

# BOARD OF DIRECTORS

November 1, 2021





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

November 1, 2021 @ Roy Parsons Executive Board Room & Zoom  
5:00 p.m. Work Session – Seniors & Dual Credit  
6:00 p.m. Regular Board Meeting  
Executive Session 42.30.110(1)(c)

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from October 18, 2021 Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Update to Non-Represented Salary Schedule
- G. Request for Sunday Activity

UNFINISHED BUSINESS

- A. Policy 2125/2125P Sexual Health Education (2<sup>nd</sup> Reading & Action) .....Kim Yore
- B. Policy 3116/3116P Students in Foster Care (2<sup>nd</sup> Reading & Action) .....Don Iverson
- C. Policy 3122/3122P Excused and Unexcused Absences (2<sup>nd</sup> Reading & Action) .....Don Iverson
- D. Policy 5011/5011P Sexual Harassment of District Staff Prohibited (2<sup>nd</sup> Reading & Action) .....Holly Budge

NEW BUSINESS

- A. Wallace Resource Center & Wallace Headstart Presentation .....Mindy Leasure & Corie Dow
- B. Health & Safety Update .....Don Iverson
- C. Superintendents Report .....Mary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN TO EXECUTIVE SESSION 42.30.110(1)(C)

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
<p><b>September 13</b></p> <p>6:00 Regular Board Meeting</p>	<p><b>October 18</b></p> <p><del>5:00 Work Session (Technology)</del> 6:00 Regular Board Meeting</p>	<p><b>November 1</b></p> <p>5:00 Work Session (Seniors &amp; Dual Credit) 6:00 Regular Board Meeting</p> <hr/> <p><b>November 15</b></p> <p>5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting</p>	<p><b>December 14</b></p> <p>5:00 Work Session (SEL) 6:00 Regular Board Meeting</p>
JANUARY	FEBRUARY	MARCH	APRIL
<p><b>January 3</b></p> <p>5:00 Work Session (Math) 6:00 Regular Board Meeting</p>	<p><b>February 15</b></p> <p>5:00 Work Session (ELA) 6:00 Regular Board Meeting</p>	<p><b>March 7</b></p> <p>5:00 Work Session (EL) 6:00 Regular Board Meeting</p> <hr/> <p><b>March 21</b></p> <p>5:00 Work Session (Science) 6:00 Regular Board Meeting</p>	<p><b>April 18</b></p> <p>5:00 Work Session (Special Programs) 6:00 Regular Board Meeting</p>
<p><b>January 24</b></p> <p>5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting</p>			
MAY	JUNE	JULY	AUGUST
<p><b>May 9</b></p> <p>5:00 Work Session (HiCap) 6:00 Regular Board Meeting</p>	<p><b>June 6</b></p> <p>5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting</p>	<p><b>July 11</b></p> <p>5:00 Regular Board Meeting</p>	<p><b>August 15</b></p> <p>4:00 Work Session (Budget) 5:00 Regular Board Meeting</p>
<p><b>May 23</b></p> <p>6:00 Regular Board Meeting</p>			



# 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.



# 100% GRADUATING

## CAREER, COLLEGE & COMMUNITY READY

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



## QUALITY INSTRUCTION

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

### ★ 2021-22 PRIORITY:

Expansion of robust remote and in-person learning models



## 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.

## 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
<p>Improve school climate and safety</p>	<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>
<p>Increase student access to, and awareness of, school based counseling and the availability of mental health services</p>	<p>Develop and implement a school-based mental health referral process</p> <p>Increase school-based counseling and mental health services for students</p> <p>Network and link community service providers to increase mental health, physical health, and drug and alcohol services to students and their families</p>	<p>Increase in the number of students accessing and receiving school- and community-based counseling and mental/physical health services</p>
<p>Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff</p>	<p>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"> <li>• <i>Hilander Highlights</i> for all staff and community</li> <li>• <i>Inside Connections</i> for all staff</li> <li>• Timely and relevant key communications from district departments</li> </ul>	<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
<p>Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness</p>	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local early learning providers on a quarterly basis to align instructional materials</p> <p>Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math</p>	<p>Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>100% of local early learning providers implement instructional materials aligned to early learning standards</p> <p>Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference</p>
<p>Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten</p>	<p>Coordinate with ECEAP and Head Start to identify students who need additional summer transition support</p> <p>Implement Transitional Kindergarten and Preschool Pups to provide additional opportunities for early learning</p> <p>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>
<p>Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards</p>	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



# Roadmap

# FINANCIAL STEWARDSHIP

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

## Goals

## IMPLEMENTATION MEASURES

## IMPACT MEASURES

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

Section: **BOARD OF DIRECTORS**

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

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

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

**Policy 1430 Continued**

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

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

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

Adopted:                      January 23, 2006

Communications,  
Correspondence &  
Introductions

# CONSENT AGENDA

- A. Minutes from October 18, 2021 Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
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- G. Request for Sunday Activity

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**10/18/21**

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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.

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**Board Members:** Leah Moore (In Person)  
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 (absent- excused) Sub *Paula Edwards (In Person)*

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**EXECUTIVE SESSION PRIOR TO SCHOOL BOARD MEETING AT 5:11 p.m. IN PERSON AND ON ZOOM. RCW 42.30.110(1)(g) MEETING ADJOURNED AT: 5:56 p.m.**

**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: Pam Bauman, Brenda Sargent, Cody Reid, Sandy DeBruler, Cheryl Grinde, Sara Richmond, Marissa HEffernan

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -**

***Nancy Baldwin: OSPI Washington State Classified Employee of the Month***

**Tim Merlino Superintendent of ESD 112:** announced that our staff member, Nancy Baldwin, has been awarded the 2021 OSPI Washington State Classified Employee of the

Year award for her outstanding service to our community by providing our homeless students, through the McKinney-Vento Program and other sources, food, clothing, safe support and other services. She has made a lasting positive impact on our students.

**Nancy Baldwin** thanked everyone and will continue her efforts.

**Mike Haas** stated she was a gift to our students.

**Mary Beth** stated that Nancy represents the finest of our educators.

### ***Observance of National Principal Appreciation Month:***

Mary Beth Tack read the Proclamation from Governor Inslee

### **COMMENTS & QUESTIONS –**

### **APPROVAL OF AGENDA - Motion Passed**

**Motion to Approve By: Director Grafton**

**Seconded By: Director Moore**

### **APPROVAL OF CONSENT AGENDA - Motion Passed**

## **Minutes of September 13, 2021 Board Meeting Certificated Employment Recommendations**

#### New Hires:

Balart, 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

Schueler, 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

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

<b>Date Issued</b>	<b>Employee</b>	<b>Position</b>	<b>Bldg</b>
9/21/2021	Iddings, Ryan	Coach Cross Country - Asst.	KHS
9/29/2021	James, Karen	School Patrol	Barnes
10/4/2021	Dollaryhyde, Lavem	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, Lavem	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	Guerd-Buckhalter, Erin	Intramural Module - Garden Club	Wallace Elementary
10/4/2021	Fortner, Amber	Intramural Module - Garden Club	Wallace Elementary
10/4/2021	Dollaryhyde, Lavem	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	Guerd-Buckhalter, Erin	Intramural Module - Open Garden	Wallace Elementary
10/4/2021	Fortner, Amber	Intramural Module - Open Garden	Wallace Elementary
10/4/2021	Dollaryhyde, Lavem	Intramural Module - Parent Engagement Events	Wallace Elementary
9/27/2021	Teeters, Haley	LAP Program Coordinator	CMS
9/27/2021	Babayay, 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	Guttomsen, Abby	Intramural Module - Running Club (Fall)	Wallace Elementary
10/4/2021	Anderson, Karen	Intramural Module - Running Club (Spring)	Wallace Elementary
10/4/2021	Guttomsen, Abby	Intramural Module - Running Club (Spring)	Wallace Elementary
10/4/2021	Engebo, Doug	Intramural Module - Shop	Coweeman
10/4/2021	Guerd-Buckhalter, Erin	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



