eleme
10/4/2021	Babayan, Yelizaveta	LAP Coordinator	Kelso High School
10/4/2021	Hunter, Jennifer	LAP Coordinator	Kelso High School
10/4/2021	Bauman, Pam	State Testing Coordinator - Additional Duties	Administration
10/12/2021	Roberts, Justin	Excess Students (1 over)	Kelso High School

CLASSIFIED PERSONNEL

October 18, 2021

New Hires:

Radmer, Jacqueline - Paraeducator, Sped Moderate - Huntington Middle School

7.0 hrs/day, 191 days/year

Effective: October 7, 2021

*Vossen, Taylor - Healthcare Specialist - Kelso High School

8.0 hrs/day, 173 days/year

Effective: September 30, 2021

Ennis, Tara - Paraeducator, ELL/LAP - Butler Acres Elementary

6.75 hrs/day, 190 days/year

Effective: September 30, 2021

Cashen, Hope - Paraeducator, Title/LAP/Playground - Barnes Elementary School

7.0 hrs/day, 190 days/year

Effective: September 30, 2021

*McGregor, Danae - Healthcare Specialist, Covid Support - Administration

8.0 hrs/day, 179 days/year

Effective: September 22, 2021

Scott, Gayla - Food Service Helper - Wallace Elementary School

1.0 hr/day, 168 days/year

Effective: September 20, 2021

Bauman, Sarah - Paraeducator, Basic Ed/LAP/Playground - Lexington Elementary School

5.75 hrs/day, 190 days/year

Effective: September 30, 2021

Flint, Madeline - Paraeducator, LAP/Playground - Carrolls Elementary School

6.5 hrs/day, 190 days/year

Effective: September 20, 2021

Vandoli, Marissa - Paraeducator, Title/Playground - Barnes Elementary School

6.0 hrs/day, 190 days/year

Effective: September 20, 2021

Arness, Krista - Paraeducator, Sped Preschool - Wallace Elementary School

6.5 hrs/day, 190 days/year

Effective: September 13, 2021

Moon, Joseph - Custodian - Kelso High School/Coweeman Middle School

8.0 hrs/day, 260 days/year

Effective: September 30, 2021

Cook, Gayle - Food Service Helper - Lexington Elementary School

5.0 hrs/day, 190 days/year

Effective: September 13, 2021

Miles, Ashlie - Paraeducator, Sped Significant - Barnes Elementary School
6.5 hrs/day, 190 days/year
Effective: October 4, 2021

Norberto, Irais - Custodian - Kelso High School
4.0 hrs/day, 260 days/year
Effective: September 20, 2021

Vickaryous, Elizabeth - Paraeducator, Sped Resource - Lexington Elementary School
6.25 hrs/day, 190 days/year
Effective: September 20, 2021

Koenig, David - Mechanic - Transportation
8.0 hrs/day, 260 days/year
Effective: October 13, 2021

Resignations:

Roller, Anna - Human Resources Manager - District Office
8.0 hrs/day, 260 days/year
Effective: October 21, 2021

Melone, Jessica - Paraeducator, LAP/Title/Playground - Barnes Elementary School
7.0 hrs/day, 190 days/year
Effective: October 11, 2021

Folwer, Jerice - Paraeducator, Lap/Playground - Rose Valley Elementary School
7.0 hrs/day, 190 days/year
Effective: October 19, 2021

Arrera, Stephanie - Paraeducator, Sped Sig. - Kelso High School
6.75 hrs/day, 191 days/year
Effective: October 18, 2021

Armstrong, Jennifer - Paraeducator, Sped SLC - Lexington Elementary School
6.5 hrs/day, 190 days/year
Effective: September 30, 2021

Zahler, Julie - Bus Driver - Transportation
4.75 hrs/day, 191 days/year
Effective: October 18, 2021

Bradley, Tammy - Bus Driver - Transportation
4.5 hrs/day, 191 days/year
Effective: October 18, 2021

Drum, Lorri - Paraeducator, Sped Resource - Barnes Elementary School
6.25 hrs/day, 190 days/year
Effective: October 08, 2021

Schoenborn, Elizabeth - Paraeducator, Sped Resource - Lexington Elementary School
7.0 hrs/day, 190 days/year
Effective: October 6, 2021

McMillan, Elisabeth - Paraeducator, Sped Significant - Barnes Elementary School
6.5 hrs/day, 190 days/year
Effective: September 3, 2021

Cox, Sally - Bus Driver - Transportation
4.0 hrs/day, 191 days/year
Effective: August 31, 2021

Cook, Gayle - Food Service Helper - Coweeman Middle School
2.25 hrs/day, 190 days/year
Effective: September 13, 2021

Retirements:

Adams, Terry - Food Service Helper - Huntington Middle School
6.5 hrs/day, 190 days/year
Effective: October 4, 2021

Separations:

David Belcher, Sarah - Paraeducator, Sped Resource, Huntington Middle School
7.0 hrs/day, 191 days/year
Effective October 19, 2021

* = 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
Basics NW - MOU	Heather Ogden	To broaden access of insurance funded ABA services for KSD students	Non-financial
Call One	Cody Reid	To provide Broadband services - 4G Wirelss - 2G B Plan for Kelso High School	Total monthly cost is \$35.00
Collins Architectural Group P.S.	Scott Westlund	Butler Acres Modernization Change Orders CO69 Add 2X12 & post in corridor wall to support roof framing CO73 Revise site improvements in public way & add crosswalk with curb ramp both sides of street CO78 Saw cut existing stem wall for Unit Ventilator fresh air intake, framing, & flashing of HVAC Louver per RFI-128 CO79 Revise route of HVAC ducting in kitchen per RFI 125 CO85 Replace (3) existing HM door frames with new power power transfer CO86 Replace damaged air transfer grille in exterior basement wall of boiler room with infill partition CO87 Reconnect existing loading dock drain CO89 Replace faulty existing ducting in Conference Room 47 per RFI 144 CO90 Apply a smooth testure to existing GWB CO91 Revise storm detention rip-rap pad per RFI 143 CO92 Provide VFD for P-5 pump CO93 Reframe gym pocket table niches to fit the new pockets & salved tables per RFI 145 CO94 Over excavate footings for gym stairs per Geotech CO104 Frame bulkhead in Library 28 at Grid H as indicated on 12/A9.3 & RCP ceiling heights CO108 Provide additional 30 in. ft. wheel stop handrail edge protection at ADA ramp landings to math handrail edge protection called for on ADA ramps	 \$2,519.00 Increase \$20,994.00 Increase \$1,322.00 Increase \$5,130.00 Increase \$5,838.00 Increase \$2,014.00 Increase \$930.00 Increase \$9,061.00 Increase \$4,194.00 Increase \$2,224.00 Increase \$2,417.00 Increase \$2,639.00 Increase \$3,342.00 Increase \$2,000.00 Increase \$1,700.00 Increase

Communications Northwest	Scott Westlund	To provide 10 more radios for Carrolls El per Quote 5372	Cost is \$2,599.81
FORMA Construction	Scott Westlund	Huntington Change Orders CCD-005 Revise circuit breakers for Sheet E501, Panel HA, HB,HC,HK,DD,E:.R CCD-006 Regarding Plumbing Fixtures CCD-007 Revisions to Drawing Sheet G001,C001,C101,C102, C201,C202,C301,302,C401,407,C501 CCD-008 Demolish wall tile at Corridor 040 per RFI 017 CCD-009 Add stud plate,studframing,blocking and continuous ledgers at Storage Rm 143A existing wall framing per RFI-027 CCD-010 Revise Sheet E301B,E503, Panel "H1" Schedule CCD-011 Add 3" layer of 5/8" minus gravel compacted to 90% over geotextile fabric CCD-012 Replace existing 3" piping with 4" at Girls Locker Room per RFI-41 CCD-013 Add (2) Wenger 4-unit Cello Racks to west wall of Music Room 148 per RFI 048 CCD-014 Revisions per Drawing A458 & A494 CCD-017 Changes per A460 & E301A - FCS 114	As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions
FORMA Construction	Scott Westlund	Lexington Change Orders CO-03 Required permit review changes, owner requested items, added scop items & deductive value eng. options	Total amount \$28,977.00 Increase
GB Manchester	Gary Schimmel	Alarm Monitoring Agreement for Barnes Elementary	Cost is \$135.00/3 mos billed Quarterly
GB Manchester	Gary Schimmel	Alarm Monitoring Agreement for Beacon Hill Elementary	Cost is \$135.00/3 mos billed Quarterly

GB Manchester	Gary Schimmel	Alarm Monitoring Agreement for Coweeman Middle School	Cost is \$135.00/3 mos billed Quarterly
GB Manchester	Gary Schimmel	Alarm Monitoring Agreement for Huntington at Catlin	Cost is \$135.00/3 mos billed Quarterly
Heritage Bank	Scott Westlund	Escrow Agreement for FORMA's Huntington Retainage	Non-financial
Holiday Inn Express - Lakewood	Tim Wines	Room Reservations for Cross Country 10/29/2021	Cost is \$130 per room per night for 9 rms
Long Bell Security	Gary Schimmel	Monitoring service agreement for Kelso High School - Fire	Cost is one-time fee \$800 + tax for cellular communicator,install,programming & set-up plus \$60/month
Long Building Technologies	Gary Schimmel	S2 Programming for Butler Acres	Cost is \$8,904.00
McGraw Hill	Kim Yore	To provide digital subscription for Discovering Our Past c2018	Cost is \$7,623.00
Mobile Mic Entertainment	Rob Birsdsell	To provide DJ Entertainment for KHS Homecoming 10/23/21	Cost is \$650.00
Pacific Office Automation	Scott Westlund	To provide new copier for Lexington Elementary	Cost is \$176.20/mo for 48 months
Pacific Office Automation	Scott Westlund	To provide an additional new copier for Lexington Elementary	Cost is \$176.20/mo for 48 months
PBS	Scott Westlund	To provide geotechnical construction observation & testing services for Butler Acres Elementary	Cost increase of \$7,100.00
Sci Ed Info Mark Watrin	Kim Yore	To provide 4 days of science Professional Development at KSD for K-5 STEAM teachers (10/20/21,12/15/21,5/25/22 + 1 add'l day in April 2022)	Cost is \$500/day with max amt \$2,000.00
Servpro	Scott Westlund	To provide all necessary cleaning and/or restoration services at Butler Acres Elementary	Estimated cost is \$6,361.31
Tent City Rentals	Scott Westlund	To provide tent for KHS Homecoming 10/23/21	Cost is \$2,486.30
Zoom	Scott Westlund	To provide educational data collection for KSD	Non-financial

ESD CONTRACTS

The BEST Program	Kim Yore	Allows KSD to participate in the Beginning Educator Support Team program under OSPI	Cost not to exceed \$64,807.69
Communication Services	Mary Beth Tack	To provide communication services to KSD	Cost not to exceed \$3,600.00
Cooperative Information Mgmnt	Scott Westlund	To provide KSD with cooperative data processing, software, and support services as mutually deemed acceptable	Cost not to exceed \$203,919.00
Gale/Cengage License Access Agreement, Under Digital Media Cooperative Services	Kim Yore	To provide & coordinate access to online research databases under Digital Media Cooperative Services.	Cost is \$750 (\$250 per 3 schools)
Prevention/Intervention Student Assitance Program	Don Iverson	To provide KSD with an on-site Student Assistant Professional	Cost not to exceed \$15,935.00
STEM Materials Cooperative	Kim Yore	To provide distribution of STEM materials & related supplimental services to KSD	Cost not to exceed \$36,965.00

General Fund

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

As of August 16, 2021, the board, by a _____ vote, approves payments, totaling \$1,943.33. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260584 through 260587, totaling \$1,943.33

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

Check Nbr	Vendor Name	Check Date	Check Amount
260584	Carr, Anne Marie	09/08/2021	94.00
260585	HCA-SEBB BENEFITS	09/08/2021	1,581.00
260586	METROPOLITAN LIFE	09/08/2021	213.82
260587	The Standard Insurance Company	09/08/2021	54.51

4	Computer	Check(s) For a Total of	1,943.33
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General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$68,741.77. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260588 through 260588, totaling \$68,741.77

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

Check Nbr	Vendor Name	Check Date	Check Amount
260588	SUNSET FORD, INC.	09/16/2021	68,741.77

1	Computer	Check(s) For a Total of	68,741.77
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General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$4,480.74. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260589 through 260589, totaling \$4,480.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
260589	ACH-AP COWLITZ COUNTY TREASURE	09/30/2021	4,480.74

1	Computer	Check(s) For a Total of	4,480.74
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General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$4,480.74. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 212200001 through 212200045, totaling \$4,480.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
212200001	Atkins, Taylor Anne	09/30/2021	589.00
212200002	Beck, Heather Rae	09/30/2021	10.00
212200003	Broschat, Claudia Francine	09/30/2021	245.89
212200004	Brown, Gretchen Lynne	09/30/2021	198.72
212200005	Davis, Denelle L	09/30/2021	155.25
212200006	Ecklund, Sarah Rochelle	09/30/2021	28.50
212200007	Fleshman, Jacob C	09/30/2021	63.56
212200008	Ford, Ian M	09/30/2021	59.14
212200009	Fortner, Amber Starr	09/30/2021	75.00
212200010	Fowler, Jerice Marie	09/30/2021	56.12
212200011	Free, Maria Nadine	09/30/2021	78.85
212200012	Gloor, Hannah Katherine	09/30/2021	12.25
212200013	Guttormsen, Gunnar G	09/30/2021	92.14
212200014	Hansen, Angela Dea	09/30/2021	477.95
212200015	Harris, Kaydee Mae	09/30/2021	231.24
212200016	Hensley, Tracy	09/30/2021	19.40
212200017	Hillbery, Shanelle Marie	09/30/2021	44.80
212200018	Howard, Kathryn Elyse	09/30/2021	10.00
212200019	Hutchison, Diane Lavina	09/30/2021	30.04
212200020	Iverson II, Donald John	09/30/2021	59.81
212200021	Junnikkala, Sue Lynne	09/30/2021	75.00
212200022	Latham, Alison Marie	09/30/2021	30.54
212200023	Lundberg, Andrew James	09/30/2021	174.00
212200024	Manke, Kendra Karol	09/30/2021	10.00
212200025	Martelli, Tailor Elizabeth	09/30/2021	34.89
212200026	Mirenta, Kimberley K	09/30/2021	83.04
212200027	Mulcahy, Constance M	09/30/2021	11.87

Check Nbr	Vendor Name	Check Date	Check Amount
212200028	Nicholson, Cindy L	09/30/2021	10.00
212200029	Nickel, Nicole Marie	09/30/2021	3.02
212200030	Ogden, Heather Renee	09/30/2021	21.10
212200031	Oswald, Lynette Kathryn	09/30/2021	72.36
212200032	Owens, Julie Ann	09/30/2021	30.27
212200033	Paul, Lori Lynn	09/30/2021	57.03
212200034	Peterson, April W	09/30/2021	10.00
212200035	Powell, David A	09/30/2021	66.67
212200036	Rhodes, Crystal Ann	09/30/2021	142.26
212200037	Rolfe, Marna Kaye	09/30/2021	88.37
212200038	Schlangen, Rachel Anne	09/30/2021	390.00
212200039	Tatum, Andrew Atticus	09/30/2021	67.03
212200040	Thomas, Timothy Steven	09/30/2021	212.00
212200041	Townsend, Sheri Marie	09/30/2021	103.77
212200042	Walter, Theresa Ann	09/30/2021	5.54
212200043	Westlund, Scott W	09/30/2021	68.98
212200044	Yore, Kim Michelle	09/30/2021	24.81
212200045	Zorn, Anne M	09/30/2021	150.53
45	ACH	Check(s) For a Total of	4,480.74

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$948.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260590 through 260590, totaling \$948.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
260590	ACH-AP COWLITZ COUNTY TREASURE	09/30/2021	948.76

1	Computer	Check(s) For a Total of	948.76
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General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$948.76. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 212200046 through 212200052, totaling \$948.76

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

Check Nbr	Vendor Name	Check Date	Check Amount
212200046	Fleshman, Jacob C	09/30/2021	73.87
212200047	Ford, Ian M	09/30/2021	133.84
212200048	Ford, Parker William	09/30/2021	59.02
212200049	Hillbery, Shanelle Marie	09/30/2021	471.92
212200050	Iverson II, Donald John	09/30/2021	101.92
212200051	McWilliam, Joseph P	09/30/2021	28.00
212200052	Thomas, Megan Michele	09/30/2021	80.19

7	ACH	Check(s) For a Total of	948.76
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$1,253,971.59. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260591 through 260735, totaling \$1,253,971.59

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

Check Nbr	Vendor Name	Check Date	Check Amount
260591	3P LEARNING INC	09/30/2021	307.50
260592	ACCOUNTABLE HEALTHCARE STAFFIN	09/30/2021	3,612.00
260593	AIR REPS LLC	09/30/2021	3,614.86
260594	ALS ENVIRONMENTAL	09/30/2021	645.00
260595	Vendor Continued Check	09/30/2021	0.00
260596	Vendor Continued Check	09/30/2021	0.00
260597	Vendor Continued Check	09/30/2021	0.00
260598	AMAZON	09/30/2021	24,491.26
260599	AMN HEALTHCARE ALLIED INC	09/30/2021	8,814.75
260600	ARAMARK	09/30/2021	156.01
260601	ARBITRAGE COMPLIANCE SPECIALIS	09/30/2021	1,975.00
260602	ART'S AUTOMOTIVE, INC.	09/30/2021	550.05
260603	ASSOC FOR SUPERVISION & CURRIC	09/30/2021	118.00
260604	BAKER LUMBER CO.	09/30/2021	344.45
260605	Vendor Continued Check	09/30/2021	0.00
260606	Vendor Continued Check	09/30/2021	0.00
260607	BANK OF AMERICA	09/30/2021	21,371.95
260608	BAXTER AUTO PARTS #23	09/30/2021	907.93
260609	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2021	252.14
260610	BELL STUDIOS	09/30/2021	160.08
260611	BLICK ART MATERIALS	09/30/2021	542.08
260612	BOILER AND COMBUSTION SERVICE,	09/30/2021	5,402.68
260613	BUD CLARY CHEVROLET	09/30/2021	200.89
260614	BUSINESS OFFICE-REV FUND	09/30/2021	2,606.34
260615	C & H INDUSTRIAL TOOL & SUPPLY	09/30/2021	283.81
260616	CALIFORNIA HYDRONICS CORP	09/30/2021	441.39
260617	CAMFIL USA INC	09/30/2021	342.39