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	Zom, 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 School
10/4/2021	Liden, Erin	Excess Students (8 over)	Coweeman Middle School
10/4/2021	Birdsell, Roberts	Excess Students (4 over)	Coweeman Middle School
10/4/2021	Saccio, Jasmine	Excess Students (9 over)	Coweeman Middle School
10/4/2021	Echtle, Jennifer	Excess Students (2 over)	Coweeman Middle School
10/4/2021	Sims, Kelly	Excess Students (2 over)	Butler Acres Elementary
10/4/2021	Parsons, Kelsey	Excess Students (2 over)	Butler Acres Elementary
10/4/2021	Babayán, 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 Employment Recommendations

### 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

Filnt, 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, Irals - 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

**Warrants:**

<b>October 18th, 2021</b>			
<b>General Fund</b>	<b>Warrant Date</b>	<b>Amount</b>	<b>Warrant Number</b>
AP- Benefits	9/8/2021	\$1,943.33	260584-260587
AP	9/16/2021	\$68,741.77	260588
AP- ACH	9/30/2021	\$4,480.74	260589
AP- ACH Accrual	9/30/2021	\$948.76	260590
AP	9/30/2021	\$1,253,971.59	260591-260735
AP	9/27/2021	\$65,294.00	260736
AP Accrual	9/30/2021	\$454,585.20	260737-260791
AP Comp Tax	9/30/2021	\$4,009.45	260792
Payroll	9/30/2021	\$4,905.30	260793-260797
AP- Payroll	9/30/2021	\$4,956,499.24	260798-260829
AP- Payroll	10/1/2021	\$1,974.25	260831-260834
AP- Benefits	10/13/2021	\$990.67	260835-260837
<b>Capital Projects Fund</b>			
AP	9/9/2021	\$259,680.64	3594
AP	9/30/2021	\$32,987.24	3595-3600
AP- Accrual	9/30/2021	\$3,482,907.89	3601-3620
AP- Accrual	9/30/2021	\$329.58	3621
<b>ASB Fund</b>			
AP- ACH	9/30/2021	\$369.23	30961
AP	9/30/2021	\$20,050.02	30962-30976
AP- Accrual	9/30/2021	\$7,034.35	30977-30978
<b>Trust &amp; Agency Fund</b>			
AP	9/30/2021	\$500.00	1679

## Contracts:

For Board Approval: October 18, 2021

Page 1

### 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 Wireless - 2G B Plan for Kelso High School	Total monthly cost is \$35.00
Collins Architectural Group P.S.	Scott Westlund	<b>Butler Acre Modernization Change Orders</b>	
		CO69 Add 2X12 & post in corridor wall to support roof framing	\$2,519.00 Increase
		CO73 Revise site improvements in public way & add crosswalk with curb ramp both sides of street	\$20,994.00 Increase
		CO78 Saw cut existing stem wall for Unit Ventilator fresh air intake, framing, & flashing of HVAC Louver per RFI-128	\$1,322.00 Increase
		CO79 Revise route of HVAC ducting in kitchen per RFI 125	\$5,130.00 Increase
		CO85 Replace (3) existing HM door frames with new power power transfer	\$5,638.00 Increase
		CO86 Replace damaged air transfer grille in exterior basement wall of boiler room with Infill partition	\$2,014.00 Increase
		CO87 Reconnect existing loading dock drain	\$930.00 Increase
		CO89 Replace faulty existing ducting in Conference Room 47 per RFI 144	\$9,061.00 Increase
		CO90 Apply a smooth texture to existing GWB	\$4,194.00 Increase
		CO91 Revise storm detention rip-rap pad per RFI 143	\$2,224.00 Increase
		CO92 Provide VFD for P-5 pump	\$2,417.00 Increase
		CO93 Reframe gym pocket table niches to fit the new pockets & salvaged tables per RFI 145	\$2,639.00 Increase
		CO94 Over excavate footings for gym stairs per Geotech	\$3,342.00 Increase
		CO104 Frame bulkhead in Library 28 at Grid H as indicated on 12/A9.3 & RCP ceiling heights	\$2,000.00 Increase
		CO108 Provide additional 30 in. ft. wheel stop handrail edge protection at ADA ramp landings to match handrail edge protection called for on ADA ramps	\$1,700.00 Increase



## 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 Taak	To provide communication services to KSD	Cost not to exceed \$3,600.00
Cooperative Information Mgmt	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 Assistance 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 supplemental services to KSD	Cost not to exceed \$36,965.00

## DISPOSAL OF ITEMS:

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#: 1NXBB02E9T2419114
- 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

## ELL GRANT:

Each year, OSPI requires that local school boards officially approve the Transitional Bilingual Instructional Program (ELL) Grant.

**Motion to Approve by: Director Huntington**

**Seconded by: Director Moore**

## UNFINISHED BUSINESS

### **APPROVED POLICY 2108 LEARNING ASSISTANCE PROGRAM (LAP) (2ND READING & ACTION)**

#### **- 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.

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

**APPROVED POLICY 2420 GRADING & PROGRESS REPORTS (2ND READING & ACTION) - KIM YORE**

Added verbiage “or designee”.

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

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

**NEW BUSINESS**

**HEARD TECHNOLOGY UPDATE - CODY REID & BRENDA SARGENT**

**Pre Pandemic (Prior to April 2020)**

Hardware and Network Access

**Device access:** in school only

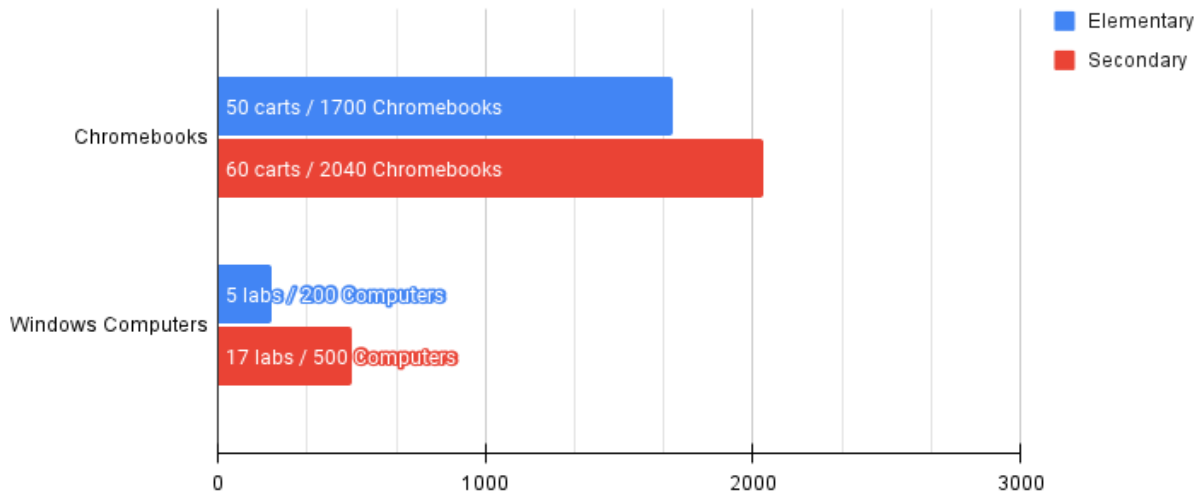
- Elementary - shared Chromebooks carts, some Windows labs
- Secondary - Chromebook carts in 75% of classrooms, Windows computer labs

**Internet content filtering:** in school only

**Internet access:** in school only - wired and wireless networks



## Pre Pandemic (Prior to April 2020)



## Early Pandemic (April 2020-June 2020)

### Hardware and Network Access

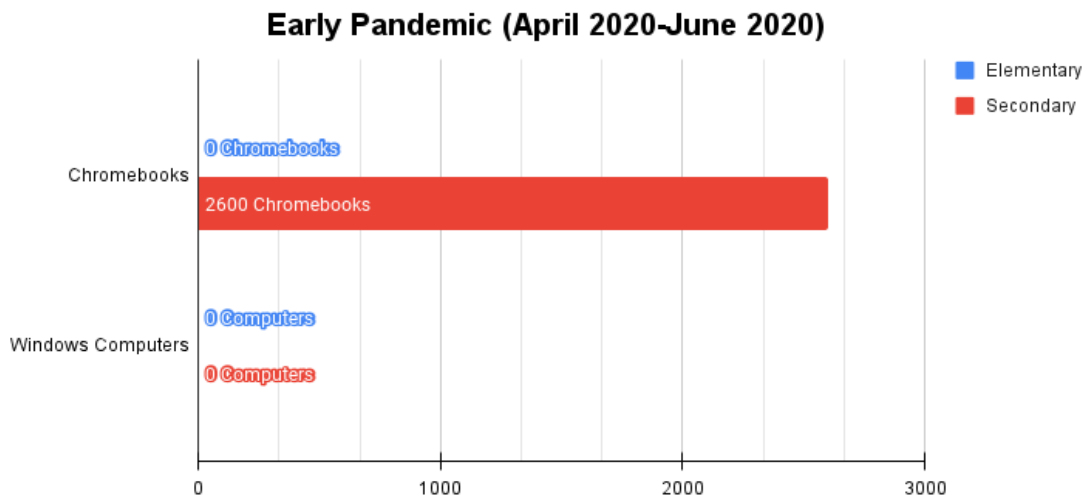
**Device access:** secondary moves to 1:1

- Elementary - no access - learning packets
- Secondary - 1:1 Chromebooks

**Internet content filtering:** functional, yet limited off-site filtering - Bark

**Internet access:** mostly off-site

**Device support:** student helpdesk goes live



### Student/Teacher Activities

Secondary: **Google Classroom- Learning Management System**

Video conferencing- **Zoom and Meet**

Google Drive

Online Curriculum

Elementary- **Zoom and Meet** and Extensions for those with tech access offered by some teachers. Optional due to limited tech access.

## Pandemic - 2020-2021 - The Year of the Pivot

### Hardware and Network Access

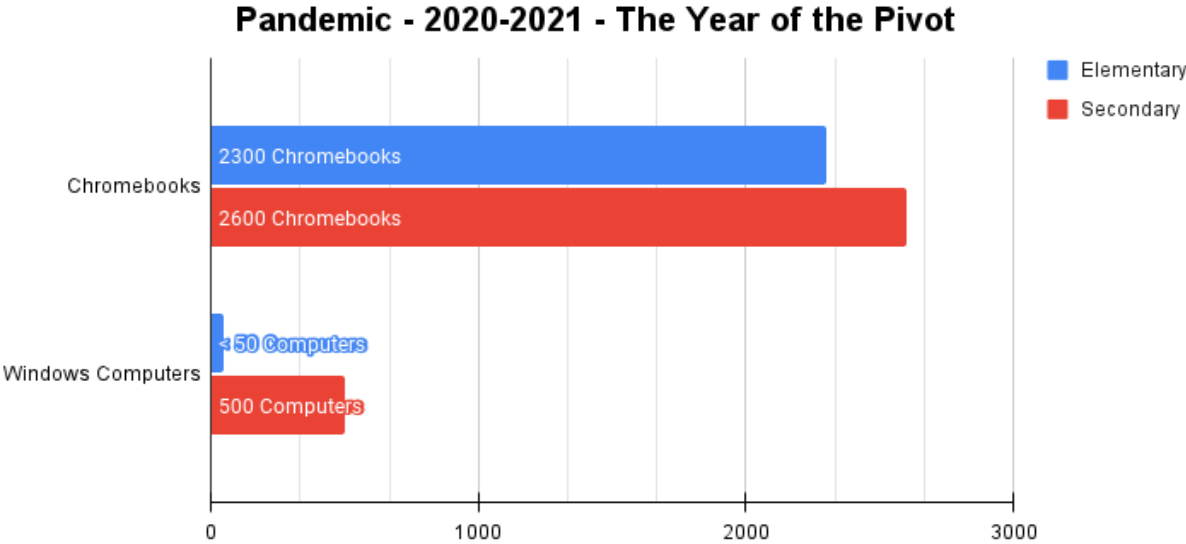
#### Device access:

- Elementary - 1:1 Chromebooks
- Secondary - 1:1 Chromebooks, Windows computer labs, some take-home Windows laptops

**Internet content filtering:** Linewise - comprehensive on-site and off-site filtering

**Internet access:** in-school access, internet cafe, parking lot Wi-Fi, hotspots

**Device support:** student helpdesk



# Student/Teacher Activities

Elementary

Edgenuity

Google Classroom

Bitmoji Classroom

Zoom/Meet

Assessment

MyON

Secondary

Google Classroom

Odysseyware

Zoom/Meet

Online Curriculum

Assessment

## Pandemic- 2021-2022 The New Normal?

### Hardware and Network Access

#### Device access:

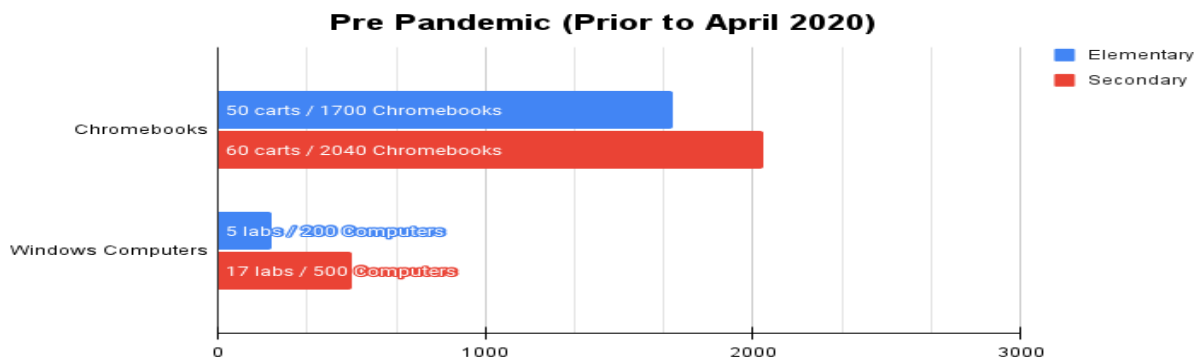
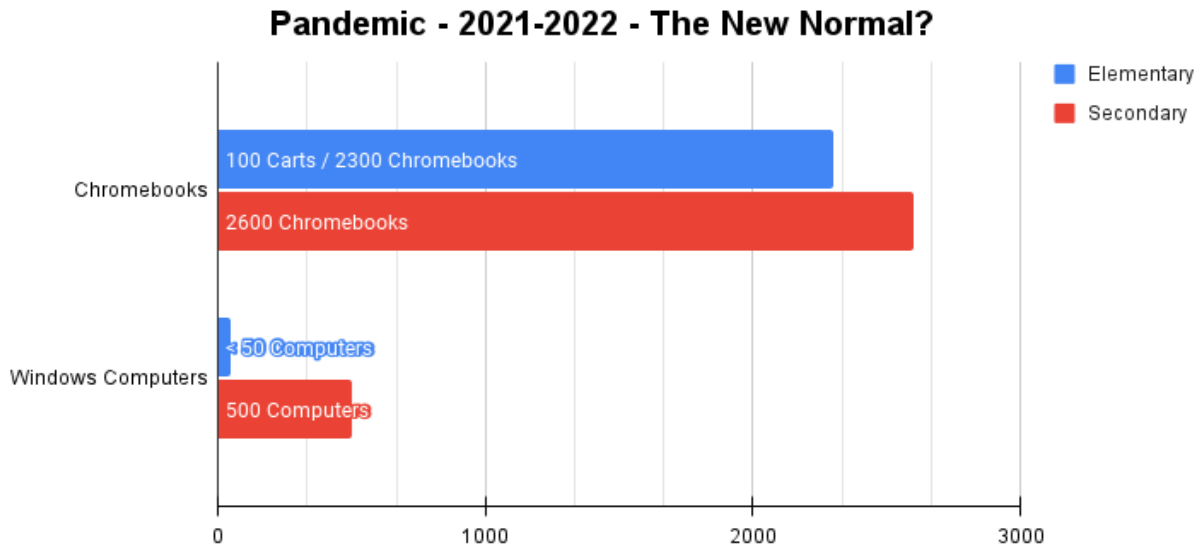
- ❑ Elementary - 1:1 in-classroom Chromebooks
- ❑ Secondary - 1:1 Chromebooks, Windows computer labs, some take-home Windows laptops

**Internet content filtering:** Linewize

**Internet access:** in-school access, internet cafe, parking lot Wi-Fi,

hotspots

## Device support: student helpdesk



## Current hardware and network vs pre pandemic

Pre Pandemic vs Now:

- ❑ Added 1200 Chromebooks
- ❑ Added off-site filtering with student safety features
- ❑ Added student technology helpdesk
- ❑ Added 1:1 Teacher Chromebooks
- ❑ Added support staff Chromebooks

- ❑ Boosted network capacity
- ❑ Added STEAM labs at elementary schools

## Online Curriculum & Accounts (not comprehensive)

Savvas (Pearson)	ELA-K-8 and Science	Automated through Skyward sync
Odysseyware	KVA Secondary	Automated through Skyward sync
Google	Drive, Classroom, Meet, Jamboard, and more	Manually managed
Open Court	Primary ELA	Manually managed
Read 180	ELA and ELL supports 6-9	Manually Managed
Renplace- Star Assessments, Accelerated Reader, MyON, Freckle	Early Reading, Reading, Math Assessment- K-12, Online books (K-8) and Math supports (6-8)	Manually managed
TCI and McGraw Hill	Secondary Social Studies	Manually managed
Edgenuity	KVA Elementary	Manually managed
Amplify	Science 6-8	Clever Managed
Discovery learning	Staff and Students Video and lesson materials	Clever Managed
Learn Zillion and Zearn	Math Pilots K-12	Clever Managed

## Keeping our Students Safe

Linewize Content Filter

Linewize Red Flags

YouTube Restricted Mode










Bark Alerts- Monitored by admins

Video Conferencing Settings

Classwise Teacher Monitoring

## Top 9 Apps by Students

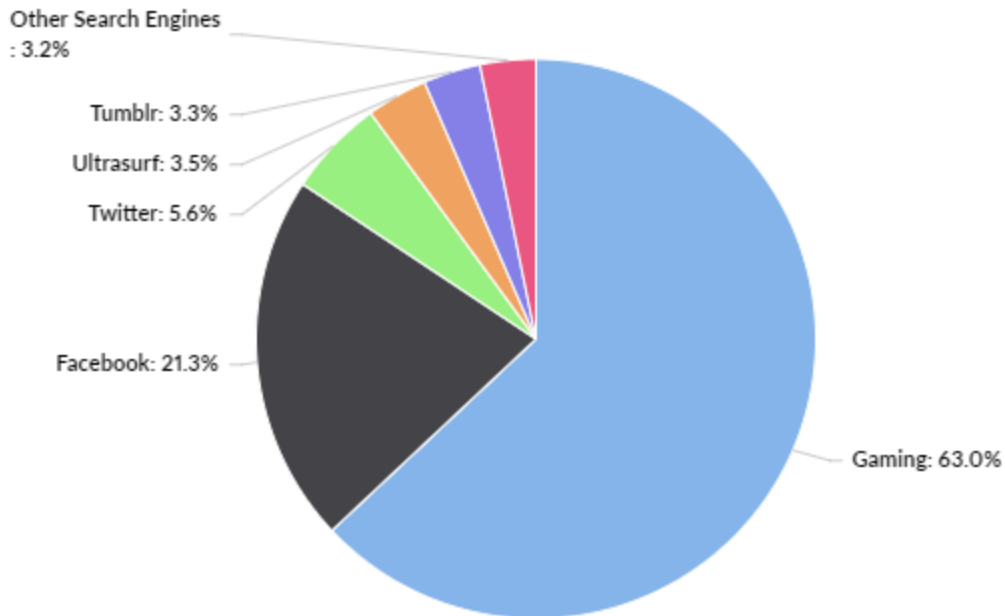
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1st		Google Classroom
2nd		Google Docs
3rd		Clever
4th		Google Slides
5th		Google Sites
6th		Google Drive
7th		Google Forms
8th		Amplify
9th		Freckle by Renaissance

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# Our Filter at Work

## Blocked Content

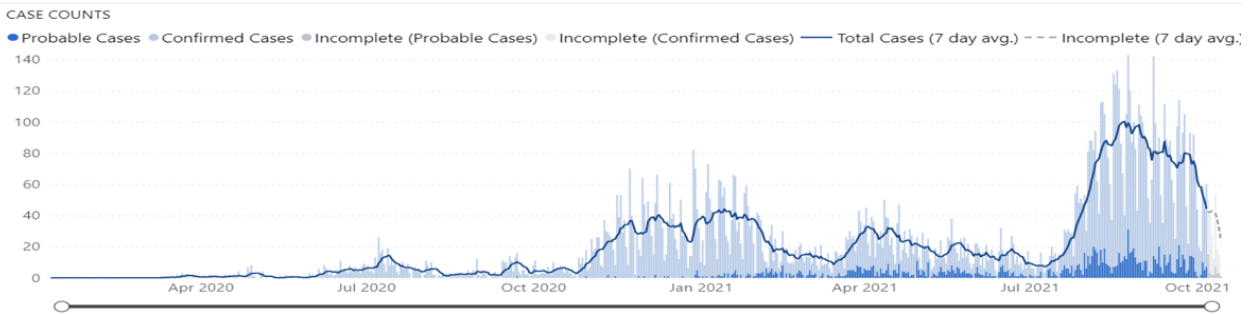
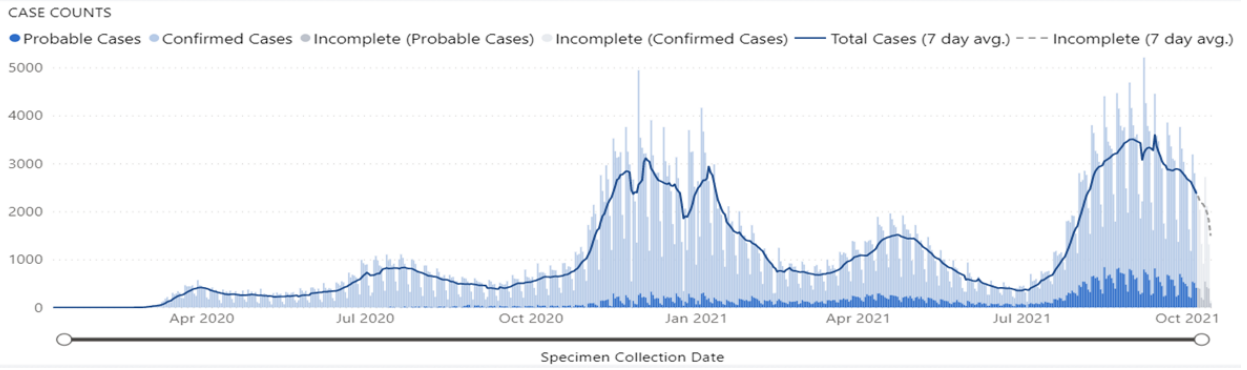


- The Pandemic caused our District to rely much more on technology. Video conferencing exploded and technology was more & more integrated into teaching our students.
- Director Karen Grafton asked if we knew the volume of calls that were made to our Help Desk.
- Cody replied that we didn't have exact numbers, but there were a large amount of calls but are decreasing
- Mike Haas thanked our Tech Team for their Update

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

Current data: **MOLLY WILL UPDATE WITH NEW DATA ASAP**





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.

### Reporting Cases & Outbreaks

Schools play an important role in identifying COVID-19 cases and close contacts and limiting the spread of COVID-19.

All cases of COVID-19 and outbreaks in schools must be reported to the local health jurisdiction per Washington State law (WAC 246-101).

In addition, schools and the general public must cooperate with public health authorities in the investigation of cases and outbreaks that may be associated with the school (WAC 246-101).

### OUTBREAK

A COVID-19 outbreak in a school is considered when the following have been met:

There are two or more COVID-19 cases among students or staff in a designated instructional space.

The cases have a symptom onset or positive test result within a 14-day period of each other.

The cases are epidemiologically linked.

The cases do not share a household.

The cases are not identified as close contacts of each other in another setting during the investigation.