Check Nbr	Vendor Name	Check Date	Check Amount
260618	CAPTEK ALARM	09/30/2021	4,300.85
260619	CEDAR HOUSE MEDIA, LLC	09/30/2021	4,060.00
260620	CENTRAL RESTAURANT PRODUCTS	09/30/2021	7,922.61
260621	CENTRAL WELDING SUPPLY	09/30/2021	6.05
260622	CHEF'S STORE	09/30/2021	673.93
260623	CHOWN HARDWARE & MACHINERY	09/30/2021	2,559.32
260624	COMCAST BUSINESS	09/30/2021	14,503.77
260625	COMMUNICATIONS NORTHWEST	09/30/2021	9,129.10
260626	CONREY ELECTRIC, INC.	09/30/2021	1,244.01
260627	COPIES TODAY SPEEDY LITHO	09/30/2021	5,128.92
260628	COST LESS AUTO PARTS	09/30/2021	70.85
260629	COWLITZ CLEAN SWEEP	09/30/2021	634.12
260630	Vendor Continued Check	09/30/2021	0.00
260631	DAIRY FRESH FARMS	09/30/2021	10,178.31
260632	DALE MCGHEE & SONS WELL DRILLI	09/30/2021	45.00
260633	DELL	09/30/2021	519.75
260634	DEMCO, INC.	09/30/2021	239.39
260635	DEPT OF LABOR & IND - BOILER/P	09/30/2021	481.60
260636	DEPT OF LICENSING - STATE OF W	09/30/2021	52.00
260637	DISCOVERY EDUCATION, INC	09/30/2021	33,557.50
260638	EASTSIDE PSYCHOLOGY SERVICES,	09/30/2021	956.45
260639	EDGENUITY INC	09/30/2021	50,633.70
260640	EDMENTUM INC.	09/30/2021	259.44
260641	EDUCATIONAL SERVICE DIST #112	09/30/2021	61,662.60
260642	ENTEK CORPORATION	09/30/2021	1,855.49
260643	ENVIRONMENTAL CONTROLS CORP	09/30/2021	3,475.96
260644	ERF COMPANY, INC.	09/30/2021	310.00
260645	ESD 112/RISK	09/30/2021	595,940.00
260646	ESGI, LLC	09/30/2021	426.00
260647	EVERGREEN PAINT, INC.	09/30/2021	63.38
260648	EWELL EDUCATIONAL SERVICES, IN	09/30/2021	575.00
260649	FASTENAL COMPANY	09/30/2021	10.49
260650	FEDERAL EXPRESS CORPORATION	09/30/2021	4.38
260651	FERGUSON ENTER. INC #3007	09/30/2021	467.25
260652	FINALFORMS	09/30/2021	2,000.00

Check Nbr	Vendor Name	Check Date	Check Amount
260653	FOXHIRE LLC	09/30/2021	13,095.51
260654	FRANZ FAMILY BAKERIES	09/30/2021	1,814.44
260655	GATEWAY EDUCATIONAL SERVICES	09/30/2021	2,320.00
260656	GOOD SOURCE SOLUTIONS INC	09/30/2021	1,798.75
260657	GOODHEART-WILCOX PUBLISHER	09/30/2021	5,403.66
260658	GOPHER	09/30/2021	121.07
260659	GRAINGER	09/30/2021	2,485.81
260660	HUBERT COMPANY LLC	09/30/2021	1,289.88
260661	IDEAL COMMUNICATIONS	09/30/2021	900.00
260662	INDIANA UNIVERSITY	09/30/2021	385.00
260663	FIFTH THIRD BANK	09/30/2021	51,246.90
260664	JACKSON THERAPY PARTNERS LLC	09/30/2021	3,460.00
260665	JAE ENTERPRISES LLC	09/30/2021	232.42
260666	KEYS PLUS LOCKSMITHS	09/30/2021	181.61
260667	KING COUNTY DIRECTORS	09/30/2021	17,346.17
260668	LAMINATOR.COM INC.	09/30/2021	283.40
260669	Longbell Security Resources	09/30/2021	579.42
260670	LOWE'S	09/30/2021	776.93
260671	LOWER COLUMBIA OCCUPATIONAL HE	09/30/2021	700.00
260672	MICROK12	09/30/2021	950.20
260673	MILLER PAINT CO	09/30/2021	135.88
260674	MONOPRICE INC	09/30/2021	1,725.89
260675	N2Y LLC	09/30/2021	1,502.24
260676	NORTHWEST ENFORCEMENT INC	09/30/2021	1,975.00
260677	NW TEXTBOOK DEPOSITORY	09/30/2021	190.56
260678	OETC	09/30/2021	116.62
260679	OFFICE DEPOT	09/30/2021	3,146.15
260680	OFFICE EXPRESS, INC	09/30/2021	5,376.69
260681	PACIFIC SPORTS TURF INC.	09/30/2021	767.51
260682	PACIFIC OFFICE AUTOMATION	09/30/2021	1,530.70
260683	PACIFIC OFFICE AUTOMATION	09/30/2021	4,426.48
260684	PALMERS GLASS COMPANY	09/30/2021	382.68
260685	PAPE KENWORTH	09/30/2021	263.40
260686	PAPERBACKS GALORE	09/30/2021	12.02
260687	PLATT ELECTRIC SUPPLY	09/30/2021	4,131.86

Check Nbr	Vendor Name	Check Date	Check Amount
260688	PRAXIS ENGAGING IDEAS	09/30/2021	7,603.47
260689	PROCARE THERAPY	09/30/2021	3,315.00
260690	RENAISSANCE LEARNING INC	09/30/2021	3,889.53
260691	ROLLING HILLS PUBLISHING LLC	09/30/2021	2,016.00
260692	S & R SHEETMETAL, INC	09/30/2021	131.39
260693	SAFEWAY INC	09/30/2021	131.35
260694	SCHETKY NORTHWEST SALES, INC	09/30/2021	529.30
260695	SCHOLASTIC	09/30/2021	471.76
260696	SHERWIN WILLIAMS	09/30/2021	625.53
260697	Shred Northwest LLC	09/30/2021	462.00
260698	SIGN PRINT 360	09/30/2021	2,483.07
260699	SKLAR ENTERPRISES LLC	09/30/2021	1,621.36
260700	SRI / SIGNING RESOURCES & INTE	09/30/2021	650.00
260701	STAPLES CONTRACT & COMMERCIAL	09/30/2021	1,330.91
260702	SUPPLIESOUTLET.COM INC	09/30/2021	441.57
260703	T & T TIRE LLC	09/30/2021	16.22
260704	TACO TIME	09/30/2021	490.00
260705	TEACHER SYNERGY	09/30/2021	84.07
260706	TEACHING STRATEGIES LLC	09/30/2021	215.12
260707	THE HELLO FOUNDATION LLC	09/30/2021	12,150.00
260708	THE HOME DEPOT PRO-SUPPLYWORKS	09/30/2021	28,685.84
260709	THE PART WORKS, INC.	09/30/2021	1,084.78
260710	THREE RIVERS AUDIO VISUAL	09/30/2021	216.20
260711	TK ELEVATOR	09/30/2021	2,506.05
260712	TRUAX PATIENT SERVICES LLC	09/30/2021	75.00
260713	TWIN CITY SERVICE CO. INC.	09/30/2021	622.12
260714	U.S. CELLULAR	09/30/2021	169.44
260715	ULINE	09/30/2021	692.08
260716	UNITED SALAD CO	09/30/2021	11,147.99
260717	US BANK	09/30/2021	726.58
260718	US BANK EQUIPMENT FINANCE	09/30/2021	3,812.59
260719	Vendor Continued Check	09/30/2021	0.00
260720	US FOODS INC	09/30/2021	73,434.34
260721	VERNIE'S	09/30/2021	545.50
260722	VISION EDUCATION RESEARCH, LLC	09/30/2021	2,500.00

Check Nbr	Vendor Name	Check Date	Check Amount
260723	VOYAGER SOPRIS LEARNING, INC	09/30/2021	10,340.96
260724	WA ACTE	09/30/2021	425.00
260725	WA ASSOC OF SCHOOL ADMINISTRAT	09/30/2021	1,058.24
260726	WA School Personnel Asso.	09/30/2021	350.00
260727	WA ST COACHES ASSOCIATION	09/30/2021	2,920.00
260728	WA ST DEPT OF ECOLOGY	09/30/2021	1,976.00
260729	WASHINGTON OFFICIALS ASSOCIATI	09/30/2021	11,800.00
260730	WATKINS TRACTOR & SUPPLY CO.	09/30/2021	7,069.62
260731	WILCO	09/30/2021	1,003.70
260732	WILCOX & FLEGEL FUEL OIL CO.	09/30/2021	15,746.07
260733	WOOD'S LOGGING SUPPLY, INC	09/30/2021	289.99
260734	WSIPC	09/30/2021	9,703.27
260735	YOUSCIENCE	09/30/2021	4,269.95
145	Computer	Check(s) For a Total of	1,253,971.59

General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$65,294.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260736 through 260736, totaling \$65,294.00

Secretary	_____	Board Member	_____
Board Member	_____	Board Member	_____
Board Member	_____	Board Member	_____
Check Nbr	Vendor Name	Check Date	Check Amount
260736	ENTERPRISE CAR SALES	09/27/2021	65,294.00
1	Computer	Check(s) For a Total of	65,294.00

General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$454,585.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260737 through 260791, totaling \$454,585.20

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

Check Nbr	Vendor Name	Check Date	Check Amount
260737	AMAZON	09/30/2021	5,241.19
260738	APPLE INC	09/30/2021	3,869.98
260739	BANK OF AMERICA	09/30/2021	523.16
260740	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2021	11,255.01
260741	BEACON HILL SEWER	09/30/2021	5,942.67
260742	BIO CORPORATION	09/30/2021	938.68
260743	BUILDERS HARDWARE & SUPPLY CO	09/30/2021	511.59
260744	CAROLINA BIOLOGICAL SUPPLY	09/30/2021	316.65
260745	CARROLLS WATER ASSOCIATION	09/30/2021	195.45
260746	CASCADE NETWORKS	09/30/2021	1,297.01
260747	CASCADE NATURAL GAS	09/30/2021	2,291.08
260748	CITY OF KELSO	09/30/2021	11,717.00
260749	CITY OF KELSO - UTILITY DEPT	09/30/2021	21,035.10
260750	COMMUNICATIONS NORTHWEST	09/30/2021	809.72
260751	COPIES TODAY SPEEDY LITHO	09/30/2021	1,111.27
260752	COWLITZ COUNTY PUBLIC WORKS DE	09/30/2021	506.49
260753	COWLITZ PUD	09/30/2021	37,427.81
260754	EASTBAY INC.	09/30/2021	539.30
260755	EDGENUITY INC	09/30/2021	600.00
260756	EDUCATIONAL SERVICE DIST #112	09/30/2021	1,998.00
260757	ENTEK CORPORATION	09/30/2021	21,702.16
260758	FEDERAL EXPRESS CORPORATION	09/30/2021	7.73
260759	FLINN SCIENTIFIC INC.	09/30/2021	3,127.50
260760	HOUGHTON MIFFLIN HARCOURT PUBL	09/30/2021	1,073.26
260761	INTEGRATED REGISTER SYSTEM INC	09/30/2021	834.53
260762	JKM CONSULTING LLC	09/30/2021	977.92
260763	K-LOG INC	09/30/2021	25,902.94

Check Nbr	Vendor Name	Check Date	Check Amount
260764	KENNEDY VIOLINS INC	09/30/2021	3,733.76
260765	KING COUNTY DIRECTORS	09/30/2021	3,884.16
260766	LAKESHORE LEARNING MATERIALS	09/30/2021	1,567.96
260767	LENOVO (UNITED STATES) INC	09/30/2021	38,812.22
260768	LITERACY RESOURCES LLC	09/30/2021	518.31
260769	MICROK12	09/30/2021	4,105.64
260770	NASCO	09/30/2021	43.03
260771	NOW ENVIRONMENTAL SERVICES, IN	09/30/2021	2,600.00
260772	NW TEXTBOOK DEPOSITORY	09/30/2021	2,018.26
260773	OFFICE DEPOT	09/30/2021	10,061.99
260774	PACIFIC OFFICE AUTOMATION	09/30/2021	1,400.41
260775	PERIPOLE INC	09/30/2021	154.69
260776	PORTER FOSTER RORICK LLP	09/30/2021	180.00
260777	REHABMART LLC	09/30/2021	502.39
260778	SCHOOL SPECIALTY INC	09/30/2021	1,161.62
260779	T-MOBILE USA INC	09/30/2021	500.00
260780	TEACHING STRATEGIES LLC	09/30/2021	15,890.70
260781	TECHNOLOGY INTEGRATION GROUP	09/30/2021	14,019.51
260782	THE HOME DEPOT PRO-SUPPLYWORKS	09/30/2021	35,316.70
260783	THE MARKERBOARD PEOPLE	09/30/2021	450.00
260784	TROXELL COMMUNICATIONS, INC.	09/30/2021	133,688.53
260785	U.S. CELLULAR	09/30/2021	1,239.33
260786	VIRCO INC	09/30/2021	3,838.50
260787	WA ST ARCHERY ASSCOCATION	09/30/2021	75.00
260788	WASTE CONTROL/KELSO	09/30/2021	2,402.80
260789	WINDSTREAM	09/30/2021	2,331.02
260790	WORTHINGTON DIRECT	09/30/2021	7,850.01
260791	Youth & Family Link	09/30/2021	4,485.46
55	Computer	Check(s) For a Total of	454,585.20

General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$4,009.45. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260792 through 260792, totaling \$4,009.45

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

Check Nbr	Vendor Name	Check Date	Check Amount
260792	ACH- COWLITZ COUNTY TREASURER	09/30/2021	4,009.45

1	Computer	Check(s) For a Total of	4,009.45
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**GENERAL FUND
SEPTEMBER 30, 2021**

**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) 260793-260797 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF
\$4,905.30 ON SEPTEMBER 30, 2021**

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 September 13, 2021, the board, by a _____ vote, approves payments, totaling \$4,956,499.24. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260798 through 260829, totaling \$4,956,499.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
260798	ACH Cowlitz County Treasurer	09/30/2021	2,468,381.84
260799	COWLITZ COUNTY TREASURER	09/30/2021	310,936.63
260800	COWLITZ COUNTY TREASURER	09/30/2021	523,310.70
260801	DEPT OF RETIREMENT SYSTEMS	09/30/2021	390.49
260802	DEPT OF RETIREMENT SYSTEMS	09/30/2021	173,166.30
260803	DEPT OF RETIREMENT SYSTEMS	09/30/2021	557,830.80
260804	DEPT OF RETIREMENT SYSTEMS	09/30/2021	11,760.86
260805	ESD 112 WORK/COMP	09/30/2021	63,942.52
260806	ESD 112 UNEMPLOYMENT COOP	09/30/2021	20,483.58
260807	Vendor Continued Check	09/30/2021	0.00
260808	HCA-SEBB BENEFITS	09/30/2021	709,585.00
260809	HCA-SEBB FLEX SPEND	09/30/2021	3,209.20
260810	HEALTH EQUITY	09/30/2021	988.75
260811	INFOARMOR INC	09/30/2021	94.65
260812	KELSO SCHOOLS FOUNDATION	09/30/2021	465.00
260813	KELSO TRANS CHAPTE	09/30/2021	77.50
260814	LEGALEASE GROUP	09/30/2021	293.16
260815	METROPOLITAN LIFE	09/30/2021	5,255.52
260816	NATIONWIDE	09/30/2021	827.38
260817	Oregon Dept. of Revenue	09/30/2021	2,914.59
260818	PSE KELSO LOCAL	09/30/2021	486.00
260819	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2021	1,294.40
260820	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2021	10,429.39
260821	The Standard Insurance Company	09/30/2021	4,638.02
260822	THE OMNI GROUP	09/30/2021	40,491.66
260823	UNITED STATES TREASURY	09/30/2021	82.73
260824	UNITED WAY OF COWLITZ CO	09/30/2021	493.50

Check Nbr	Vendor Name	Check Date	Check Amount
260825	VEBA TRUST	09/30/2021	9,800.00
260826	W.S.P.L.E.A.	09/30/2021	10.00
260827	WA ST SCHOOL RETIREES ASSOC	09/30/2021	112.00
260828	WEA	09/30/2021	12.80
260829	WEA PAYROLL DEDUCTIONS	09/30/2021	34,734.27

32	Computer	Check(s) For a Total of	4,956,499.24
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General Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$1,974.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260831 through 260834, totaling \$1,974.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
260831	COWLITZ COUNTY TREASURER	10/01/2021	1,354.52
260832	DEPT OF RETIREMENT SYSTEMS	10/01/2021	553.17
260833	ESD 112 UNEMPLOYMENT COOP	10/01/2021	41.56
260834	The Standard Insurance Company	10/01/2021	25.00

4	Computer	Check(s) For a Total of	1,974.25
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$990.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 260835 through 260837, totaling \$990.67

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

Check Nbr	Vendor Name	Check Date	Check Amount
260835	HCA-SEBB BENEFITS	10/13/2021	731.00
260836	METROPOLITAN LIFE	10/13/2021	205.17
260837	The Standard Insurance Company	10/13/2021	54.50

3	Computer	Check(s) For a Total of	990.67
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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 August 16, 2021, the board, by a _____ vote, approves payments, totaling \$259,680.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3594 through 3594, totaling \$259,680.64

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

Check Nbr	Vendor Name	Check Date	Check Amount
3594	INTEGRUS ARCHITECTURE PS	09/09/2021	259,680.64

1	Computer	Check(s) For a Total of	259,680.64
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Capital Projects Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$32,987.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3595 through 3600, totaling \$32,987.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
3595	AMAZON	09/30/2021	909.88
3596	BEACON HILL SEWER	09/30/2021	198.36
3597	CAPITAL PROJECTS REVOLVING FUN	09/30/2021	1,398.00
3598	COWLITZ PUD	09/30/2021	14,931.00
3599	LUXURY RESTROOM TRAILERS	09/30/2021	4,300.00
3600	MARTH TRUCKING, LLC	09/30/2021	11,250.00

6	Computer	Check(s) For a Total of	32,987.24
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$3,482,907.89. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3601 through 3620, totaling \$3,482,907.89

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

Check Nbr	Vendor Name	Check Date	Check Amount
3601	ATCO STRUCTURES & LOGISTICS (U	09/30/2021	156,087.78
3602	BEACON HILL SEWER	09/30/2021	180.68
3603	CAPITAL PROJECTS REVOLVING FUN	09/30/2021	1,071.50
3604	COLLINS ARCHITECTURAL GROUP PS	09/30/2021	16,598.71
3605	COWLITZ COUNTY DEPT - ROADS	09/30/2021	231.46
3606	Dry Box	09/30/2021	324.30
3607	EDUCATIONAL SERVICE DIST #112	09/30/2021	157,918.77
3608	FORMA CONSTRUCTION CO	09/30/2021	777,863.33
3609	H & B ELECTRIC LLC	09/30/2021	69,619.68
3610	HEFFRON TRANSPORTATION INC	09/30/2021	1,870.00
3611	HERITAGE BANK & FORMA CONSTRUC	09/30/2021	36,230.75
3612	INTEGRUS ARCHITECTURE PS	09/30/2021	174,581.83
3613	LONG BUILDING TECHNOLOGIES INC	09/30/2021	9,625.23
3614	MARTH TRUCKING, LLC	09/30/2021	6,150.00
3615	MATERIALS TESTING & CONSULTING	09/30/2021	2,042.50
3616	NOW ENVIRONMENTAL SERVICES, IN	09/30/2021	3,280.00
3617	PACIFIC TECH CONSTRUCTION, INC	09/30/2021	98,276.98
3618	PBS ENGINEERING & ENVIRON.	09/30/2021	11,099.81
3619	PEASE CONSTRUCTION INC	09/30/2021	1,942,896.80
3620	TRAFFIC SAFETY SUPPLY CO., INC	09/30/2021	16,957.78