### NOTIFYING PUBLIC HEALTH

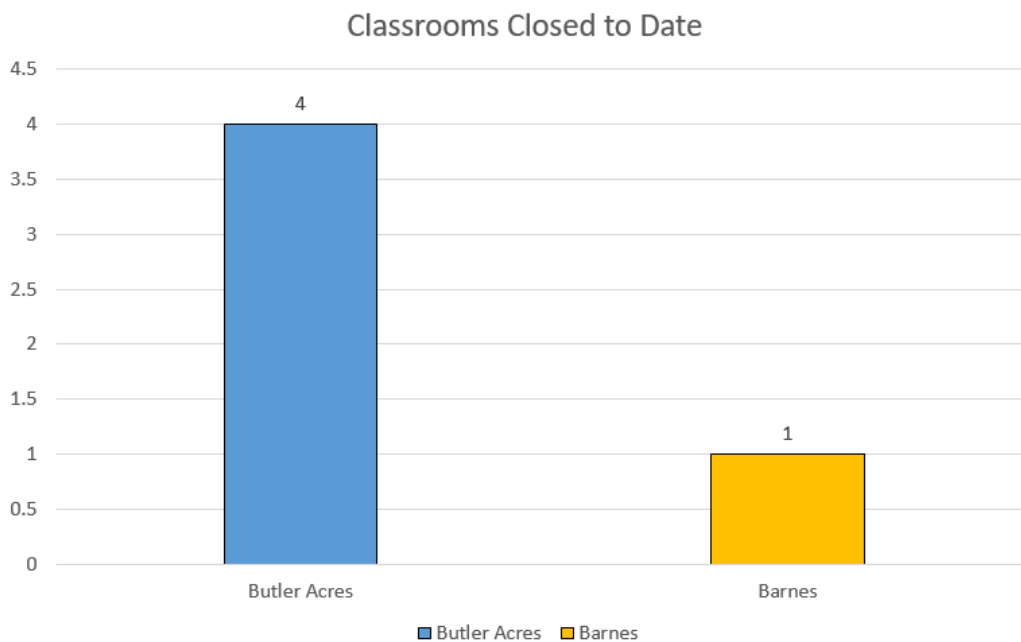
When a school learns of a possible outbreak of COVID-19, the District COVID-19 Coordinator must immediately notify the local health jurisdiction for review and determination of next steps.

The District COVID-19 Coordinator must also gather information about everyone the student or staff with COVID-19 may have been in close contact with at the school during their infectious period and report this information to the local health department.

#### CLOSING OF A CLASSROOM OR SCHOOL

The local department of health will review the submitted data and will provide guidance to the local district on how to proceed.

This may include; (1) no action needed, (2) further monitoring required, (3) recommendation for extended quarantine timelines for identified close contacts, (4) closing of a school classroom(s), or (5) closure of an entire school.



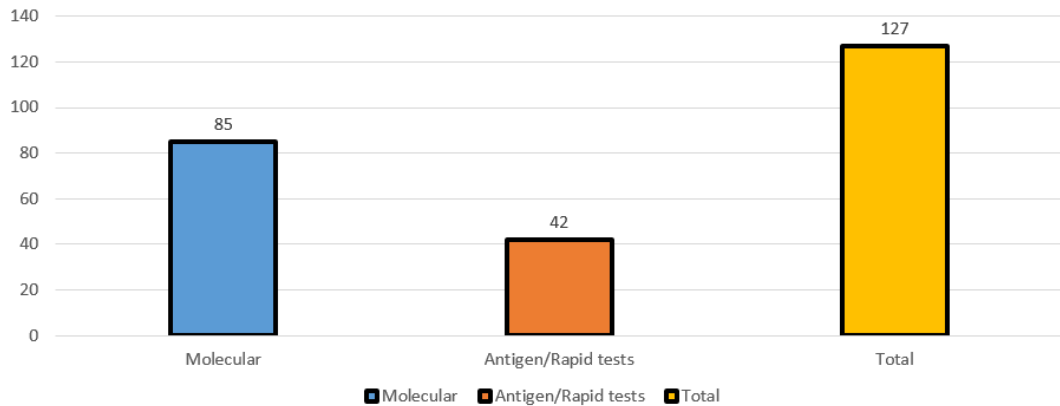
#### COVID TESTING

While COVID-19 testing programs are not a requirement for providing in- person learning, these measures can help reduce the risk of COVID-19 transmission in the school environment and the broader community. Testing for COVID-19 is an important layer of prevention.

Kelso Schools will continue providing COVID tests during the 2021-2022 school year for staff and students

# Testing Data

September 26th



## KELSO SCHOOL DISTRICT TESTING CENTER

Due to increase of testing needs across our district, we have opened a Testing Center and hired 2 additional staff, with 2 more staff hires pending.

## Human Resources Update

### What to do if a Person is Symptomatic at School

**If a person has one or more of these symptoms:**

- Fever (>100.4°F) or chills
- Shortness of breath or difficulty breathing
- Muscle or body aches
- New loss of taste or smell
- Cough (new, changed, or worsening)
- Congestion or runny nose
- Nausea, vomiting, or diarrhea
- Headache
- Fatigue
- Sore throat

**They should isolate at home AND get tested for COVID-19**

Was only ONE symptom present?

- NO:** They test POSITIVE for COVID-19 OR do not get tested. They should isolate at home.
- YES:** Did the symptom resolve within 24 hours OR is it consistent with a diagnosed chronic illness?
  - NO:** They test POSITIVE for COVID-19 OR do not get tested. They should isolate at home.
  - YES:** They test NEGATIVE for COVID-19 (home tests not accepted) OR receive an alternative named diagnosis from a health care provider plus a negative test. They should isolate at home.

Are they a known close contact?

- NO:** Isolate at home. They can return to school after 10 days have passed since symptoms first appeared if:
  - No fever within the past 24 hours (without medication)
  - Symptoms have significantly improved
- YES:** Identify close contacts of positive cases. See Tree 2 and follow COVID-19 Contact Tracing Checklist for K-12 Schools. Return to school if:
  - No fever within the past 24 hours (without medication)
  - Symptoms have significantly improved (if symptoms persist or worsen they must get another negative test performed at least 24 hours after the first test before returning)

### Identify and Care for Close Contacts at School

**If there is a COVID-19 positive person at school:**

Is the exposed person (close contact) fully vaccinated\* OR have they tested positive in the past three months and recovered?

- YES:** Do they have symptoms?
  - NO:** Return to school. No need to quarantine but they should:
    - Get tested (three to five days after known exposure)
    - Continue wearing a mask in all public indoor settings
    - Watch for symptoms for 14 days after close contact
  - YES:** Test for COVID-19. They test NEGATIVE for COVID-19 (home tests not accepted): Return to school. They can return to school if:
    - No fever within the past 24 hours (without medication)
    - Symptoms have significantly improved (if symptoms persist or worsen they must get another negative test performed at least 24 hours after the first test before returning)
- NO:** Do they have symptoms?
  - NO:** Return to school. They can return to school after 10 days have passed since symptoms first appeared if:
    - No fever within the past 24 hours (without medication)
    - Symptoms have significantly improved
  - YES:** Test for COVID-19. They test POSITIVE for COVID-19: Isolate at home. They can return to school after 10 days have passed since symptoms first appeared if:
    - No fever within the past 24 hours (without medication)
    - Symptoms have significantly improved
  - NO:** They test NEGATIVE for COVID-19 OR do not get tested: Quarantine at home. They can return to school after 14 days have passed since last exposure OR 10 days after symptom onset, whichever is longer.

Refer to the COVID-19 Contact Tracing Guide for K-12 Schools for protocols.

\*Close contact: Someone who was within 6 feet of a COVID-19 positive person for a total of 15 minutes or more within 24 hours during the case's contagious period. In a K-12 individual classroom, the close contact definition excludes students who were at least three feet away from an infectious student when both students were consistently and correctly wearing masks. Please see the COVID-19 Contact Tracing Guide for K-12 Schools for additional information. The definition of a close contact may vary in some situations. The local health department makes the ultimate determination of a close contact during its investigation, but may delegate this decision if appropriate. \*\*A person is fully vaccinated against COVID-19 when they've had two doses of the Moderna or Pfizer vaccine or one dose of the Johnson & Johnson vaccine and at least two weeks have passed since their last dose. \*\*\*Second test may be a NAAT or an antigen test, but not a home test.

## Vaccinations Update

	Certificated Staff in Classroom	Classified Staff in Classroom	Certificated Staff in Building	Classified Staff in Building	Certificated Staff in District/Cent ral Office	Classified Staff in District/Cent ral Office	Totals
Fully Vaccinated	246	110	58	121	16	33	584
Initiated Vaccination but are not fully vaccinated or are in their 2-week waiting period	0	0	0	1	0	0	1
Obtained medical exemption	2	2	1	0	0	2	7
Obtained religious exemption	30	17	4	36	0	1	88
Did not obtain a medical or religious exemption or obtain a vaccination	0	1	0	0	0	0	1

- Director Karen Grafton commented on the great job is being done getting our district in compliance.
- Mary Beth gave a shout out to Holly and the HR Team for a job well done.