20	Computer	Check(s) For a Total of	3,482,907.89
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$329.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3621 through 3621, totaling \$329.58

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
3621	TROXELL COMMUNICATIONS, INC.	09/30/2021	329.58

1	Computer	Check(s) For a Total of	329.58
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ASB Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$369.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30961 through 30961, totaling \$369.23

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

Check Nbr	Vendor Name	Check Date	Check Amount
30961	ACH-AP COWLITZ COUNTY TREASURE	09/30/2021	369.23

1	Computer	Check(s) For a Total of	369.23
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ASB Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$369.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 212200053 through 212200054, totaling \$369.23

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
212200053	Amrine, Steve F	09/30/2021	224.03
212200054	Phillips, Tiffany B	09/30/2021	145.20

2	ACH	Check(s) For a Total of	369.23
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$20,050.02. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30962 through 30976, totaling \$20,050.02

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

Check Nbr	Vendor Name	Check Date	Check Amount
30962	AMAZON	09/30/2021	837.64
30963	BANK OF AMERICA	09/30/2021	21.51
30964	BELL STUDIOS	09/30/2021	311.33
30965	BIGFOOT SCREEN PRINTING	09/30/2021	912.36
30966	BSN SPORTS / SPORTS SUPPLY GRO	09/30/2021	1,718.28
30967	EASTBAY INC.	09/30/2021	116.25
30968	Educational Theatre Associatio	09/30/2021	129.00
30969	MILLIGAN, MATT	09/30/2021	300.00
30970	NW DELI DISTRIBUTING, INC.	09/30/2021	2,435.20
30971	SHADLE PARK HIGH SCHOOL	09/30/2021	350.00
30972	SWIRE COCA-COLA USA	09/30/2021	1,414.24
30973	ULTIMOOK	09/30/2021	300.00
30974	UNION VOLLEYBALL BOOSTERS	09/30/2021	100.00
30975	VARSITY SPIRIT FASHIONS	09/30/2021	10,894.25
30976	VERNIE'S	09/30/2021	209.96

15	Computer	Check(s) For a Total of	20,050.02
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ASB Fund

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

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$7,034.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30977 through 30978, totaling \$7,034.35

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

Check Nbr	Vendor Name	Check Date	Check Amount
30977	BELL STUDIOS	09/30/2021	364.84
30978	JOSTEN'S AM. YEARBOOK CO	09/30/2021	6,669.51

2	Computer	Check(s) For a Total of	7,034.35
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 13, 2021, the board, by a _____ vote, approves payments, totaling \$500.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1679 through 1679, totaling \$500.00

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
1679 T-MOBILE USA INC	09/30/2021	500.00

1	Computer	Check(s) For a Total of	500.00
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Kelso High School

"It's a Matter of Pride"

1904 Allen Street • Kelso Washington 98626

(360) 501-1800 • FAX (360) 501-1843 www.kelsohighschool.com

Lacey DeWeert, Principal • Sherry Walker, Asst. Principal • Rob Birdsell, Asst. Principal • Jason Coburn, Athletic Coordinator • Melissa Boudreau, CTE Director

October 13, 2021

SUBJECT: AUTOMOTIVE DISPOSAL/REMOVAL

Dear Mr. Scott Westlund:

I respectfully request Kelso School District discard the following items with approval of KSD School Board. The items need repair and/or outdated for teaching purposes. Once surplus is approved the CTE Automotive Department will take of proper removal.

- Scrapped at metal salvage -- 1996 Subaru, Legacy VIN#: 4S3BK4350T6930337
- Scrapped at metal salvage – 1996 Toyota, Corolla VIN#: 1NXBB02E9TZ419114
- Surplus – 1999 Ford, Ranger VIN#: 1FTYR14V6XPA65120
 - Vehicle was donated with a government exempt registration
 - Vehicle is missing catalytic converter and battery
 - Vehicle does not currently start

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

Sincerely,

Melissa Boudreau
Director of College, Career & Technical Education
Kelso School District



219 State Transitional Bilingual Instructional Program

Fiscal Year: 21-22

Milestone: Final Approval Issued (Printed 9/30/2021)

District: Kelso School District

Organization Code: 08458

ESD: Educational Service District 112

Page 1

General Instructions

Welcome to the Transitional Bilingual Instructional Programs grant application. This application is meant to read as a cohesive statement about your district. Please supply information to complete the statements. The finished application should read as a descriptive statement about the practices in your district.

Program Demographics

In our district, there is a total of 284 emerging and progressing students being served in our Language Instruction Educational Program. In addition, we monitor and serve 48 exited students, as need is determined. English learners comprise approximately 6% of our total student enrollment, and 11 (number) sites provide services to our bilingual students. Program model definitions can be found on pages 2, 3, and 4.

We provide English language development instruction and academic content support consistent with the dual civil rights obligations described in [ESSA 3115 \(a\) \(1-4\)](#) to English learners within the following program models. Check all that apply.

Bilingual Models (Where instruction is provided in a home language and in English)

- ☐ Two-Way Dual Language
- ☐ One-Way Dual Language
- ☐ Developmental Bilingual Education
- ☐ Transitional Bilingual Education

Alternative Instructional Programs (Where instruction is only provided in English)

- ☐ Content Based/Sheltered Instruction
- ☒ Supportive Mainstream

Alternative Learning Environments (Where is instruction is provided in a non-traditional school setting)

- ☐ Newcomer Program
- ☐ Alternative School
- ☐ Open Doors Program
- ☐ Juvenile Detention or Rehabilitation Program

Staffing

The following table represents the staff and faculty who provide English language development services to eligible students in our district. The Office of Civil Rights provides guidance on qualifications that should be held by teachers who serve bilingual students in the [Dear Colleague Letter](#). The Revised Code of Washington (RCW) defines salaries that can be billed to TBIP in [RCW 28A.180.040](#).

Position	FTE	Funding Source(s)
EL/BE Endorsed Teachers	1.4	State TBIP grant
Teachers who do not hold an EL/BE Endorsement but provide designated ELD instruction	0.0	
Content Teachers who have been trained to provide differentiated instruction to ELs	125.0	TITLE III (years previously)
Administration	0.1	State TBIP grant
Administrative Support	0.3	State TBIP grant
Paraeducators	2.6	State TBIP grant
Professional Development Trainers	0.0	
EL Coaches	0.6	State TBIP grant
Other		
Please list duties for positions listed under "Other"		

Action Plan for Workforce Development

- Yes Our district is trying to recruit more educators with Bilingual Education or English Language Learner endorsements. We plan to increase staffing levels by 2 FTE before the next funding cycle.
- No Paraprofessionals are providing some or all of the designated English language development instruction in our district because we do not have sufficient certificated teachers to provide the designated instruction at this time. We have reviewed the guidance from the [Dear Colleague Letter, page 16](#) and have included a short action plan to address workforce development in our district.

Staffing for Equity

Changes to [RCW 28A.180.040](#) went into effect on September 1, 2019 that require educators in our bilingual programs to hold certain qualifications and experience. We acknowledge that all teaching salaries paid out of TBIP must be connected with teachers who hold English Language Learner or Bilingual Education endorsements.

Initial Here: DI

Staff who provide Professional Development Training and/or Coaching, and whose salaries are paid out of TBIP must also hold certain qualifications. Each of our trainers and/or coaches have experience providing effective instruction with strategies that are demonstrated to be effective for ELs. Collectively, they have experience and qualifications in the following areas: Select all that apply.

- ☒ Instructional Strategies for ELs (must include)
- ☒ Second Language Acquisition
- ☒ Academic Language Instruction
- ☒ Understanding and Implementation of ELP Standards
- ☒ Serving Trauma Impacted Students
- ☐ Serving Long-term Enrolled Students
- ☒ Alignment of Curriculum to ELP Standards
- ☒ Experience Serving Immigrants and Refugees
- ☐ Instruction for Biliteracy
- ☐ Not applicable

Bilingual Instructional Programs

Two-Way Dual Language Program

More information about Washington's Two-Way Dual Language Law can found in [1445 S. SL. C 236](#)

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to; 1)become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Two-way dual language programs begin with a balanced number of multilingual/ English learners and English speakers. As multilingual/ English learners become proficient English speakers (ever-English learners), the student balance is maintained by including the ever-English learners in the multilingual/ English learners portion of the balance.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.*

NOTE: *Current schedules of TBIP eligible students (multilingual/ English learners) must be kept on file indicating the type and amount of English language development services being provided to each*

student.

1. Does the district have a K-12 Master Plan for Dual Language Education?

No

2. Does the district have executive leadership support for K-12 dual language education?

Yes

3. How many students are served through this model? Students eligible for TBIP are multilingual/English learners (ELs).

0 Number of ELs

0 Number of Exited ELs

0 Number of Non-ELs

4. What is the district's plan to maintain balanced numbers of multilingual/ELs and exited ELs with English-speaking students in the program?

na

5. Which schools and grade level(s) are implementing this model?

na

6. Describe the implementation of the dual language program. Include information on:

- a. Languages of instruction;
- b. Percentage of time spent teaching in each language by grade level;
- c. How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other)?

na

7. Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process, and plan to provide additional language supports in each language of instruction.

na

8. Describe the English language development (ELD) services for eligible ELs, including how ELD instruction varies based on the student's English proficiency level and who provides the ELD instruction?

na

9. How are TBIP funds used within this program model?

na

One-Way Dual Language

Dual language education in Washington State is designed to close opportunity gaps for student groups who have been traditionally underserved. The dual language program prioritizes multilingual/ English learners and/or Native American students. The goals of the program are to; 1)become bilingual and biliterate, 2) attain high academic achievement in all content areas, and 3) develop sociocultural competence. Programs begin in kindergarten and continue through middle and/or high school to fully develop bilingual and biliterate proficiency. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

One-way dual language programs serve only multilingual/ English learners and/or Native American students. One-way dual language is implemented when the district's demographic composition cannot support a two-way dual language model.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners*
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to implement an effective dual language program.*

NOTE: *Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.*

1. Does the district have a K-12 Master Plan for Dual Language Education?

No

2. Does the district have executive leadership support for K-12 dual language education?

Yes

3. How many students are served through this model? Students eligible for TBIP are multilingual/English learners (ELs).

0 Number of ELs

0 Number of Exited ELs

0 Number of Non-ELs

4. What is the district's plan to maintain balanced numbers of multilingual/ELs and exited ELs with English-speaking students in the program?

na

5. Which schools and grade level(s) are implementing this model?

na

6. Describe the implementation of the dual language program. Include information on:

- d. Languages of instruction
- e. Percentage of time spent teaching in each language by grade level;
- f. How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other)?

na

7. Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process, and plan to provide additional language supports in each language of instruction.

na

8. Describe the English language development (ELD) services for eligible ELs, including how ELD instruction varies based on the student's English proficiency level and who provides the ELD instruction?

na

9. How are TBIP funds used within this program model?

na

Developmental Bilingual Education (Late-Exit)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are multilingual/English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native

language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 5th or 6th grade. Students then transition into classrooms in which the instruction is all in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test. However, once the student exits TBIP based on the annual English language proficiency test, they are no longer counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at exit level on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.*

NOTE: *Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.*

Developmental Bilingual Education-Elementary

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Coordinated LAP supports
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Other, please describe.

Developmental Bilingual Education-Middle School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Developmental Bilingual Education-High School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials in the content areas
- ☐ Push-in support

- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found at this link: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs
- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe.

Transitional Bilingual Education (Early-Exit)

Transitional Bilingual Education (TBE) or Early-Exit Bilingual programs are similar to Late-Exit, however instruction takes place over 3-4 years before the student transitions into instruction all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.*

NOTE: *Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.*

Transitional Bilingual Education-Elementary

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe

Transitional Bilingual Education-Middle School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials

- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Transitional Bilingual Education-High School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and . We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping

- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found at this link: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs
- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe.

NOTE: Open Doors, Alternative Programs, and Juvenile Detention Services are now found on page 5.

Alternative Instructional Programs

Because Washington has been a bilingual state since 1980, we are obligated to provide bilingual instruction to bilingual students unless a real and persistent barrier prevents our district from doing so. This is a requirement that must be met in order to receive approval for programs in which home language instruction is not provided. These programs are collectively referred to as Alternative Instructional Programs. More information about this legislation can be found at these links.

TBIP's Legislation on Alternative Instructional Programs

WAC 392-160-005 – An "alternative instructional program" is a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

WAC 392-160-040 – School districts experiencing one or more of the following conditions may elect to provide an Alternative Instructional Program.

The following barrier(s) has prevented us from providing bilingual instruction. Check all that apply.

Yes Our district has experienced a real and persistent barrier to providing bilingual instruction as indicated below.

- ☐ Necessary instructional materials in the student's primary language are unavailable, and the district has made reasonable efforts to obtain necessary materials without success.
- ☐ The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students.
- ☐ Bilingual instruction cannot be provided to students without prohibiting their access to basic education because of student distribution across grade levels or schools, or both.
- ☒ Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable. The district has made reasonable attempts to obtain the services of such teachers.

Describe the process that the district used to determine that this would be a barrier to providing bilingual instruction. Explain what reasonable attempts the district has made to resolve this barrier.

We have been unsuccessful to receive applicants for bilingual positions within our district for upward the last 10+ years. We have posted positions and advertised at job fairs with no success.

Content-Based (Sheltered) Instruction (CBI)

(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.)

Content-Based Instruction (CBI) is used in classes comprised predominantly of multilingual/ English learners.

*The CBI model pairs English language development with academic grade-level content using English as the language of instruction. **Explicit English language development instruction and rigorous, grade-level academic content** is delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.*

Districts must follow [State Certification Requirements](#) for both English language development and content qualifications when assigning teachers to provide Content-Based Instruction. CBI courses may be team taught or co-taught by an appropriately endorsed (EL/Bilingual) teacher and a content teacher.

This is a basic education program. TBIP funds can be used to:

- provide EL-certificated staffing and supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners.*

NOTE: *Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.*

Content-Based/Sheltered-Instruction Elementary

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language

development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Content-Based/Sheltered Instruction Middle School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of _____ minutes of designated English language development instruction, _____ times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Content-Based/Sheltered Instruction High School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of _____ minutes of designated English language development instruction, _____ times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**

Students at the progressing level receive a minimum of _____ minutes of designated English language development instruction, _____ times per week using these ELD strategies and/or

instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found at this link: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs
- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe.

Supportive Mainstream

(This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.)

Students in this model access grade-level academic content and English language development through participation in their mainstream classrooms.

Designated English language development: *Explicit English language instruction is delivered either individually or in small groups by teachers who have been specifically trained in the field of second language acquisition and instructional strategies for language learners. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.*

Meaningful access to rigorous, grade-level content: *In this model, English language instruction is delivered throughout the day to ensure access to core content in English. It is therefore imperative that districts implementing this model ensure that sufficient time and resources are allocated for on-going professional development of classroom teachers who are responsible for providing access to grade-level curriculum for the multilingual/English learners in their classrooms.*

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners.*

NOTE: *Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.*

Supportive Mainstream: Elementary

1. Estimated number of students to be served in this program: 185
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of 30 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**
National Geographic Reach foundational skills program as well as any specifically determined resources/materials that are identified from assessment data that will support a students

individual student instructional needs.

Students at the progressing level receive a minimum of 30 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**
National Geographic Reach foundational skills program.

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☒ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☒ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☒ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☒ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Supportive Mainstream: Middle School

1. Estimated number of students to be served in this program: 35
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of 50 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or instructional resources: **(Limit to 40 words maximum.)**
National Geographic E

Students at the progressing level receive a minimum of 50 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or

instructional resources: (Limit to 40 words maximum.)

National Geographic Inside the USA program with embedded GLAD/SIOP instruction

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☒ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☒ Supplemental materials
- ☒ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☒ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☒ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

Supportive Mainstream: High School

1. Estimated number of students to be served in this program: 60
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of 70 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)
National Geographic Edge with embedded GLAD/SIOP instruction

Students at the progressing level receive a minimum of 70 minutes of designated English language development instruction, 5 times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)
National Geographic Edge with embedded GLAD/SIOP instruction

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☒ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☒ Supplemental materials
- ☒ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☒ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☒ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe.

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found at this link: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☒ Progress monitoring by counseling staff to include the 9th Grade
- ☐ On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☒ Rigorous recruitment of bilingual students for CTE programs
- ☒ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe.

Newcomer Program

(Newcomer Programs are considered a separate group and are not required to meet the criteria for an Alternative Instructional Program.)

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their primary language. Newcomer programs provide a foundation in both basic English language skills and basic content instruction to facilitate students' transfer into a district's regular TBIP program while familiarizing newcomers with the American education system. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the student's individual needs with a typical length of one semester to one year for most students. Districts must establish clear criteria for students to move out of the Newcomer Program and into the regular TBIP program. Criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Newcomer Programs should never constitute the district's entire English language development program but should serve only as a foundation for students to move into the regular district TBIP program.

This is a basic education program. TBIP funds can be used to:

- provide EL-certificated staffing and supplemental supports to multilingual/ English learners in this program;*
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners;*
- provide professional development pertaining to language development for multilingual/ English learners.*

NOTE: *Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.*

There are 0 students who attend a Newcomer Program in our district. This program is available to

students in grades through . Students are served for a minimum of hours per day and a maximum of hours per day. Students receive targeted, intensive language instruction in the academic content areas, as well as English language development instruction. Students are referred to this program when they meet the following criteria

.

Students exit the Newcomer Program and return to their neighborhood EL program when they have been served for months or when they meet the following criteria

.

Alternative School

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports

☐ Other, please describe

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found here: High-Leverage Principles of Effective Instruction for English Learners. Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs
- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe

Open Doors

1. Estimated number of students to be served in this program: 0
2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of minutes of designated English language development instruction, times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet

the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
- ☐ Curriculum mapping
- ☐ Extended day or extended year programs
- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found here: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs
- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe

Juvenile Detention and Rehabilitation Facilities

1. Estimated number of students to be served in this program: 0

2. Our district provides designated English language development instruction to students. Students at the emerging level receive a minimum of _____ minutes of designated English language development instruction, _____ times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

Students at the progressing level receive a minimum of _____ minutes of designated English language development instruction, _____ times per week using these ELD strategies and/or instructional resources: (Limit to 40 words maximum.)

3. Our district ensures that students have meaningful access to academic content in their mainstream classrooms and have opportunities to meet the same rigorous academic standards provided to other students. This instruction is provided in English and is differentiated to meet the needs of English learners. We use the following strategies to ensure that our bilingual students are meeting the same challenging content standards for all students.

- ☐ Placement with EL trained teachers
- ☐ Co-teaching
- ☐ Online/technology supports
- ☐ Supplemental materials
- ☐ Push-in support
- ☐ Bilingual/abridged materials in the content areas
- ☐ The use of a content framework such as GLAD, SIOP, or AVID Excel
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- ☐ Ongoing PD pertaining to differentiation of content for English Learners
- ☐ Content-area clustering
- ☐ Coordinated LAP supports
- ☐ Other, please describe

4. Our district ensures that high school students served through this model graduate from high school college-and-career-ready. Some examples of strategies that promote college and career readiness can be found here: [High-Leverage Principles of Effective Instruction for English Learners](#). Currently, we utilize these strategies:

- ☐ Progress monitoring by counseling staff to include the 9th Grade On Track process
- ☐ Rigorous recruitment of bilingual students for Dual Credit opportunities
- ☐ Rigorous recruitment of bilingual students for CTE programs

- ☐ Additional support for bilingual students and families while creating a High School and Beyond plan
- ☐ A curriculum designed for the college readiness of bilingual students
- ☐ College and Career Readiness curriculum specifically designed for bilingual students
- ☐ A graduation liaison who helps students with post-secondary planning
- ☐ Bilingual parent outreach regarding academic planning
- ☐ Other, please describe

Exited TBIP Students

[RCW 28A.150.260](#) provides added funding to assist students who have transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the previous two years. This funding can be used to provide academic supports that help exited students reach grade level performance.

Based on the ESSA reporting element for exited student progress at 2 years and at 4 years, we offer the following menu to students who are struggling to meet or stay at the grade level standards.

Students are progressed monitored throughout their 2 and 4 years intervals by our EL district coach with support of school counselors. Struggling students are identified and offered additional tutoring support as well as consideration of returning to EL direct services and/or other academic supports that are available at each school site.

Program Evaluation and Continuous Improvement

Due to the global pandemic of 2020-2021, and interruptions to the administration of multiple standardized assessments in Washington State, districts may have received incomplete or incorrect calculations for data elements that involve aggregate scores from the ELPA21 Annual and the Smarter Balanced Assessments. Incomplete data sets may have been impacted to the extent that they no longer support valid conclusions about a district's progress. **Districts are discouraged from making decisions based solely on the data requested here.** Districts are advised to use the data available in the Tableau Server to meet the federal data reporting requirement here. This requirement has not been waived by the federal government for this year. Where data is unavailable, districts are advised to write in the words "Data not available."

WAC 392-160-028, Sec 4 requires that all TBIP funded programs engage in meaningful program evaluation each year and implement the findings in their Continuous Improvement Plan.

In accordance with ESSA, we reviewed and are reporting the following data elements that are known to be descriptive of English learner progress in our district. We established clear goals based on these data elements. These goals will be reflected in our professional learning plan below and are likely to have a significant impact on the effective instruction of our English learners.

These are the ESSA required data reporting elements for school districts.	These are the data for our district as of the last assessment season.	Based on the data in column 2, we will incorporate these goals into our Continuous Improvement Plan.
Number and % of ELs attaining ELP and exiting EL services.	18 students, or approximately 6% of EL students exited	Continue to support GLAD strategies K-5, AVID and SIOP in grades 7-12 by providing high fidelity professional development. Maintain the model of having 100% of our elementary staff GLAD trained.

	services last school year.	
Number and % of former ELs who met standard academic assessments 2 and 4 years after exiting.	According to most recent tableau data, 60% of our EL students met standard on the SBA after 2 years, and 92.8% of our exited students met standard after 4 years.	Continue to monitor these students throughout the year academically and monitor their grades and attendance, as well surveying staff for students that are of concern. Will provide intervention as needed.
Number and % of ELs who have not exited EL services after 5 years.	84 students or approximately 23% of students have not exited EL services after 5 years in program	<p>We will monitor these students (approx 23%) throughout the year academically and monitor their grades and attendance, as well surveying staff for students that are of concern. One way in which we will support these students, is thru the use of our District Response to Intervention (RTI). We recognize that RTI is not an EL program. However, our RTI program can provide additional systems of support for ELs in areas such as assessment, screening, intervention, and monitoring, which when combined can help improve instructional outcomes for ELs. By using periodic benchmarking, it allows us to monitor our ELs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable them to reach English proficiency and gain grade level content knowledge. In consult with OSPI, few of our administrators and teachers have had training or guidance in understanding what constitutes a strong English Language Learner program or the critical components of any particular model that impacts student success.</p> <p>With that supervision of EL programs across our schools is inconsistent. →As stated in " Meeting the Unique Needs of Long-Term English Language Learners" coherence and consistency in program matters, as does strong, faithful implementation of research-based models. With that, in conjunction with our EL standards training in schools, we will incorporate the " Meeting the Unique Needs of Long-Term English Language Learners" as a teaching tool. We will use the English Language Learners are the fastest growing student population in one of our school district, yet significant numbers are considered long-haulers in the EL program? What action steps can we make in our EL program to start moving the arrow?</p>
Percent and performance	50 EL students also	We will monitor these students throughout the year academically and monitor their grades and attendance, as well surveying staff for

of English learners who dually qualify for Special Education.	qualify for Special Education services.	students that are of concern. Will provide intervention as needed. We will also consult with special programs staff for IEP Progress. We are also determining staff for training in the ELL/IEP critical data process training when it becomes available once again
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Development Plan

District's Professional Development Plan to address the needs of ELs: Professional development specific to addressing the language acquisition needs of ELs is a requirement for TBIP funding. ([WAC 392-160-028, Sec. 3](#))

Based on the observations and goals we made in our program evaluation above, we have planned a robust program of professional learning to support the specialized instructional needs of our English learners.

We provide the following professional learning opportunities for staff responsible for providing designated English language development instruction. This part of our plan specifically supports the civil rights obligation to provide a course of instruction in language acquisition described in [ESSA 3115 \(a\) \(1-4\)](#).

ELL teachers at the secondary level are provided monthly professional learning to support the specialized instructional needs of our EL students. This training is developed and led by our District EL Coach and has various topics each month ranging from the incorporation of ELP standards to SIOP based language acquisition strategies.

We provide the following professional learning opportunities so that all of our classroom teachers provide meaningful access to content for our English learners. This part of our plan specifically supports the civil rights obligation to provide access to rigorous content standards described in [ESSA 3115 \(a\) \(1-4\)](#).

Teachers will be provided continued exposure to, and training with, the ELP standards to ensure our EL students are provided meaningful access to content. This training will be provided by our District EL Coach.

We monitor the impacts of our professional learning provided through TBIP. This is how we verify that the professional development is implemented and has a positive impact on the achievement of our English learners.

Yes. Our district uses exit slips following every professional development training to ensure the

training hit the mark/expectation. In addition, we progress monitor our EL students regularly to gauge learning levels and needs for further intervention.

Professional Development Activities

These are the specific professional learning opportunities we offer in our district.

<p>Press "NEW" button to create each new Training listing. Press SAVE after completing each record. Allow SAVE to complete before clicking the "NEW" button again.</p>										
<table border="1"> <tr> <th>Training Title</th> <th>Presenter</th> </tr> <tr> <td>SIOP Training</td> <td>Tammy Trafelet, EL Coach</td> </tr> </table>		Training Title	Presenter	SIOP Training	Tammy Trafelet, EL Coach	<table border="1"> <tr> <th>Training Description</th> <th>Schedule</th> </tr> <tr> <td>Embedded SIOP training for secondary school staff.</td> <td>Throughout the school year based on individual school calendars.</td> </tr> </table>	Training Description	Schedule	Embedded SIOP training for secondary school staff.	Throughout the school year based on individual school calendars.
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Training Title		Presenter
Language Acquisition and ELP Standards training		Tammy Trafelet, EL Coach
Training Description 1 staff meeting will be held at each of our schools next year that review last years work on (1) development/sharing of language acquisition skills/strategies (2) implementation of new ELP standards		Schedule Throughout the school year based on individual school calendars.
Participants	Focus	Funding Source & Amount
<input type="checkbox"/> Mainstream/content teachers <input type="checkbox"/> EL certificated staff <input type="checkbox"/> Principals <input type="checkbox"/> EL program director <input type="checkbox"/> Other Administrators <input type="checkbox"/> Paraeducators <input type="checkbox"/> Counselors <input type="checkbox"/> Community-based Organization Personnel <input type="checkbox"/> Other School Personnel/Non-administrative <input type="checkbox"/> Support Staff <input type="checkbox"/> Other	<input type="checkbox"/> Instructional Strategies for EL <input type="checkbox"/> Understanding and implementing EL assessments <input type="checkbox"/> Understanding and implementing ELP standards - Required <input type="checkbox"/> Alignment of curriculum to ELP standards <input type="checkbox"/> Content area understanding for bilingual/ESL teachers <input type="checkbox"/> Other (must be specific to ELD)	<input type="checkbox"/> TBIP: % OR Amt: <input checked="" type="checkbox"/> Title III: % OR Amt: \$0
<p>REMEMBER: Allow SAVE to complete before hitting the NEW button again.</p>		

UNFINISHED BUSINESS

- A. Policy 2108 Learning Assistance Program (LAP) (2nd Reading & Approval)Kim Yore
- B. Policy 2420 Grading & Progress Reports (2nd Reading & Approval)Kim Yore

Learning Assistance Program (LAP) Policy 2108

The district will implement a learning assistance program designed to enhance educational opportunities for students enrolled in kindergarten through twelfth grade who ~~do not meet state English language arts or mathematics~~ **are not meeting academic** standards by providing supplemental instruction and services to those students. **“Student who are not meeting academic standards” means students with the greatest academic deficits in basic skills as identified by statewide, school, or district assessments or other performance measurement tools.**

Selection of Students

~~Students participating in the district’s learning assistance program will be limited to the following:~~

- ~~A. Students who score below standard for their grade level using multiple measures of performance, which may include the statewide student assessments or other assessments and performance measurement tools administered by the school or district;~~
- ~~B. Students who are in grades eleven or twelve and are not on track to meet state or local graduation requirements;~~
- ~~C. Students identified in eighth grade in need of high school transition services, which may continue up through the end of ninth grade; or~~
- ~~D. Students who are identified by the district as being significantly at-risk of not being successful in school and to be served under the district’s readiness to learn program.~~

Students’ Affected By COVID-19 Pandemic

Until the expiration or termination of Proclamation 20-05 declaring a state of emergency for all counties in Washington due to COVID-19 or until September 1, 2025—whichever is later—the district will budget and expend learning assistance program funds to identify and address the academic and nonacademic needs of students resulting from and exacerbated by the COVID-19 pandemic.

Washington Integrated Student Supports Protocol

The district will budget and expend learning assistance program funds using the framework of the Washington integrated student supports protocol, established under RCW 28A.300.139.

The district may use up to 15% of its learning assistance program allocation to deliver academic, nonacademic, and social-emotional supports and services to students through partnerships with community-based or other out-of-school organizations in accordance with RCW 28A.300.139.

If the district enters into an agreement with a community partner in accordance with RCW 28A.300.139, the agreement must do the following:

- A. Specify that learning assistance program funds may be used only to provide direct supports and services to students;**
- B. Clearly identify the academic, nonacademic, or social-emotional supports and services that will be made available to students by the community partner and how those supports and services align to**

the needs of the students as identified in the student-level needs assessment required by RCW 28A.300.139; and

- C. Identify the in-school supports that will be reinforced by the supports and services provided by the community partner to promote student progress towards meeting academic standards.

Best Practices

~~The district will use best practices in providing learning assistance program services to participating students. The district will select practices and strategies in accordance with WAC 392-162-041.~~

Coordination with Other Programs

The district may coordinate federal, state, and local programs in order to serve the maximum number of students who are below grade level in basic skills. Students receiving assistance in another special needs program may also be served in the learning assistance program if they meet student eligibility and selection requirements.

Annual Report to OSPI

The district will submit an annual report on September 30th to the Office of Superintendent of Public Instruction detailing the following:

- A. The amount of academic growth gained by students participating in the learning assistance program;
- B. The number of students who gain at least one year of academic growth;
- C. The specific practices, activities, and programs used by each school building that received learning assistance funds;
- D. The percentage of learning assistance program funding used to engage community partners, the number of students receiving direct supports and services from those community partners, and the types of supports and services that are being provided; and
- E. The number of students served by the learning assistant program during the school year who were able to exit the program because student academic growth resulted in meeting the academic standard for grade level.

Cross References:	Policy 2104	Federal and/or State Funded Special Instructional Programs
	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 4130	Title 1, Parent and Family Engagement
	Policy 6100	Revenues from Local, State and Federal Sources
Legal References:	Chapter 28A.165 RCW	Learning Assistance Program

~~WAC~~ Chapter 392-162 Special Program – Remediation Assistance
WAC
SHB 1208, Chapter 111 Laws of 2021 Learning Assistance Program – Various
Provisions

Management
Resources:

Policy & Legal News

2005 June

2018 February

2021 July

Management Resources: Policy & Legal News

Adopted: 09.25.06

Revised: 04.23.18 | 10.26.20

Grading and Progress Reports

Policy 2420

The board believes that the cooperation of school and home is a vital ingredient in the growth and education of the student and recognizes the responsibility to keep parents informed of student welfare and progress in school.

The issuance of grades, written progress reports and parent conferences on a regular schedule serves as the basis for continuous evaluation of the student's performance and determining changes that should be made to effect improvement. These written and verbal reports shall be provided in a timely manner and are intended to provide information that will be helpful to the student, teacher, counselor and parent.

The district shall comply with the marking/grading system incorporated into the statewide standardized high school transcript. Secondary students' grade points shall be reported for each term; individually and cumulatively.

The board directs the superintendent **or designee** to establish a system of reporting student progress and shall require all staff members to comply with such a system as part of their teaching responsibility.

At the beginning of each term, each teacher shall specify in writing the student learning goals or standards for his/her respective courses. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process.

~~A student's grade report may be withheld until such time the student pays for any school property that has been lost or willfully damaged. Upon payment for damages or the equivalency through voluntary work, the grade report will be released. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent and board of directors.~~

Cross Reference:	Policy 3122	Excused and Unexcused Absences
	Policy 3520	Student Fines, Fees and Charges
Legal References:	RCW 28A.150.240	Basic Education Act of 1977
	(2)(g)	
	RCW 28A.635.060	Defacing or injuring school property – Liability of parent or guardian
	RCW 28A.600.030	Grading policies – Option to consider – Attendance
	WAC 392.400.235	Discipline – Conditions and limitations
	WAC 180.44.010	Responsibilities Related to instruction
	WAC Chapter 392.415 WAC	WAC, Secondary Education – Standardized High School
	WAC Chapter 392.210 WAC	Washington State Honors Award Program

Management
Resources:

Policy & Legal
News
2021 July

Adopted: 09.25.06

Revised: 03.10.08

NEW BUSINESS

A. Technology Update	Cody Reid & Brenda Sargent
B. Health & Safety Update	Don Iverson & Holly Budge
C. Assessment Update	Pam Bauman
D. Budget Status Update: August & September	Scott Westlund
E. Acceptance of Donations (Action)	Scott Westlund
F. Policy 2125/2125P Sexual Health Education (1 st Reading)	Kim Yore
G. Policy 3116/3116P Students in Foster Care (1 st Reading)	Don Iverson
H. Policy 3122/3122P Excused and Unexcused Absences (1 st Reading)	Don Iverson
I. Policy 5011/5011P Sexual Harassment of District Staff Prohibited (1 st Reading).....	Holly Budge
J. Superintendents Report	Mary Beth Tack

TECHNOLOGY UPDATE

HEALTH

&

SAFETY

UPDATE

ASSESSMENT UPDATE



October 13, 2021

TO: Mary Beth Tack, Superintendent
FROM: ^{SW} Scott Westlund, Chief Financial and Operations Officer
SUBJECT: Budget Status Reports for August 31, 2021 and September 30, 2021.

As we finish closing out the financials for 2020/21, our ending fund balance for August 31, 2021, through September reconciliation is approximately \$6.2 million. Ending fund balance for 20/21 should increase to approximately \$6.7 million as we recover remaining federal ESSER funds at the end of October.

This leaves our projected beginning fund balance at 8.7% of budgeted expenditures/transfers for the 2021/22 fiscal year. This leaves us on solid footing as we move into the new fiscal year continuing to deal with COVID challenges.

As we move into the 2021/22 school year, the hope for stable enrollment has not been realized in our Kinder population. We are approximately 45-55 students short of expected enrollment in Kinder. Good news is that last year's kinder enrollment moving to first grade saw a large increase back in line with expected numbers. I would expect the same thing to happen next year with this year's kinder class.

Enrollment for October 1 is below budgeted enrollment by approximately 40 FTE. This is significantly less than the 200 FTE we were down this time last year. With the expansion of federal ESSER and American Recovery Act funds the middle of last year, we should be able to utilize these monies to stabilize the budget and not look to make reductions as we did last fall.

The budget looks good through the first month of school.