**ASSESSMENT UPDATED - PAM BAUMAN**

# Impact of Covid on State Assessments

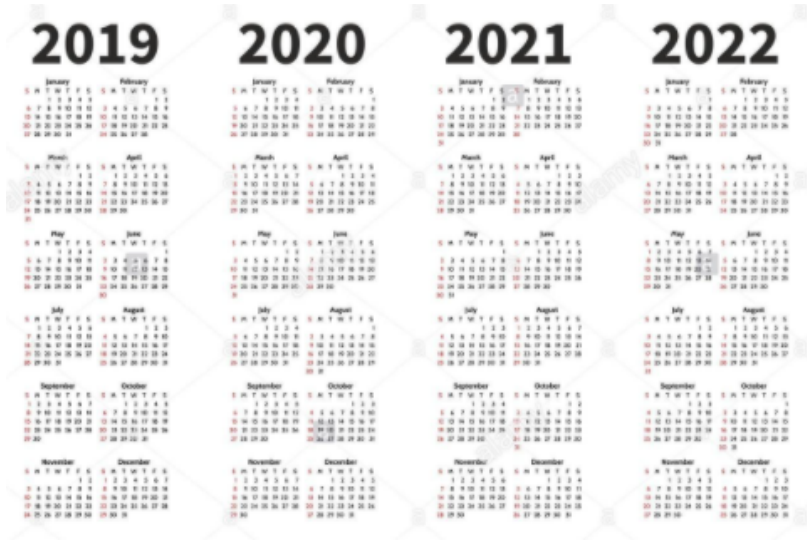
Spring 18-19 = Smarter Balanced & WCAS

Spring 19-20 = Cancelled

Spring 20-21 = Postponed

Fall 21-22 = Spring 20-21 SBA & WCAS

- Reduced Tests
- Accountability Waived
- Not comparable to 2019 & prior results



## Fall Testing by Grade Level 2021–22

2021–22 Enrolled Grade	3	4	5	6	7	8	9	10	11	12
		3 ELA	4 ELA	5 ELA	6 ELA	7 ELA	8 ELA		10 ELA	Opt (grad pathway)
Fall 2021 Testing		3 Math	4 Math	5 Math	6 Math	7 Math	8 Math		10 Math	Opt (grad pathway)
				5 Science			8 Science			11 Science

## Spring Testing by Grade Level 2021–22

2021–22 Enrolled Grade	3	4	5	6	7	8	9	10	11	12	
		3 ELA	4 ELA	5 ELA	6 ELA	7 ELA	8 ELA		10 ELA	Opt (grad pathway)	Opt (grad pathway)
Spring 2022 Testing		3 Math	4 Math	5 Math	6 Math	7 Math	8 Math		10 Math	Opt (grad pathway)	Opt (grad pathway)
				5 Science			8 Science			11 Science	

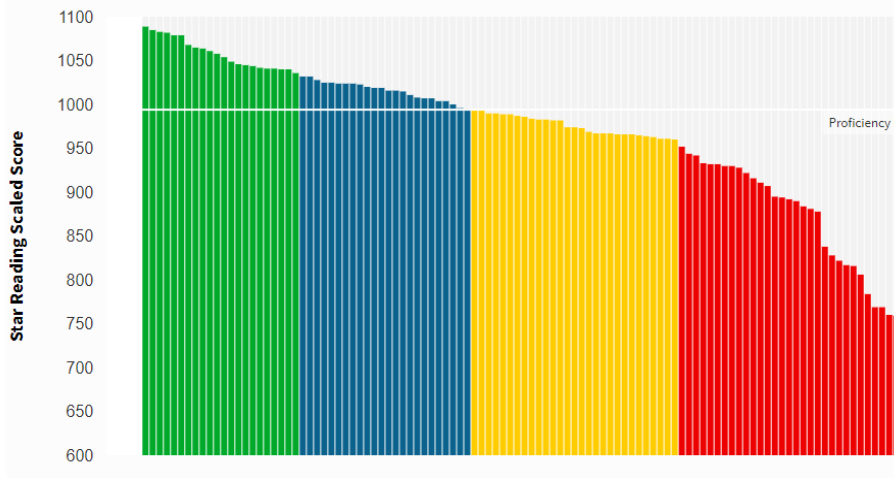
## District Benchmark Assessments

- Renaissance (Star) Reading & Mathematics
- Fall, Winter, Spring
- Kindergarten - 8th grade

Luckily, we have fall data to be able to compare academic performance trends over multiple years in

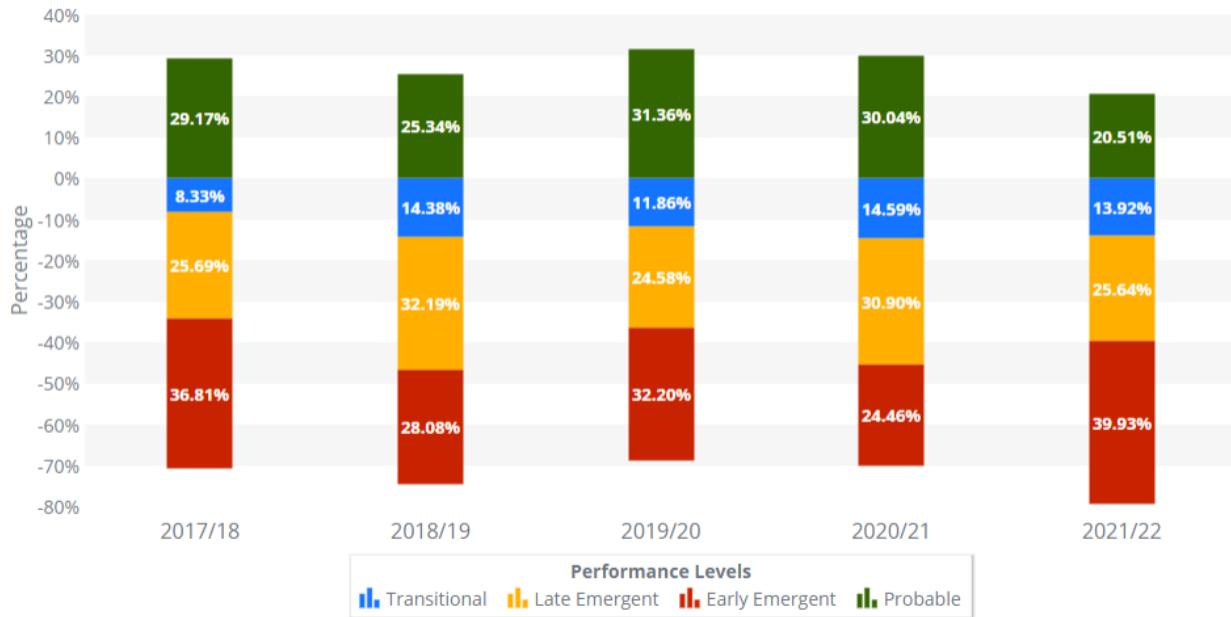
Kindergarten - 5th grade.

Last fall, 20-21 SY, our middle school students were still remote, so they didn't participate in Star Assessments.