General Fund Revenues | Dashboard Summary

For the Period Ending August 31, 2021

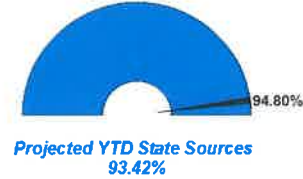
Total Revenues Actual YTD



Local Sources Actual YTD



State Sources Actual YTD



Federal Sources Actual YTD

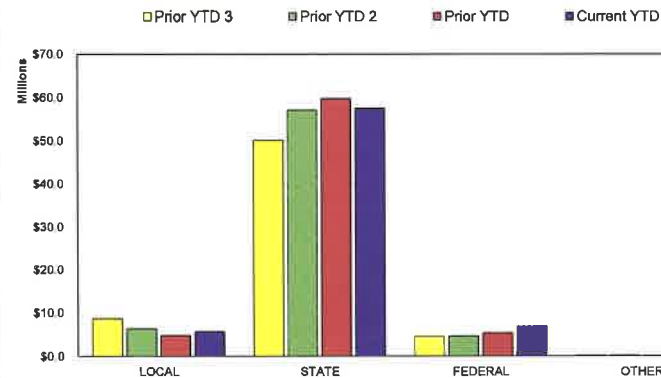


Revenue Analysis

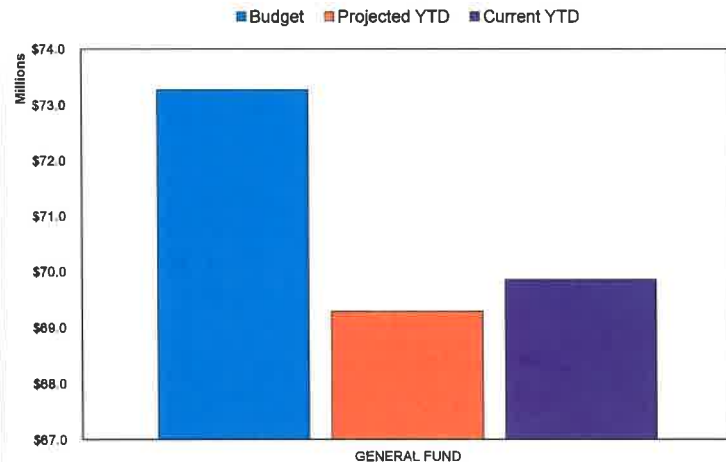
Top 10 Sources of Revenue (YTD)

Apportionment	\$41,210,242
Special Purpose - Unassigned	\$12,358,438
Special Purpose - OSPI Unassigned	\$6,256,744
Local Property Tax	\$5,064,593
Local Effort Assistance	\$3,852,383
Local Support Non-Tax - Unassigned	\$277,738
Federal Grants Through Other Entities - Unassigned	\$257,226
Timber Excise Tax	\$149,992
GEN DIR FED GRT	\$118,287
USDA Commodities	\$93,401
Percent of Total Revenues YTD	99.70%

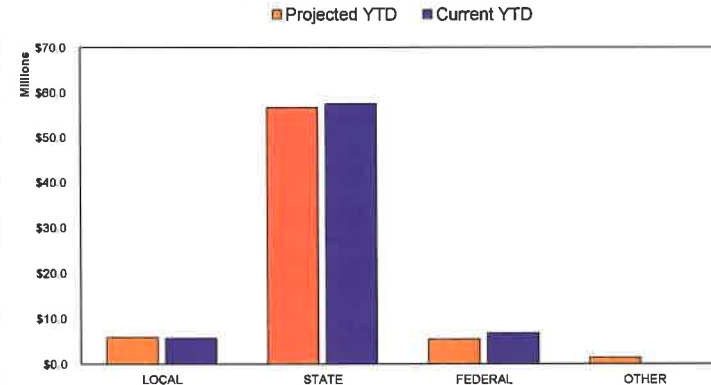
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



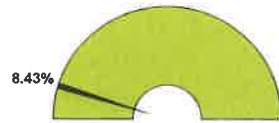
Revenues by Source | Projected YTD vs. Current YTD



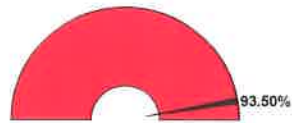
General Fund Expenditures | Dashboard Summary

For the Period Ending August 31, 2021

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
95.26%

Salaries & Benefits
Actual YTD



Projected YTD Salary/ Benefits
96.10%

Basic Education
Actual YTD



Projected YTD Basic Education
95.17%

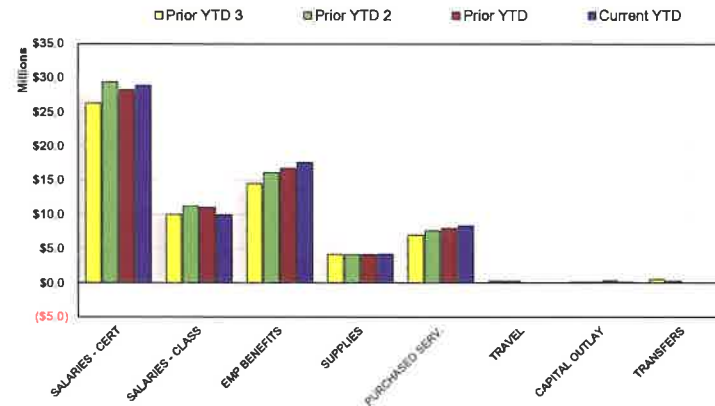
Expenditure Analysis

Top 10 Expenditures by Program (YTD)

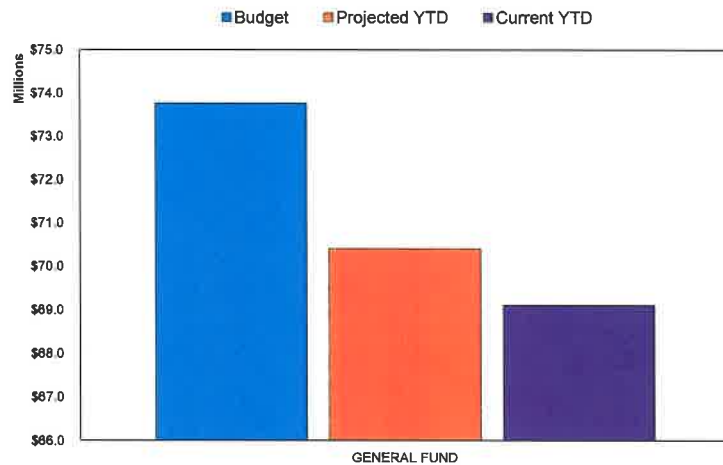
BASIC EDUCATION	\$29,996,518
SPECIAL EDUCATION	\$8,637,628
GENERAL SUPPORTIVE SERV	\$5,899,907
DIST SUPPORT-DIR BUS SERVICES	\$3,415,898
LEARNING ASSISTANCE	\$3,060,817
BASIC ED-EXEC DIR SUP SER	\$2,366,476
FOOD SERVICE	\$2,182,318
PUPIL TRANSPORTATION	\$1,931,446
TITLE I PART A	\$1,316,628
BASIC ED-DIR HR	\$1,111,111

Percent of Total Expenditures YTD **86.54%**

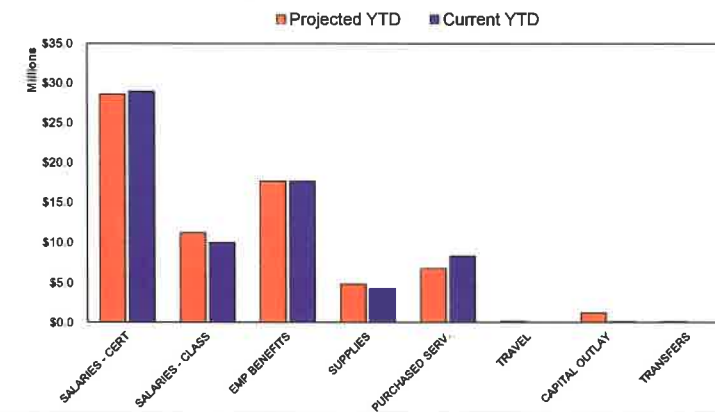
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



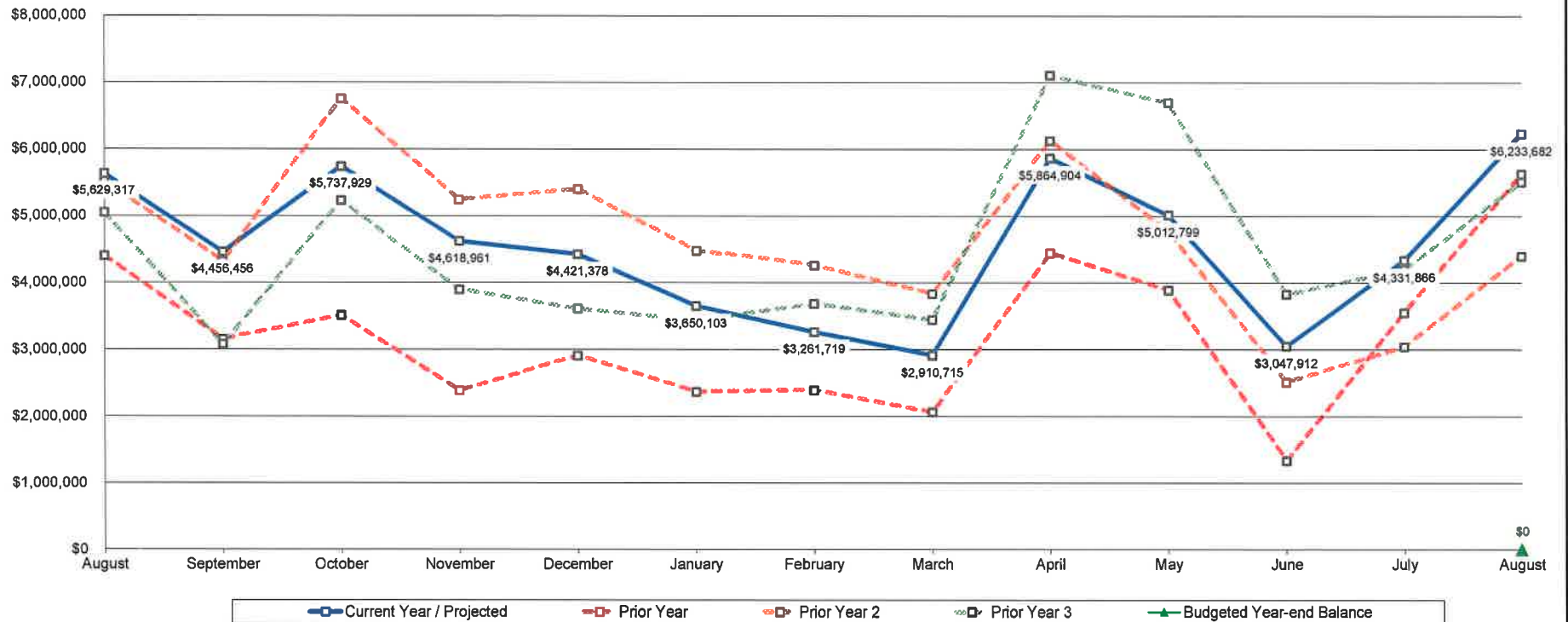
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending August 31, 2021

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

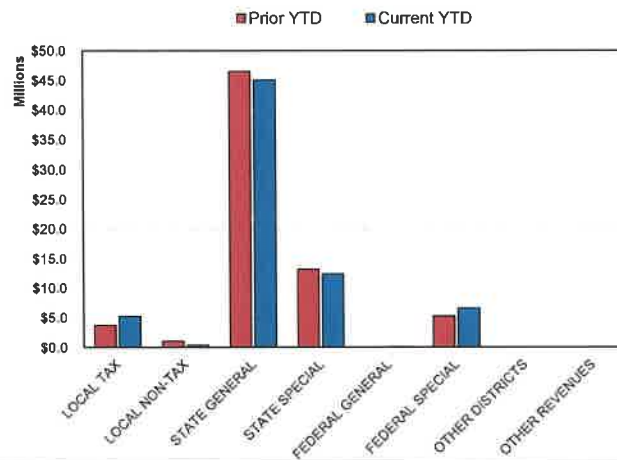


General Fund | Financial Summary

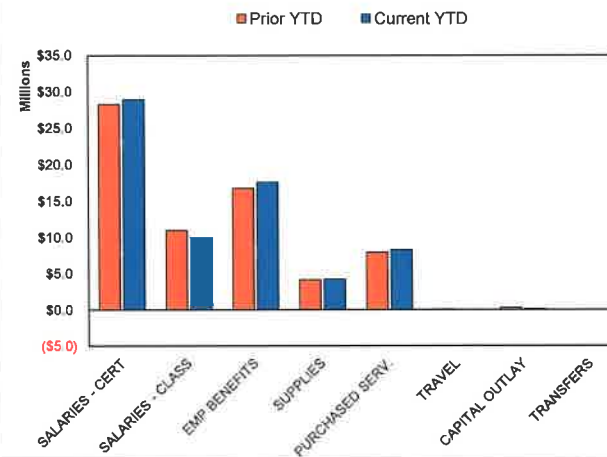
For the Period Ending August 31, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$3,708,052	\$3,708,052	100.00%	\$5,214,585	\$5,084,174	102.57%
Local Support Non-Tax	1,024,967	1,024,967	100.00%	383,590	\$785,500	48.83%
State General Purpose	46,517,809	46,517,809	100.00%	45,062,625	\$47,044,439	95.79%
State Special Purpose	13,192,468	13,192,468	100.00%	12,408,014	\$13,576,449	91.39%
Federal General Purpose	14,812	14,812	100.00%	131,708	\$16,165	814.77%
Federal Special Purpose	5,276,557	5,276,557	100.00%	6,610,923	\$5,404,914	122.31%
Other School Districts	673	673	100.00%	0	\$0	
Other Revenues	72,513	72,513	100.00%	32,909	\$1,360,000	2.42%
TOTAL REVENUE	\$69,807,852	\$69,807,852	100.00%	\$69,844,353	\$73,271,641	95.32%
EXPENDITURES						
Salaries - Certificated Employees	\$28,264,062	\$28,264,062	100.00%	\$28,929,542	\$29,605,490	97.72%
Salaries - Classified Employees	10,986,819	10,986,819	100.00%	9,949,392	\$11,699,725	85.04%
Employee Benefits and Payroll Taxes	16,747,057	16,747,057	100.00%	17,613,138	\$18,405,159	95.70%
Supplies, Instr. Resources, and Non-Cap Items	4,117,012	4,117,012	100.00%	4,181,141	\$5,104,384	81.91%
Purchased Services	7,950,764	7,950,764	100.00%	8,289,485	\$6,884,759	120.40%
Travel	65,733	65,733	100.00%	19,227	\$154,912	12.41%
Capital Outlay	303,450	303,450	100.00%	119,723	\$1,808,460	6.62%
Transfers	(0)	(0)	100.00%	0	\$102,874	0.00%
TOTAL EXPENDITURES	\$68,434,897	\$68,434,897	100.00%	\$69,101,648	\$73,765,763	93.68%
SURPLUS / (DEFICIT)	\$1,372,955	\$1,372,955		\$742,705	(\$494,122)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$1,660	\$1,500	
Other Financing Uses	(\$140,000)	(\$140,000)		(\$140,000)	(\$140,000)	
NET CHANGE IN FUND BALANCE	\$1,232,955	\$1,232,955		\$604,365	(\$632,622)	
ENDING FUND BALANCE	\$5,629,317			\$6,233,682		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

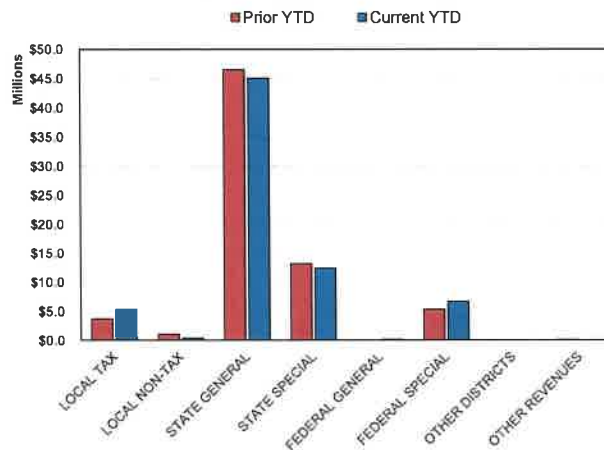


General Fund | Financial Summary

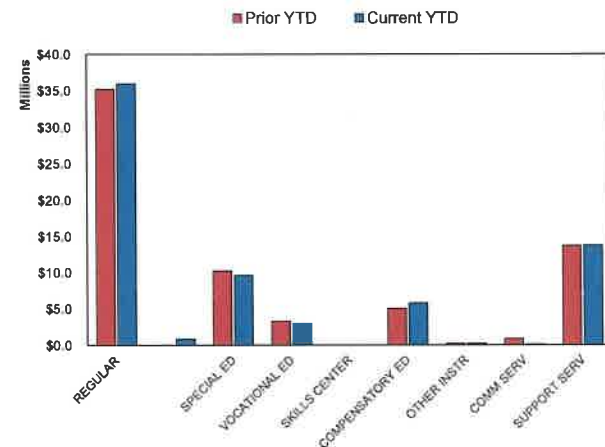
For the Period Ending August 31, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$3,708,052	\$3,708,052	100.00%	\$5,214,585	\$5,084,174	102.57%
Local Support Non-Tax	1,024,967	1,024,967	100.00%	383,590	\$785,500	48.83%
State General Purpose	46,517,809	46,517,809	100.00%	45,062,625	\$47,044,439	95.79%
State Special Purpose	13,192,468	13,192,468	100.00%	12,408,014	\$13,576,449	91.39%
Federal General Purpose	14,812	14,812	100.00%	131,708	\$16,165	814.77%
Federal Special Purpose	5,276,557	5,276,557	100.00%	6,610,923	\$5,404,914	122.31%
Other School Districts	673	673	100.00%	0	\$0	
Other Revenues	72,513	72,513	100.00%	32,909	\$1,360,000	2.42%
TOTAL REVENUE	\$69,807,852	\$69,807,852	100.00%	\$69,844,353	\$73,271,641	95.32%
EXPENDITURES						
Regular Instruction	\$35,182,681	\$35,182,681	100.00%	\$35,942,221	\$37,636,077	95.50%
Federal Special Purpose	0	0		827,105	\$0	
Special Education Instruction	10,185,605	10,185,605	100.00%	9,587,411	\$10,028,893	95.60%
Vocational Education Instruction	3,278,244	3,278,244	100.00%	3,006,771	\$3,390,938	88.67%
Skills Center Instruction	0	0		0	\$0	
Compensatory Education Instruction	5,005,565	5,005,565	100.00%	5,724,420	\$5,679,845	100.78%
Other Instructional Programs	231,926	231,926	100.00%	196,627	\$1,863,210	10.55%
Community Services	846,662	846,662	100.00%	82,261	\$40,533	202.95%
Support Services	13,704,214	13,704,214	100.00%	13,734,832	\$15,126,267	90.80%
TOTAL EXPENDITURES	\$68,434,897	\$68,434,897	100.00%	\$69,101,648	\$73,765,763	93.68%
SURPLUS / (DEFICIT)	\$1,372,955	\$1,372,955		\$742,705	(\$494,122)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$1,660	\$1,500	
Other Financing Uses	(\$140,000)	(\$140,000)		(\$140,000)	(\$140,000)	
NET CHANGE IN FUND BALANCE	\$1,232,955	\$1,232,955		\$604,365	(\$632,622)	
ENDING FUND BALANCE	\$5,629,317			\$6,233,682		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

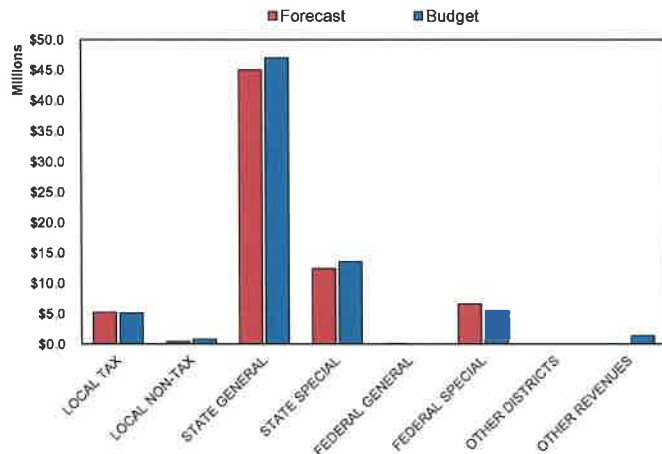


General Fund (High Level) | Financial Forecast

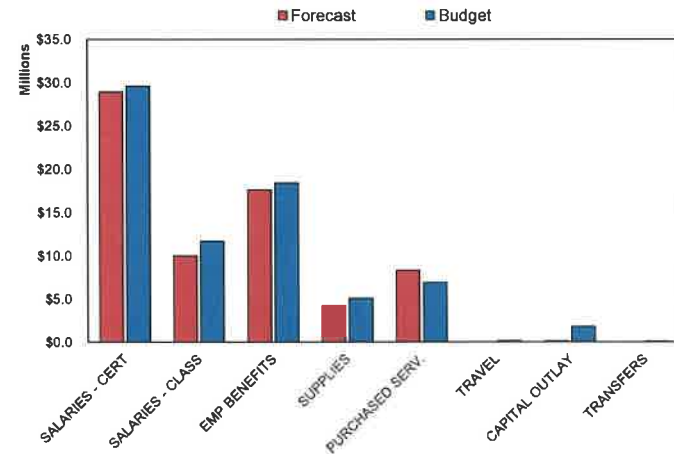
For the Period Ending August 31, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$3,708,052	\$5,214,585	\$0	\$5,214,585	\$5,084,174	\$130,411
Local Support Non-Tax	1,024,967	383,590	0	383,590	\$785,500	(401,910)
State General Purpose	46,517,809	45,062,625	0	45,062,625	\$47,044,439	(1,981,814)
State Special Purpose	13,192,468	12,408,014	0	12,408,014	\$13,576,449	(1,168,435)
Federal General Purpose	14,812	131,708	0	131,708	\$16,165	115,543
Federal Special Purpose	5,276,557	6,610,923	0	6,610,923	\$5,404,914	1,206,009
Other School Districts	673	0	0	0	\$0	0
Other Revenues	72,513	32,909	0	32,909	\$1,360,000	(1,327,091)
TOTAL REVENUE	\$69,807,852	\$69,844,353	\$0	\$69,844,353	\$73,271,641	(\$3,427,288)
EXPENDITURES						
Salaries - Certificated Employees	\$28,264,062	\$28,929,542	\$0	\$28,929,542	\$29,605,490	\$675,948
Salaries - Classified Employees	10,986,819	9,949,392	0	\$9,949,392	\$11,699,725	1,750,333
Employee Benefits and Payroll Taxes	16,747,057	17,613,138	0	\$17,613,138	\$18,405,159	792,021
Supplies, Instr. Resources, and Non-Cap Items	4,117,012	4,181,141	0	\$4,181,141	\$5,104,384	923,243
Purchased Services	7,950,764	8,289,485	0	\$8,289,485	\$6,884,759	(1,404,726)
Travel	65,733	19,227	0	\$19,227	\$154,912	135,685
Capital Outlay	303,450	119,723	0	\$119,723	\$1,808,460	1,688,737
Transfers	(0)	0	0	\$0	\$102,874	102,874
TOTAL EXPENDITURES	\$68,434,897	\$69,101,648	\$0	\$69,101,648	\$73,765,763	\$4,664,115
SURPLUS / (DEFICIT)	\$1,372,955	\$742,705	\$0	\$742,705	(\$494,122)	\$1,236,827
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$1,660	\$0	\$1,660	\$1,500	\$0
Other Financing Uses	(\$140,000)	(\$140,000)	\$0	(\$140,000)	(\$140,000)	\$0
NET CHANGE IN FUND BALANCE	\$1,232,955	\$604,365	\$0	\$604,365	(\$632,622)	\$1,236,827
ENDING FUND BALANCE	\$5,629,317	\$6,233,682		\$6,233,682	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending August 31, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$3,597,056	\$5,064,593	\$0	\$5,064,593	\$4,891,814	\$172,779
1400 Local in Lieu of Taxes	0	0	0	0	100,000	(100,000)
1500 Timber Excise Tax	110,996	149,992	0	149,992	92,360	57,632
2100 Tuition and Fees - Unassigned	6,606	3,598	0	3,598	15,000	(11,402)
2200 Sales of Goods, Supplies, and Services - Unassigned	385,523	49,094	0	49,094	510,000	(480,906)
2300 Investment Earnings	39,220	5,588	0	5,588	100,000	(84,412)
2500 Gifts, Grants, and Donations (Local)	59,366	38,366	0	38,366	50,000	(11,634)
2600 Fines and Damages	7,399	7,059	0	7,059	10,000	(2,941)
2700 Rentals and Leases	14,325	1,531	0	1,531	35,000	(33,469)
2800 Insurance Recoveries	1,456	617	0	617	500	117
2900 Local Support Non-Tax - Unassigned	511,042	277,738	0	277,738	65,000	212,738
3100 Apportionment	42,235,682	41,210,242	0	41,210,242	43,049,384	(1,839,142)
3300 Local Effort Assistance	4,282,121	3,852,383	0	3,852,383	3,995,000	(142,617)
3600 State Forests	6	0	0	0	55	(55)
4100 Special Purpose - Unassigned	13,147,848	12,358,438	0	12,358,438	13,576,449	(1,218,011)
4300 Other State Agencies - Unassigned	44,620	49,576	0	49,576	0	49,576
5200 GEN DIR FED GRT	0	118,287	0	118,287	0	118,287
5500 Federal Forests	14,812	13,421	0	13,421	16,165	(2,744)
6100 Special Purpose - OSPI Unassigned	5,071,161	6,256,744	0	6,256,744	5,173,960	1,082,784
6200 Direct Special Purpose Grants	27,834	3,552	0	3,552	30,954	(27,402)
6300 Federal Grants Through Other Entities - Unassigned	36,085	257,226	0	257,226	40,000	217,226
6900 USDA Commodities	141,478	93,401	0	93,401	160,000	(66,599)
7100 Program Participation - Unassigned	673	0	0	0	0	0
8100 Governmental Entities	2,007	1,242	0	1,242	1,300,500	(1,299,258)
8200 Private Foundation	12,513	6,315	0	6,315	18,000	(11,685)
8500 Educational Service Districts	57,993	25,351	0	25,351	40,000	(14,649)
9300 Sale of Equipment	0	1,660	0	1,660	1,500	160
TOTAL REVENUES	\$69,807,852	\$69,846,013	\$0	\$69,846,013	\$73,271,641	(\$3,425,628)
EXPENDITURES						
01 Basic Education	\$34,941,431	\$35,671,456	\$0	\$35,671,456	\$37,240,171	\$1,568,715
02 Basic Education - Alternative Learning Experience	129,577	73,705	0	73,705	137,556	63,851
03 Dropout Reengagement	111,673	197,060	0	197,060	118,350	(78,710)
12 Fed Spec Purpos	0	428,598	0	428,598	0	(428,598)
13 - Fed Spec Purpos	0	260,705	0	260,705	0	(260,705)
14 Fed Special Purpose	0	137,803	0	137,803	0	(137,803)
21 Special Education - Supplemental - State	8,644,320	8,637,628	0	8,637,628	9,032,583	394,955
22 Special Education - Infants and Toddlers - State	508,790	0	0	0	0	0
24 Special Education - Supplemental - Federal	1,032,496	949,783	0	949,783	996,310	46,527
31 Vocational - Basic - State	2,801,693	2,510,760	0	2,510,760	2,909,818	399,058
34 Middle School Career and Technical Education State	432,034	450,555	0	450,555	442,912	(7,643)
38 Vocational - Federal	44,517	45,456	0	45,456	38,208	(7,248)
51 ESEA Disadvantaged - Federal	1,301,398	1,389,556	0	1,389,556	1,490,582	101,026
52 Other Title Grants Under ESEA - Federal	263,387	304,737	0	304,737	280,317	(24,420)
55 Learning Assistance Program - State	2,537,806	3,060,817	0	3,060,817	2,903,852	(156,965)
58 Special and Pilot Programs - State	366,762	478,495	0	478,495	471,222	(7,273)
64 Limited English Proficiency - Federal	26,771	25,413	0	25,413	39,906	14,493
65 Transitional Bilingual - State	470,845	442,522	0	442,522	445,012	2,490
68 Indian Education - Federal - ED	27,834	16,420	0	16,420	30,954	14,534
69 Compensatory - Other	10,762	6,461	0	6,461	18,000	11,539
74 Highly Capable	134,645	134,464	0	134,464	139,145	4,681
79 Instructional Programs - Other	97,280	62,163	0	62,163	1,724,065	1,661,902
89 Other Community Services	846,662	82,261	0	82,261	40,533	(41,728)
97 Districtwide Support	9,723,348	9,621,067	0	9,621,067	9,759,098	138,031
98 School Food Services	1,670,538	2,182,318	0	2,182,318	2,728,857	546,539
99 Pupil Transportation	2,310,328	1,931,446	0	1,931,446	2,638,312	706,866
TOTAL EXPENDITURES	\$68,434,897	\$69,101,648	\$0	\$69,101,648	\$73,625,763	\$4,524,114
SURPLUS / (DEFICIT)	1,372,955	744,365	0	744,365	(354,122)	160
Other Financing Uses	(140,000)	(140,000)	0	(140,000)	(140,000)	0
ENDING FUND BALANCE	5,629,317	6,233,682	0	6,233,682	0	0

General Fund Revenues | Dashboard Summary

For the Period Ending September 30, 2021

**Total Revenues
Actual YTD**



Projected YTD Revenues
7.93%

**Local Sources
Actual YTD**



Projected YTD Local Sources
1.67%

**State Sources
Actual YTD**



Projected YTD State Sources
7.82%

**Federal Sources
Actual YTD**



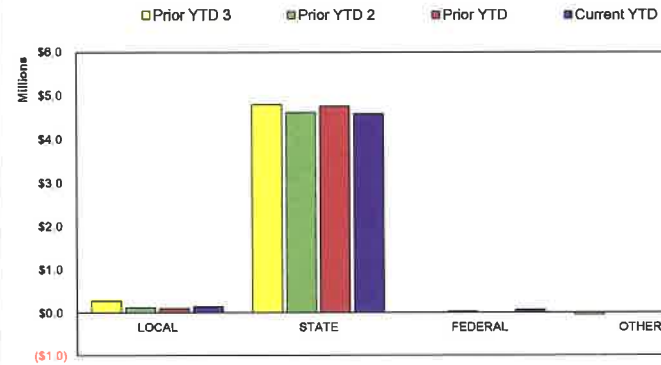
Projected YTD Federal Sources
4.33%

Revenue Analysis

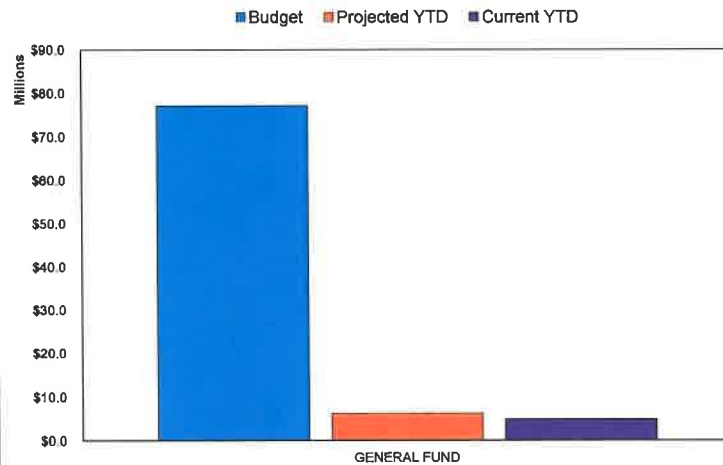
Top 10 Sources of Revenue (YTD)

Apportionment	\$3,804,450
Special Purpose - Unassigned	\$783,025
Local Property Tax	\$119,928
USDA Commodities	\$48,281
Special Purpose - OSPI Unassigned	\$14,097
Sales of Goods, Supplies, and Services - Unassigned	\$8,548
Gifts, Grants, and Donations (Local)	\$3,650
Tuition and Fees - Unassigned	\$1,581
Local Support Non-Tax - Unassigned	\$976
Fines and Damages	\$874
Percent of Total Revenues YTD	100.07%

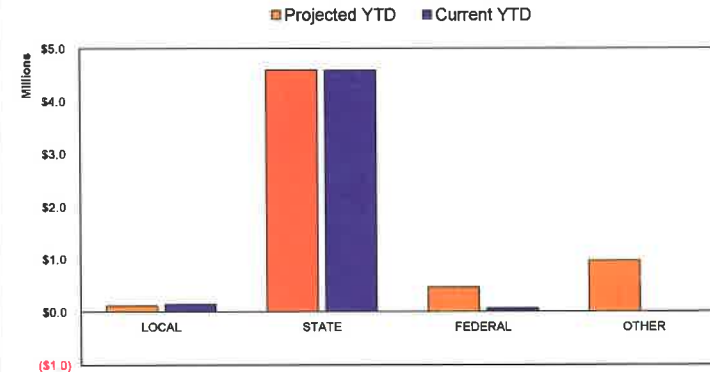
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



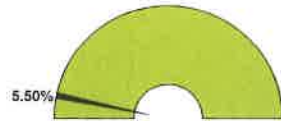
Revenues by Source | Projected YTD vs. Current YTD



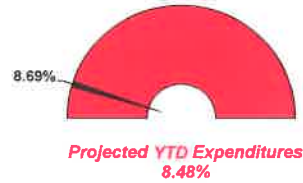
General Fund Expenditures | Dashboard Summary

For the Period Ending September 30, 2021

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
8.48%

Salaries & Benefits
Actual YTD



Projected YTD Salary/ Benefits
8.04%

Basic Education
Actual YTD



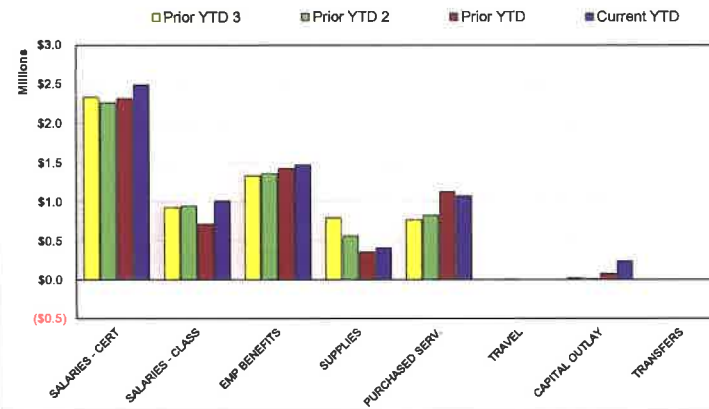
Projected YTD Basic Education
9.20%

Expenditure Analysis

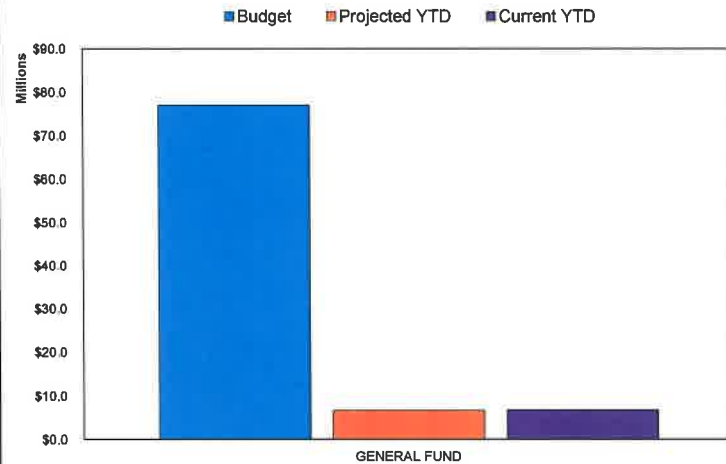
Top 10 Expenditures by Program (YTD)

Basic Education	\$2,830,225
Districtwide Support	\$1,477,204
Special Education - Supplemental - State	\$629,376
Pupil Transportation	\$328,298
School Food Services	\$283,010
Learning Assistance Program - State	\$213,599
ESSER II	\$196,708
Vocational - Basic - State	\$182,713
ESSER III	\$137,316
ESEA Disadvantaged - Federal	\$112,725
Percent of Total Expenditures YTD	95.27%

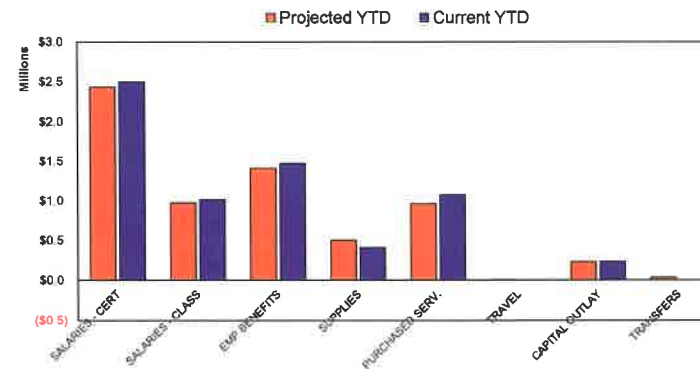
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



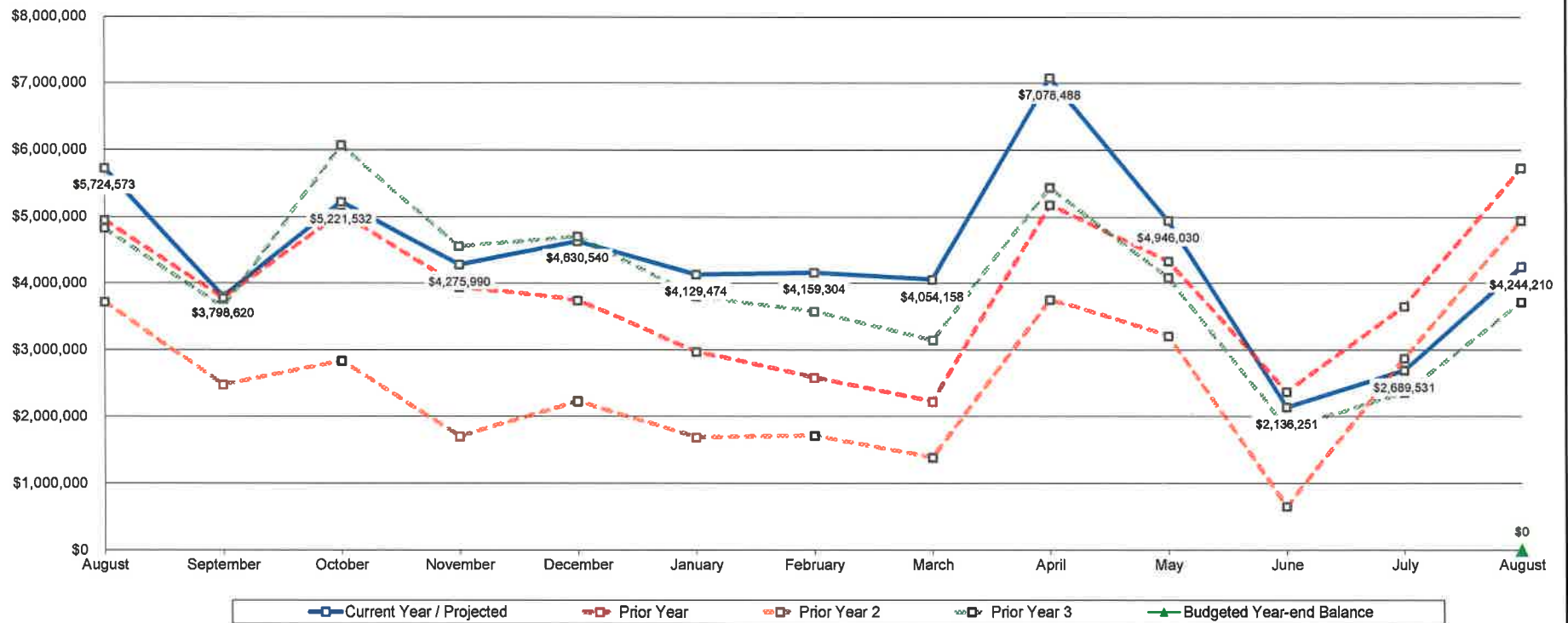
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending September 30, 2021