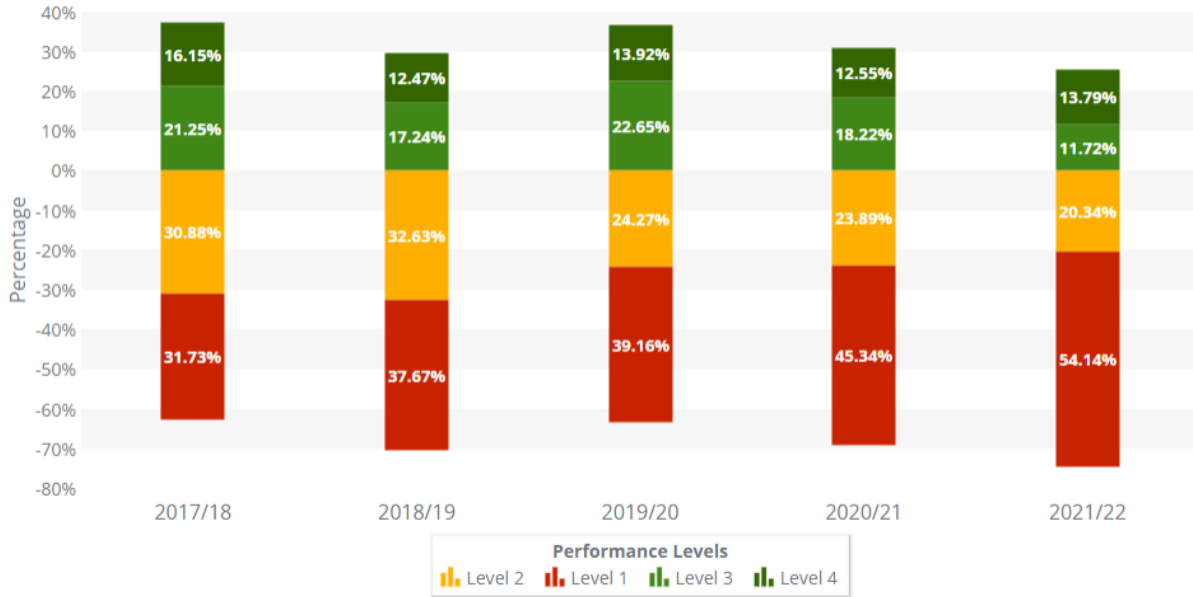
# Elementary Kindergarten, 2nd Grade, 4th Grade

Annual Performance Level Percentages of Students at Kelso School District, on STAR Early Literacy Gr K Fall - SS BMark

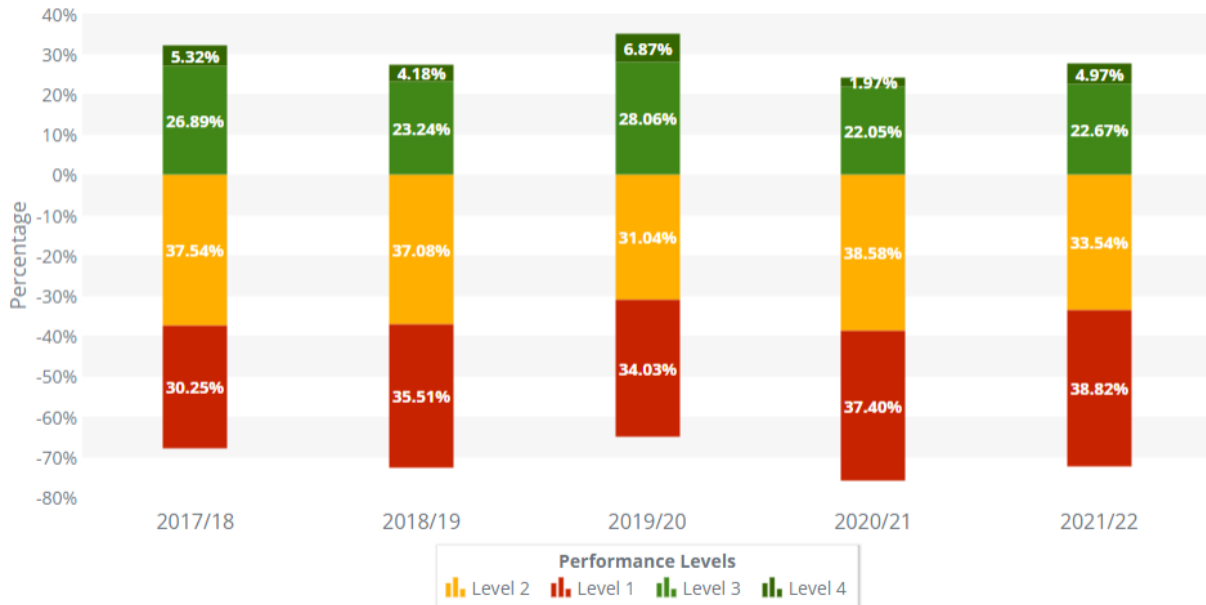




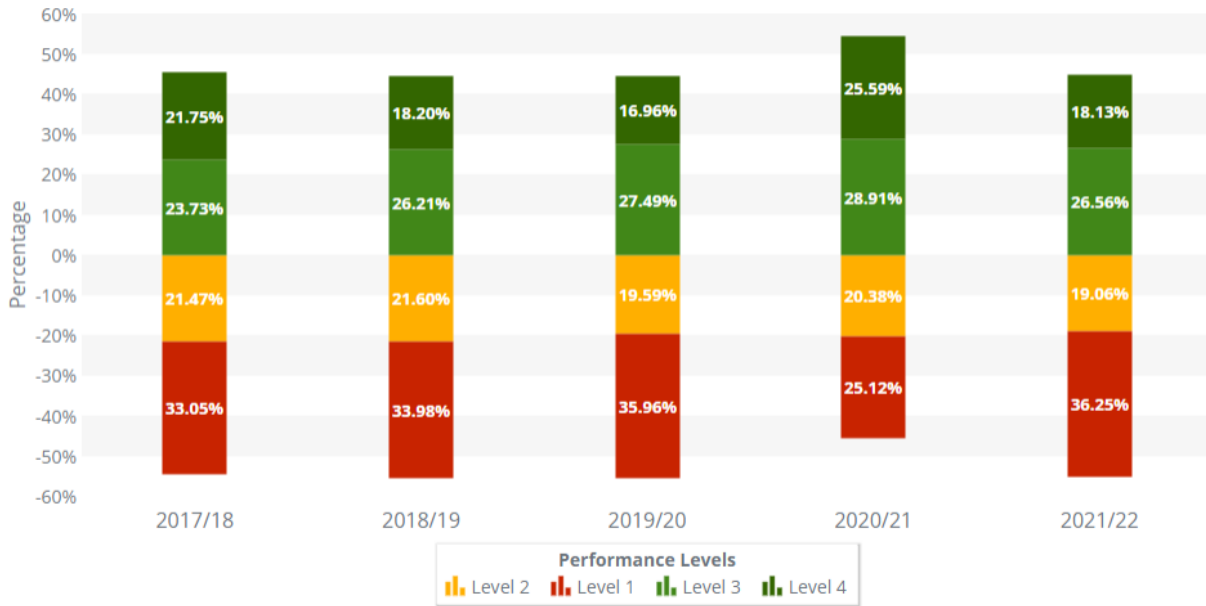
Annual Performance Level Percentages of Students  
at Kelso School District, on STAR Reading Gr 2 Fall-SS/SBA BMark



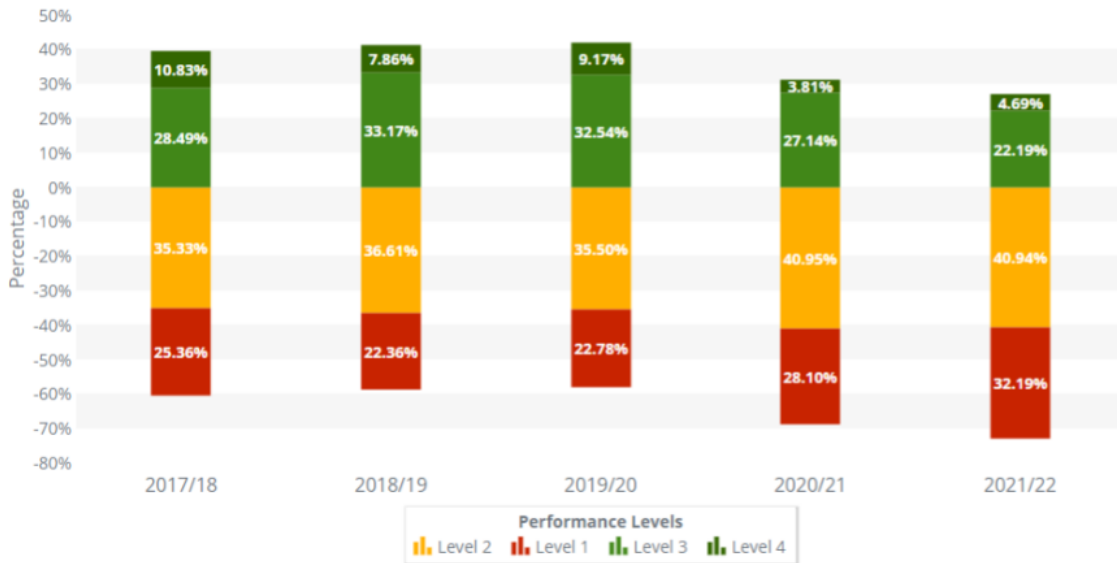
Annual Performance Level Percentages of Students  
at Kelso School District, on STAR Math Gr 2 Fall-SS/SBA BMark