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

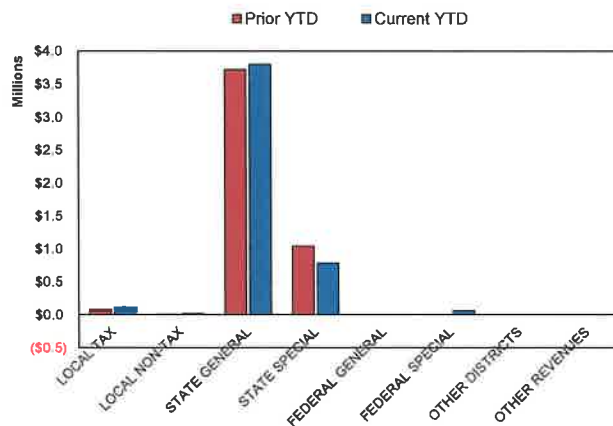


General Fund | Financial Summary

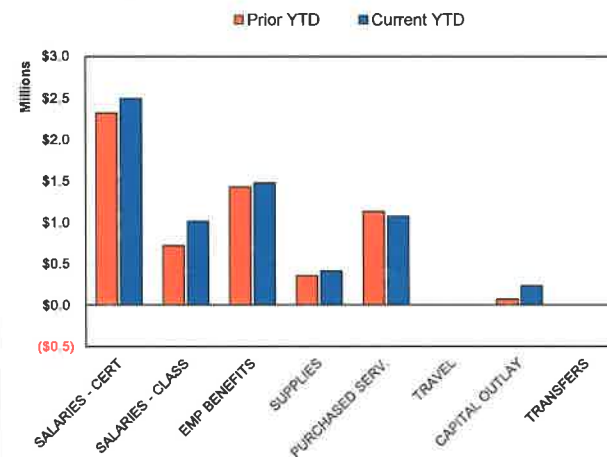
For the Period Ending September 30, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$86,959	\$5,229,200	1.66%	\$119,928	\$6,213,424	1.93%
Local Support Non-Tax	7,511	429,985	1.75%	15,892	\$275,500	5.77%
State General Purpose	3,723,742	45,194,878	8.24%	3,804,450	\$45,376,802	8.38%
State Special Purpose	1,040,658	12,626,980	8.24%	783,025	\$13,373,256	5.86%
Federal General Purpose	0	131,708	0.00%	0	\$16,165	0.00%
Federal Special Purpose	0	5,670,283	0.00%	62,378	\$10,448,709	0.60%
Other School Districts	0	0		0	\$0	
Other Revenues	(2,207)	33,687	(6.55%)	(3,410)	\$1,360,000	(0.25%)
TOTAL REVENUE	\$4,856,662	\$69,316,721	7.01%	\$4,782,263	\$77,063,856	6.21%
EXPENDITURES						
Salaries - Certificated Employees	\$2,321,726	\$28,524,480	8.14%	\$2,496,169	\$29,710,448	8.40%
Salaries - Classified Employees	717,810	9,878,862	7.27%	1,013,680	\$12,319,799	8.23%
Employee Benefits and Payroll Taxes	1,427,868	17,554,512	8.13%	1,475,406	\$17,854,449	8.26%
Supplies, Instr. Resources, and Non-Cap Items	354,750	4,238,105	8.37%	410,692	\$5,301,762	7.75%
Purchased Services	1,131,142	8,009,154	14.12%	1,074,830	\$9,240,848	11.63%
Travel	74	16,616	0.45%	1,560	\$148,731	1.05%
Capital Outlay	76,152	316,654	24.05%	235,879	\$2,289,000	10.30%
Transfers	0	0	0.00%	(0)	\$185,000	(0.00%)
TOTAL EXPENDITURES	\$6,029,523	\$68,538,384	8.80%	\$6,708,216	\$77,060,037	8.71%
SURPLUS / (DEFICIT)	(\$1,172,861)	\$778,337		(\$1,925,953)	\$13,819	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$1,660		\$0	\$1,500	
Other Financing Uses	\$0	\$0		\$0	(\$185,000)	
NET CHANGE IN FUND BALANCE	(\$1,172,861)	\$779,997		(\$1,925,953)	(\$169,681)	
ENDING FUND BALANCE	\$3,771,715			\$3,798,620		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

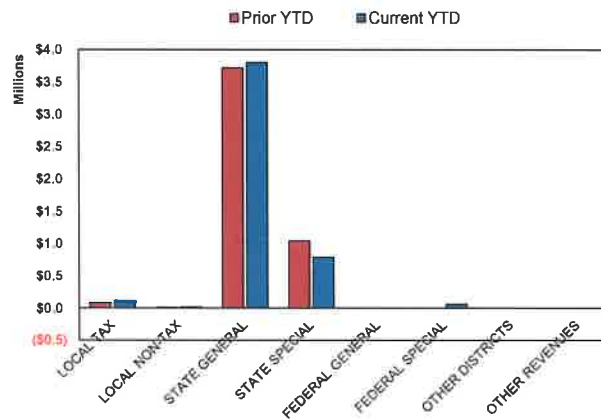


General Fund | Financial Summary

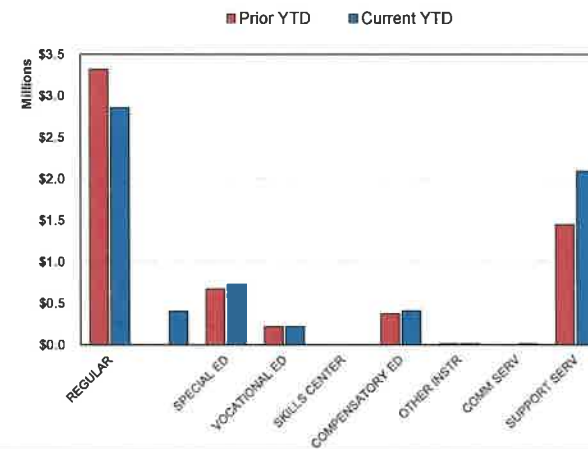
For the Period Ending September 30, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$86,959	\$5,229,200	1.66%	\$119,928	\$6,213,424	1.93%
Local Support Non-Tax	7,511	429,985	1.75%	15,892	\$275,500	5.77%
State General Purpose	3,723,742	45,194,878	8.24%	3,804,450	\$45,376,802	8.38%
State Special Purpose	1,040,658	12,628,980	8.24%	783,025	\$13,373,256	5.86%
Federal General Purpose	0	131,708	0.00%	0	\$16,165	0.00%
Federal Special Purpose	0	5,670,283	0.00%	62,378	\$10,448,709	0.60%
Other School Districts	0	0		0	\$0	
Other Revenues	(2,207)	33,687	(6.55%)	(3,410)	\$1,360,000	(0.25%)
TOTAL REVENUE	\$4,856,662	\$69,316,721	7.01%	\$4,782,263	\$77,063,856	6.21%
EXPENDITURES						
Regular Instruction	\$3,316,424	\$35,968,613	9.22%	\$2,853,330	\$34,269,426	8.33%
Federal Special Purpose	0	486,559		400,887	\$5,221,088	7.68%
Special Education Instruction	669,246	9,693,900	6.90%	720,174	\$11,701,517	6.15%
Vocational Education Instruction	214,742	3,156,821	6.80%	216,131	\$3,155,331	6.85%
Skills Center Instruction	0	0		0	\$0	
Compensatory Education Instruction	372,354	5,309,059	7.01%	404,114	\$5,528,363	7.31%
Other Instructional Programs	10,914	177,919	6.13%	12,587	\$1,526,839	0.82%
Community Services	0	813,395	0.00%	12,482	\$32,198	38.77%
Support Services	1,445,842	12,932,118	11.18%	2,088,512	\$15,615,276	13.37%
TOTAL EXPENDITURES	\$6,029,523	\$68,538,384	8.80%	\$6,708,216	\$77,050,037	8.71%
SURPLUS / (DEFICIT)	(\$1,172,861)	\$778,337		(\$1,925,953)	\$13,819	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$1,680		\$0	\$1,500	
Other Financing Uses	\$0	\$0		\$0	(\$185,000)	
NET CHANGE IN FUND BALANCE	(\$1,172,861)	\$779,997		(\$1,925,953)	(\$169,681)	
ENDING FUND BALANCE	\$3,771,715			\$3,798,620		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

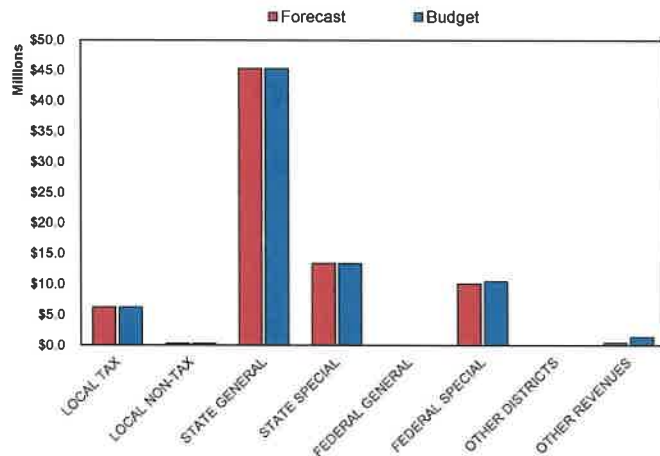


General Fund (High Level) | Financial Forecast

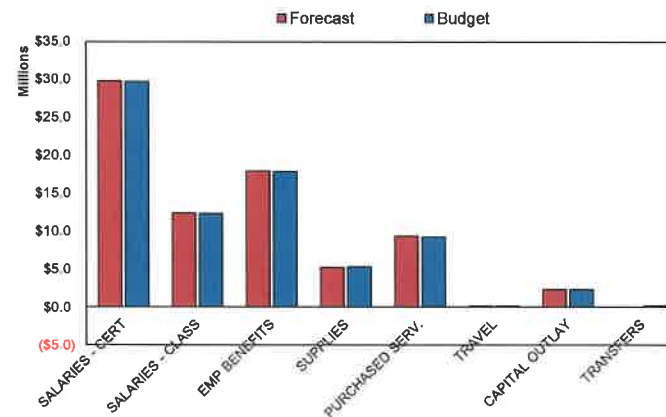
For the Period Ending September 30, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$86,959	\$119,928	\$6,118,578	\$6,238,506	\$6,213,424	\$25,082
Local Support Non-Tax	7,511	15,892	261,752	277,645	\$275,500	2,145
State General Purpose	3,723,742	3,804,450	41,566,560	45,371,009	\$45,376,802	(5,793)
State Special Purpose	1,040,658	783,025	12,589,690	13,372,715	\$13,373,256	(541)
Federal General Purpose	0	0	16,165	16,165	\$16,165	0
Federal Special Purpose	0	62,378	9,995,091	10,057,469	\$10,448,709	(391,240)
Other School Districts	0	0	0	0	\$0	0
Other Revenues	(2,207)	(3,410)	399,920	396,510	\$1,360,000	(963,490)
TOTAL REVENUE	\$4,856,662	\$4,782,263	\$70,947,757	\$76,730,020	\$77,063,856	(\$1,333,836)
EXPENDITURES						
Salaries - Certificated Employees	\$2,321,726	\$2,496,169	\$27,279,163	\$29,775,332	\$29,710,448	(\$64,884)
Salaries - Classified Employees	717,810	1,013,680	11,345,142	\$12,358,822	\$12,319,799	(39,023)
Employee Benefits and Payroll Taxes	1,427,868	1,475,406	16,444,746	\$17,920,152	\$17,854,449	(65,703)
Supplies, Instr. Resources, and Non-Cap Items	354,750	410,692	4,802,889	\$5,213,582	\$5,301,762	88,180
Purchased Services	1,131,142	1,074,830	8,278,443	\$9,353,273	\$9,240,848	(112,425)
Travel	74	1,560	143,832	\$145,392	\$148,731	3,339
Capital Outlay	76,152	235,879	2,057,592	\$2,293,471	\$2,289,000	(4,471)
Transfers	0	(0)	(2,882)	(2,882)	\$185,000	187,882
TOTAL EXPENDITURES	\$6,029,523	\$6,708,216	\$70,348,926	\$77,057,141	\$77,050,037	(\$7,105)
SURPLUS / (DEFICIT)	(\$1,172,861)	(\$1,925,953)	\$598,831	(\$1,327,122)	\$13,819	(\$1,340,940)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$1,500	\$1,500	\$1,500	\$0
Other Financing Uses	\$0	\$0	(\$154,741)	(\$154,741)	(\$185,000)	\$30,259
NET CHANGE IN FUND BALANCE	(\$1,172,861)	(\$1,925,953)	\$445,590	(\$1,480,363)	(\$169,681)	(\$1,310,681)
ENDING FUND BALANCE	\$3,771,715	\$3,798,620		\$4,244,210	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget




General Fund (Low Level) | Financial Forecast

For the Period Ending September 30, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$86,959	\$119,928	\$6,026,218	\$6,146,146	\$6,121,064	\$25,082
1500 Timber Excise Tax	0	0	92,380	92,360	92,360	0
2100 Tuition and Fees - Unassigned	616	1,581	14,075	15,656	15,000	656
2200 Sales of Goods, Supplies, and Services - Unassigned	1,947	8,548	75,084	83,633	80,000	3,633
2300 Investment Earnings	659	263	18,493	18,756	20,000	(1,244)
2500 Gifts, Grants, and Donations (Local)	4,000	3,650	43,759	47,409	50,000	(2,591)
2600 Fines and Damages	38	874	9,009	9,883	10,000	(117)
2700 Rentals and Leases	(96)	0	35,471	35,471	35,000	471
2800 Insurance Recoveries	0	0	471	471	500	(29)
2900 Local Support Non-Tax - Unassigned	348	976	65,390	66,366	65,000	1,366
3100 Apportionment	3,723,742	3,804,450	38,466,540	42,270,990	42,276,747	(5,757)
3300 Local Effort Assistance	0	0	3,100,000	3,100,000	3,100,000	0
3600 State Forests	0	0	19	19	55	(36)
4100 Special Purpose - Unassigned	1,040,658	783,025	12,589,690	13,372,715	13,373,256	(541)
5500 Federal Forests	0	0	16,165	16,165	16,165	0
6100 Special Purpose - OSPI Unassigned	0	14,097	9,765,091	9,779,188	10,218,709	(439,521)
6200 Direct Special Purpose Grants	0	0	30,000	30,000	30,000	0
6300 Federal Grants Through Other Entities - Unassigned	0	0	40,000	40,000	40,000	0
6900 USDA Commodities	0	48,281	160,000	208,281	160,000	48,281
8100 Governmental Entities	0	(1,242)	329,768	328,525	1,300,500	(971,975)
8200 Private Foundation	(2,207)	(2,168)	26,872	24,704	18,000	6,704
8500 Educational Service Districts	0	0	43,281	43,281	40,000	3,281
9300 Sale of Equipment	0	0	1,500	1,500	1,500	0
TOTAL REVENUES	\$4,856,662	\$4,782,263	\$70,949,257	\$75,731,520	\$77,063,856	(\$1,332,336)
EXPENDITURES						
01 Basic Education	\$3,304,141	\$2,830,225	\$30,580,769	\$33,410,994	\$33,679,446	\$268,452
02 Basic Education - Alternative Learning Experience	12,283	23,105	232,670	255,774	254,980	(794)
03 Dropout Reengagement	0	0	150,000	150,000	150,000	0
12 ESSER II	0	196,708	2,740,728	2,937,436	2,869,434	(68,003)
13 ESSER III	0	137,316	2,334,404	2,471,720	2,351,654	(120,066)
14 ESSER III LL	0	66,863	0	66,863	0	(66,863)
21 Special Education - Supplemental - State	601,803	629,376	9,921,320	10,550,696	10,612,529	61,834
24 Special Education - Supplemental - Federal	67,443	90,798	1,000,152	1,090,950	1,088,988	(1,962)
31 Vocational - Basic - State	173,575	182,713	2,483,822	2,668,535	2,673,127	6,591
34 Middle School Career and Technical Education State	41,167	33,418	407,381	440,799	443,997	3,198
38 Vocational - Federal	0	0	36,418	36,418	38,208	1,790
51 ESEA Disadvantaged - Federal	108,443	112,725	1,339,726	1,452,450	1,475,957	23,507
52 Other Title Grants Under ESEA - Federal	26,601	25,606	255,802	281,409	275,505	(5,904)
55 Learning Assistance Program - State	196,237	213,599	2,675,932	2,889,531	2,931,457	41,926
58 Special and Pilot Programs - State	1,627	13,906	319,601	333,507	324,994	(8,513)
64 Limited English Proficiency - Federal	2,221	2,310	36,589	38,899	41,136	2,237
65 Transitional Bilingual - State	36,990	35,107	396,258	431,365	431,314	(51)
68 Indian Education - Federal - ED	0	0	30,000	30,000	30,000	0
69 Compensatory - Other	235	860	16,804	17,664	18,000	336
74 Highly Capable	10,499	10,584	124,551	135,135	135,892	757
79 Instructional Programs - Other	415	2,003	1,281,012	1,283,014	1,390,947	107,932
89 Other Community Services	0	12,482	30,654	43,136	32,198	(10,938)
97 Districtwide Support	1,172,063	1,477,204	9,243,084	10,720,288	10,447,835	(272,453)
98 School Food Services	147,271	283,010	2,374,899	2,657,909	2,603,515	(54,395)
99 Pupil Transportation	126,508	328,298	2,336,349	2,664,647	2,563,926	(100,721)
TOTAL EXPENDITURES	\$6,029,523	\$6,708,216	\$70,348,925	\$77,057,141	\$76,865,037	(\$192,103)
SURPLUS / (DEFICIT)	(1,172,861)	(1,925,953)	600,331	(1,325,621)	198,819	0
Other Financing Uses	0	0	(154,741)	(154,741)	(185,000)	30,259
ENDING FUND BALANCE	3,771,715	3,798,620	0	4,244,210	0	0



October 12, 2021

TO: Mary Beth Tack, Superintendent
FROM:  Scott Westlund, Chief Financial & Operations Officer
RE: Board Acceptance of Donations.

We have two donations requiring Board action and approval at the October 18, 2021, Board of Director's meeting.

Kelso High School CTE Program has received a grant/donation through the Price Foundation. The grant was received by teacher Michelle Mahitka. The award amount is \$14,358 to purchase Real Care Babies and other supplies for Family & Consumer Sciences. Each baby is just under \$1,000 each.

The Kelso Soccer Boosters have also purchased a portable shelter for girls and boys soccer to help protect them from the weather. The cost is soccer shelter is \$5365.

I would ask that the Board accept this donation as required under Board Policy 6114. Under Policy 6114, the Board must approve the acceptance any gift to the district, school, department or classroom of money, materials, or equipment having a value of \$5,000.00 or greater.

Sexual Health Education

Policy 2125

The Kelso board of directors ~~is authorized by law to determine whether sexual health education instruction will be offered in the district.~~ The board has determined that **all students be provided instruction in comprehensive sexual health education,** ~~such a program will be offered to students,~~ consistent with state law.

Comprehensive ~~Sexual health education instruction~~ **provided** ~~offered by the district to students in grades 4-12 shall~~ **will** be medically **and scientifically** accurate, age appropriate, ~~appropriate for~~ **and inclusive of** students regardless of gender, race, disability status, or sexual orientation and include information about abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases. ~~Their protected class status under Chapter 49.60 RCW.~~ Abstinence will not be taught to the exclusion of other instruction on contraceptives and disease prevention. The district's **comprehensive** sexual health education program shall be consistent with the 2005 Guidelines for Sexual Health Information and Disease Prevention developed by the Department of Health and the Office of Superintendent of Public Instruction, the Health Education K-12 Learning Standards adopted by OSPI, and other provisions of RCW 28A.300.475. Instructional materials will be chosen from a list provided by OSPI or will be identified or developed by the district and reviewed using comprehensive sexual health education curriculum analysis tools provided by OSPI.

The superintendent/designee will provide parents/guardians an opportunity to review the materials to be used, **including or providing electronic access, will** ~~and~~ provide information on excluding their child from sexual health education instruction, **and will grant all such requests.** ~~The superintendent or their designee will annually identify to OSPI any curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with legislative requirements.~~

Cross Reference:	Policy 2020	Curriculum Development and Adoption of Instructional Materials
	Policy 2126	AIDS Prevention Education
Legal References:	RCW 28A.300.475	Comprehensive Medically Accurate Sexual Health Education Curricula Participation excused Parental Review
	RCW 28A.600.480(2)	Reporting of harassment, intimidation or bullying retaliation prohibited - immunity
	WAC 180-50-140	Sex Education
Management Resources:	<i>Policy & Legal News</i>	
	February 2021	
	February 2009	
	August 2007	

Adopted: 3.13.06
Revised: 5.19.08 | 7.20.09

Comprehensive Sexual Health Education Procedure 2125P

All instruction and materials for the district's **comprehensive** sexual health education program, will meet the following criteria:

- Medically and scientifically accurate;
- Age appropriate;
- ~~Appropriate for~~ **Inclusive of all** students regardless of **their protected class status**; ~~gender, race, disability status or sexual orientation~~
- **Consistent with the Health Education K-12 Learning Standards adopted by the Office of Superintendent of Public Instruction (OSPI);**
- Consistent with the ~~2005~~ **Guidelines for Sexual Health and Disease Prevention**
- ~~Include instruction about abstinence, and~~
- ~~Include instruction about contraceptives and other methods of disease prevention.~~

In grades K-3 instruction will be in social and emotional learning, provided at least once, that is consistent with the social and emotional standards and benchmarks adopted by OSPI.

Comprehensive sexual health education will be provided at least once in grades 4-5, at least twice in grades 6-8, at least twice in grades 9-12, and will include information about:

- **The physiological, psychological, and sociological developmental processes experienced by an individual;**
- **Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases; abstinence may not be taught to the exclusion of other materials and instruction on contraceptives and disease prevention;**
- **Health care and prevention resources;**
- **The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;**
- **The development of meaningful relationships and avoidance of exploitative relationships;**
- **Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships;**
- **Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training.**

Definitions

The district's program will provide **comprehensive** sexual health education as defined by **RCW 28A.300.475** ~~the Healthy Youth Act~~.

A. Comprehensive Sexual Health Education:

~~The Healthy Youth Act~~ **RCW 28A.300.475** defines **comprehensive** sexual health education as **recurring instruction in human development and reproduction that is:**

- ~~1. The physiological, psychological and sociological developmental processes experienced by an individual;~~

- ~~2. The development of intrapersonal and interpersonal skills to communicate respectfully and effectively to reduce health risks and choose healthy behaviors;~~
- ~~3. Health care and prevention resources;~~
- ~~4. The development of meaningful relationships and avoidance of exploitative relationships; and~~
- ~~5. Understanding of the influences of family, peers, community and the media throughout life on healthy sexual relationships.~~

1. Medically and scientifically accurate;
2. Age-appropriate;
3. Inclusive of all students, regardless of their protected class status; and
4. Uses language and strategies that recognize all members of protected classes under Chapter 49.60 RCW

B. Comprehensive sexual health education for students in grades K-3 is defined as: Instruction in social-emotional learning that is consistent with learning standards and benchmarks adopted by the office of the superintendent of public instruction under RCW 28A.300.478.

C. Affirmative consent is defined as: A conscious and voluntary agreement to engage in sexual activity as a requirement before sexual activity.

D. Medically and scientifically accurate:

The Healthy Youth Act **RCW 28A.300.475** defines medically and scientifically accurate as information that is verified or supported by research in compliance with scientific methods, is published in peer review journals, where appropriate, and is recognized as accurate and objective by professional organizations and agencies with expertise in the field of sexual health including but not limited to, the American College of Obstetricians and Gynecologists, the Washington State Department of Health (DOH) and the Federal Centers for Disease Control and Prevention.

E. 2005 Guidelines for Sexual Health and Disease Prevention:

A publication by the DOH and the Office of Superintendent of Public Instruction (OSPI) that provides the fundamental framework for establishing a medically and scientifically accurate **comprehensive** sexual health education program for students. A copy of the *Guidelines for Sexual Health Information and Disease Prevention* is located on the DOH and OSPI Web sites.

Adoption of a Sexual Health Education Program

School districts shall involve parents and school district community groups in the planning, development, evaluation and revision of any instruction in **comprehensive** sexual health education offered as a part of the school program.

The district must ensure that all instructional materials are medically and scientifically accurate. The DOH is available to provide technical assistance in determining medical and scientific accuracy. When choosing curriculum the district staff may examine the list of materials reviewed for medical and scientific accuracy that are located on the ~~DOH~~ **OSPI** website at www.doh.wa.govUH.

In determining curriculum, the district staff ~~may~~ **are encouraged to** review the OSPI's list of ~~commonly used~~ sexual health education curricula that were reviewed for their alignment with the guidelines,

standards and other state requirements. Although the list is not exhaustive, the list is updated annually regularly and is posted on the OSPI website at www.k12.wa.us. If the district chooses or develops a curriculum that is not from OSPI's list, the district must conduct a review of the selected or developed curriculum using the comprehensive sexual health curriculum analysis tools provided by OSPI. ~~Staff may also apply the OSPI Sexual Health Education Alignment tool to curriculum under consideration as a resource in assessing the curriculum.~~ Ultimately, the district's comprehensive sexual health education program will ensure that in the K-12 life of a child, the comprehensive sexual health education program is consistent with the *2005 Guidelines for Sexual Health and Disease Prevention*, *the Health Education K-12 Learning Standards* and the provisions of RCW 28A.300.475.

For technical assistance, staff may contact the ~~Health and Sexuality~~ Sexual Health Education Program supervisor at the OSPI.

Guest Speakers

Guest speakers may deliver comprehensive sexual health education as long as they and all instruction materials used are consistent with state law.

Parental/Guardian Notification Process

At least ~~One~~ one month prior to teaching a program in sexual health education, each school will provide written notice to parents/guardians of the planned instruction.

Parent/Guardian Material Review Process

At least one month prior to providing instruction in sexual health education, the district will notify parents that all instructional materials are available to parent/ guardians for inspection. The notice must include, or provide a means for electronic access to, all course materials, by grade, that will be used at the school during the instruction. ~~The materials will include written materials and electronically formatted materials.~~ The opportunity for inspection will be provided at a time and place convenient for parent/guardian participation such as week day evenings or weekends.

Excluding Student from a Program/Opt-Out

A parent/guardian who wishes to have a student excused from planning instruction in comprehensive sexual health education must file a written request with the board of directors or its designee, at least three days prior to the planned instruction. The district will make the appropriate op-out form available and will grant all such requests. Excused students shall be provided with appropriate alternative educational opportunities.

Identification of Curricula Used

The district will annually identify to OSPI, using OSPI's reporting tool, andy curricula used to provide comprehensive sexual health education and how the provided classroom instruction aligns with requirements of RCW 28A.300.475

Adopted: 07.20.09

Revised:

Students in Foster Care Policy 3116

The board recognizes that students in foster care experience mobility in and out of the foster care system and from one home placement to another that disrupts their education, thereby creating barriers to academic success and on-time graduation. Through collaboration with state, local and/or tribal child welfare agencies, the district will strive to minimize or eliminate educational barriers for students in foster care, particularly with regard to enrollment, transfer of student records, and transportation to their school of origin. Pursuant to Chapter 26A.225 RCW, the district's collaboration with the state department of children, youth, and families in compliance with RCW 74.13.56 is mandatory. The superintendent or designee is authorized to establish procedures and/or practices for implementing this policy.

District and Building Level Points of contact

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

Enrollment

Students in foster care must remain enrolled in the school they were attending at the time they entered foster care or changed foster placements, unless it is determined to be in their best interest to attend the neighborhood school. ~~Whenever practical and in the best interest of the child, children placed into foster care will remain enrolled in the school they were attending upon entering foster care. When a determination of the student's best interest is necessary, it will take into account a number of factors as described in the procedures that accompany this policy, including concern for the student's safety as well as the availability of supports for the student's educational success. Such a determination should involve a district representative, a representative of the appropriate child welfare agency, the student, and the student's biological and foster families, if reasonably feasible.~~ Best-interest determinations should be made as quickly as possible in order to prevent educational discontinuity for the student, and should take into consideration the student-centered factors and input from the relevant and appropriate persons listed in procedure 3116P

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

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

Records Transfer

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

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

Transportation

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

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

Dispute resolution

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

Disputes ~~In the event that a dispute occurs between the district and a child welfare agency~~ **that remain unresolved** ~~with regard to issues that do not involve educational placement or the provision of educational services (e.g., transportation reimbursements, failure to collaborate), such disputes may be forwarded to the office of the superintendent of public instruction for resolution.~~

Review of unexpected or excessive absences

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

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students in foster care if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will make best efforts to provide an alternative process of obtaining required coursework so that the student may graduate on time.

Policy 3116
Section: 3000 - Students

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

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

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

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

Cross Reference:	Policy 2418	Waiver of High School Graduation Credits
	Policy 3115	Homeless Students – Enrollment Rights and Services
	Policy 3120	Enrollment
	Policy 3122	Excused and unexcused Absences
	Policy 3231	Student Records
	Policy 6100	Revenues from Local, State and Federal Sources
Legal References:	RCW 28A.150.510	Transmittal of education records to department of social and health services – Disclosure of educational records – data-sharing agreements – Comprehensive needs requirement document - Report
	RCW 28A.225.023	Youth dependent pursuant to Chapter 13.34 RCW-Review of unexpected or excessive absences – Support for youth's school work
	RCW 28A.225.215	Enrollment of children without legal residences
	RCW 28A.225.330	Enrolling students from other districts-Requests for information and permanent records-Withheld transcripts-Immunity from liability-Notification to teachers and security personnel – Rules
	RCW 28Z.320.192	On-Time grade level progression and graduation of students who are dependent youth
	20 U.S.C. 6301 et. Seq	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
Management Resources:	<i>Policy & Legal News</i>	
	2021 June	
	2016 November	
		OSPI list of Foster Care Liaisons/DSHS Contacts

Adopted: 02.06.17
Revised: 11.27.17

Students in Foster Care

Procedure 3116P

Definitions

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

Duties of the foster care liaison

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

The district foster care liaison will:

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

Enrollment in school of origin

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

Best interest determination

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

- Preference of the student;
- Preference of the student's parents or education decision makers;
- The student's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the student's sibling(s);
- Influence on the school climate of the child (including safety);
- The availability and quality of services in school to meet the child's educational and socioemotional needs;
- History of school transfers and their impact on the student;
- Length of commute and how it would impact the student based on their developmental stage;
- Whether the student is eligible to receive special education or related services under IDEA or eligible to receive related aids or services under Section 504 and, if so, the availability of those services in a school other than the school of origin; and
- Whether the student is receiving ELL services and, if so, the availability of those services in school other than the school of origin.

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

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

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

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

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

Level One

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

The foster care liaison for the Kelso School District is:

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

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

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

- A copy of the original notice of dispute;
- Any additional information from the caregiver or educational decision-maker and/or foster care liaison; and
- Instructions on appealing the decision to Level II.

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

Level Two

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

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

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

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

Foster Care Education Program Supervisor
Old Capital Building
PO Box 47200
Olympia, WA 98504-7200
fostercare@k12.wa.us

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

Level Three

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

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

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

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

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

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

For every type of dispute regarding a student in foster care, the district and the local child welfare agency must make every effort to resolve the dispute collaboratively at the local level. Disputes between the district and DCYF or Other Supervising Agency that remain unresolved shall be forwarded in writing by either of the disputing parties to the OSPI Foster Care Education Program Supervisor or designee. In the event that the district and the child welfare agency are unable to resolve a dispute that does not involve educational placement or the provision of educational services to a student in foster care (e.g., failure to collaborate, transportation reimbursements, data sharing, records release policies), either party may forward the dispute in writing to the OSPI Foster Care Education Program Supervisor or designee.

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

Adopted: 11.27.17

Revised:

Excused and Unexcused Absences

Policy 3122

Definition of Absence

Absence from in-person learning

WAC 392-401-015A states the definition of an absence:

1. A student is absent when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction;
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be absent from class or not able to participate remotely. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
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 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 related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and

18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
3. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and 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 school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.

3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.

Not later than the student's ~~fifth~~ **seventh** unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community **engagement** ~~truancy~~ board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

6. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no ~~later~~ **earlier** than the seventh unexcused absence within any month during the current school year ~~or upon~~ **and not later than** the ~~fifteenth~~ unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and

procedures, procedures will be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References:	Policy 3120	Enrollment
	Policy 3240	Student Conduct
	Policy 3230	Student Privacy and Searches
	Policy 3241	Classroom Management, Discipline and Corrective Actions
	Policy 4218	Language Access Plan
Legal References:	Chapter 28A.225	Compulsory school attendance and admission (new section added pursuant to SSHB 2449) (2016 Legislative Session)
	RCW 13.34.300	Relevance of failure to cause juvenile to attend school to neglect petition
	WAC 392.400.325	Statewide definition of excused and unexcused daily
Management Resources:	<i>Policy and Legal News</i>	
	September 2020	
	August 2018	
	July 2017	
	June 2015	
	December 2012	
	December 2001	

Adopted: 05.08.06

Revised: 01.09.12 | 06.11.12 | 09.17.12 | 03.11.13 | 07.13.15 | 01.25.16 | 02.21.17 | 01.22.18 | 09.28.20

Excused and Unexcused Absences

Procedure 3122P

Students are expected to attend all assigned classes each day. 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 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. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible; Family emergency including, but not limited to, a death or illness in the family; religious purposes; court, judicial proceeding court-ordered activity, or serving on a jury; post-secondary, technical school or apprenticeship program visitation, or scholarship interview; State recognized search and rescue activities consistent with RCW 28A.225.055; directly related to the student's homeless or foster care/dependency status; absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010; 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; Absences due to student safety concerns, including absences related to threats, assaults, or bullying; Absences due to a student's migrant status; Absences related to the student's illness, health condition, or medical appointments due to COVID-19; Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19; Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program; Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made; Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

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 of 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.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

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 fifth ~~fifth~~ 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 truancy 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 ~~fifth~~ **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** ~~truancy~~ board; or
- c. file a petition and affidavit with the juvenile court (see below)

Community **Engagement** ~~Truancy~~ Board

A "community **engagement** ~~truancy~~ 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** ~~truancy~~ 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** ~~truancy~~ board members.

~~No later than a~~ **After the student's seventh unexcused absence within any month during the current school year, or a tenth 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

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.

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.

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

Sexual Harassment of District Staff Prohibited

Policy 5011

This district is committed to a positive and productive working environment, free from discrimination, including sexual harassment. This commitment extends to all employees and other persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

Definitions

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.

Under federal and state law, the term “sexual harassment” includes:

- Acts of sexual violence;
- Unwelcome sexual or gender-directed conduct or communication that interferes with an individual’s employment performance or creates an intimidating, hostile, or offensive environment; unwelcome sexual advances;
- Unwelcome requests for sexual favors;
- Sexual demands when submission is a stated or implied condition of obtaining work opportunity or other benefit;
- Sexual demands where submission or rejection is a factor in a work or other school related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Investigation and Response

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and, as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority every time a report complaint and grievance alleging sexual harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is

reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Staff Responsibilities

The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.

Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P

Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Right Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.

Notice and Training

The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum, sexual harassment recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation. The policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, parents, volunteers, and visitors. Information about the policy and procedure will be easily understood and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and

parent handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers and parents in the review.

Cross Reference:	Policy 3205	Sexual Harassment of Students Prohibited
	Policy 3207	Prohibition of Harassment, Intimidation, and Bullying
	Policy 3210	Nondiscrimination
	Policy 3211	Transgender Students
	Policy 3240	Student Conduct
	Policy 3421	Child Abuse and Neglect
	Policy 5010	Nondiscrimination and Affirmative Action
Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	WAC 392-190-056-058	Sexual Harassment
	20 U.S.C. §§ 1681-1688	Definitions
Management Resources:	<i>Policy & Legal News</i>	
	2021 – June	
	2015 – July	
	2014 – December	
	2010 – October	

Adopted: 2.12.07

Revised: 7.22.13 | 10.5.15

Sexual Harassment of District Staff Prohibited

Procedure 5011P

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P

Notice

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook.

In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed with the superintendent or designee at the Ruth B. Clark Administration Building, 601 Crawford Street, Kelso, Washington.

Staff Responsibilities

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the superintendent or designee for evaluation. The superintendent or designee should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the

person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the district's Title IX Coordinator: Director of Student Services, Don Iverson, Ruth B. Clark Administration Services Building 601 Crawford Street, Kelso, Washington 98626. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating staff persons; or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated. The

district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator – Director of Student Services at 601 Crawford Street,

Kelso, Washington, Phone: 360-501-1900 Fax: 360-501-1950. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.

- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
 - The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
 - Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
 - The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two - Appeal to Board of Directors Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision,
- the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date

upon which the complainant received the response.

- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also

investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.

- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;

- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

Adopted: 7.22.13

Revised: 12.29.14 BC | 10.5.15 | 3.2018

SUPERINTENDENTS REPORT