Annual Performance Level Percentages of Students at Kelso School District, on STAR Reading Gr 4 Fall-SS/SBA BMark

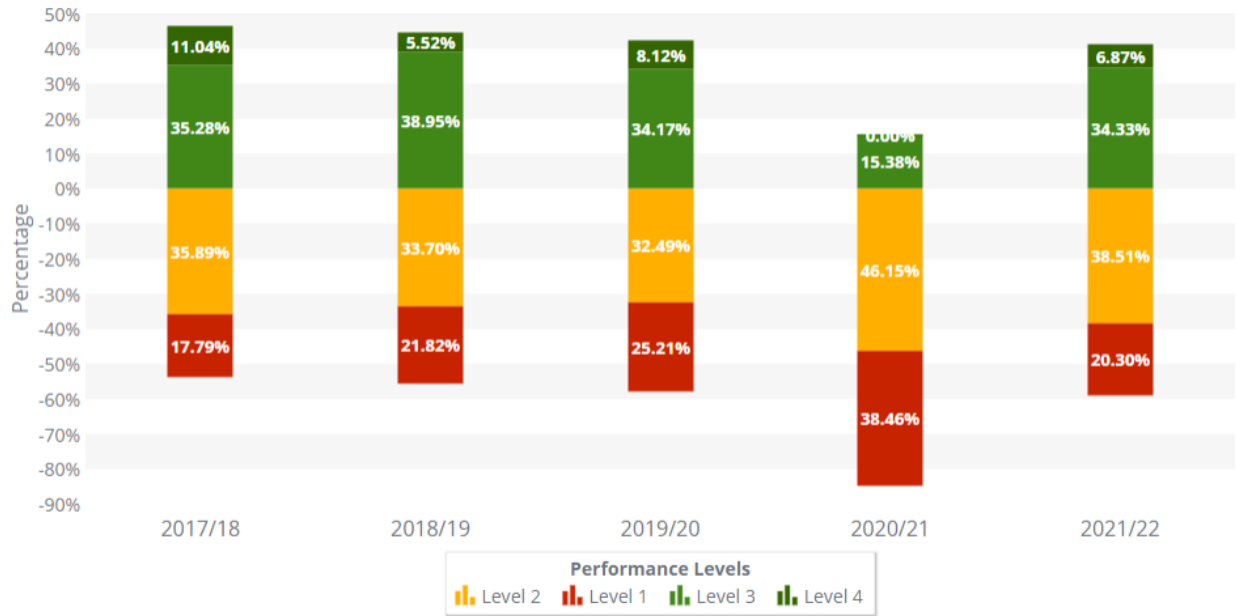


Annual Performance Level Percentages of Students at Kelso School District, on STAR Math Gr 4 Fall-SS/SBA BMark

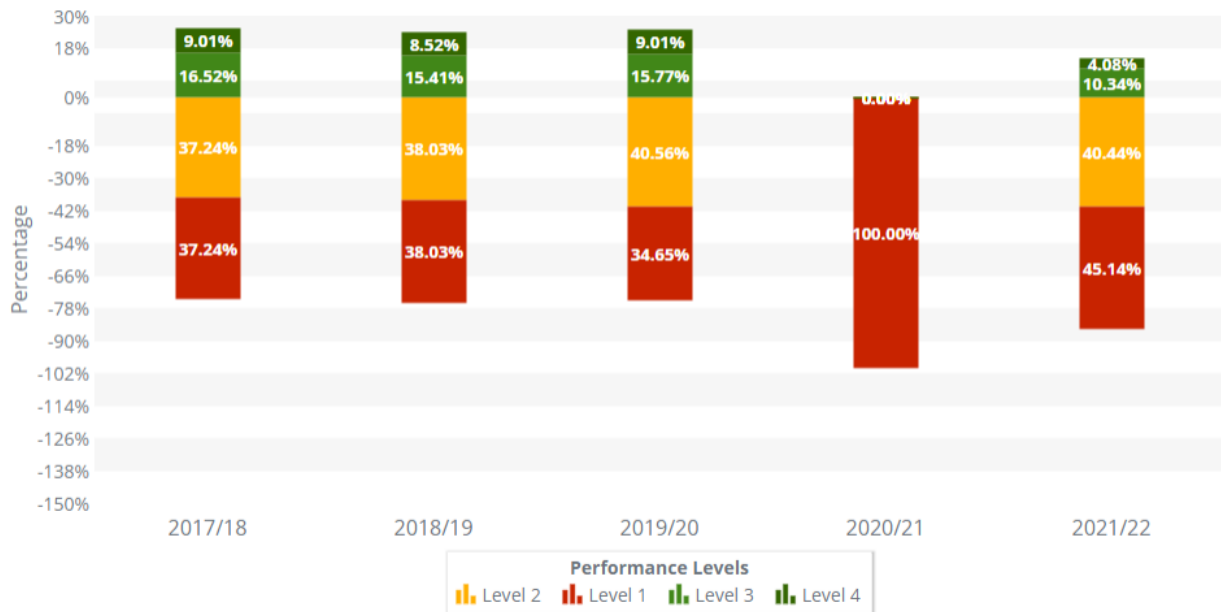


## Middle School 6th Grade & 8th Grade

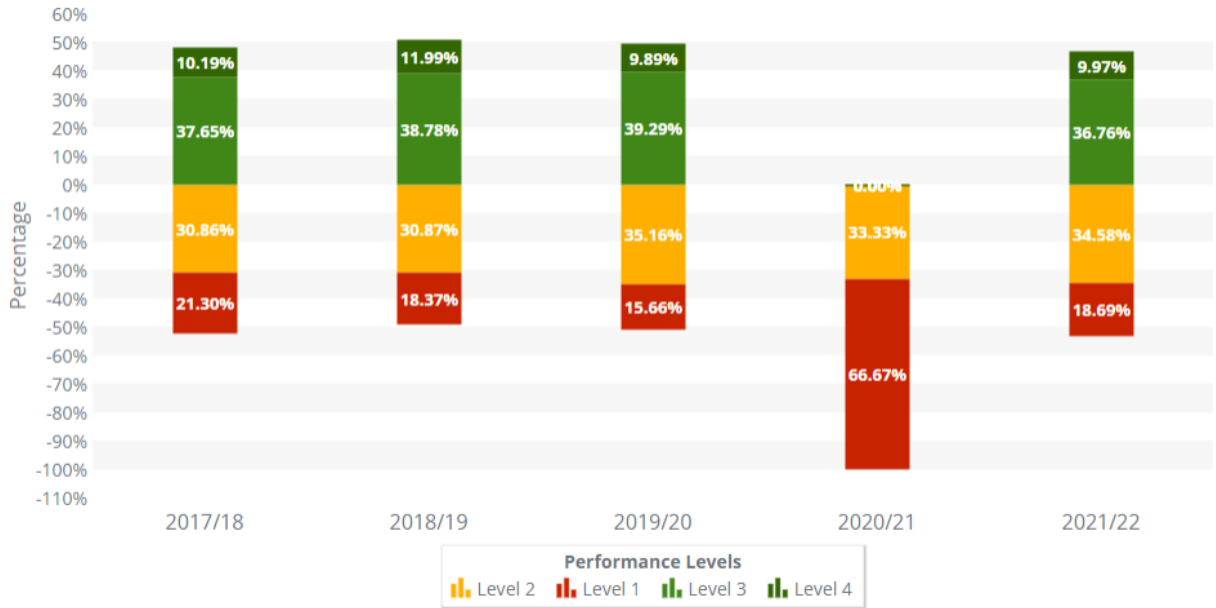
Annual Performance Level Percentages of Students at Kelso School District, on STAR Reading Gr 6 Fall-SS/SBA BMark



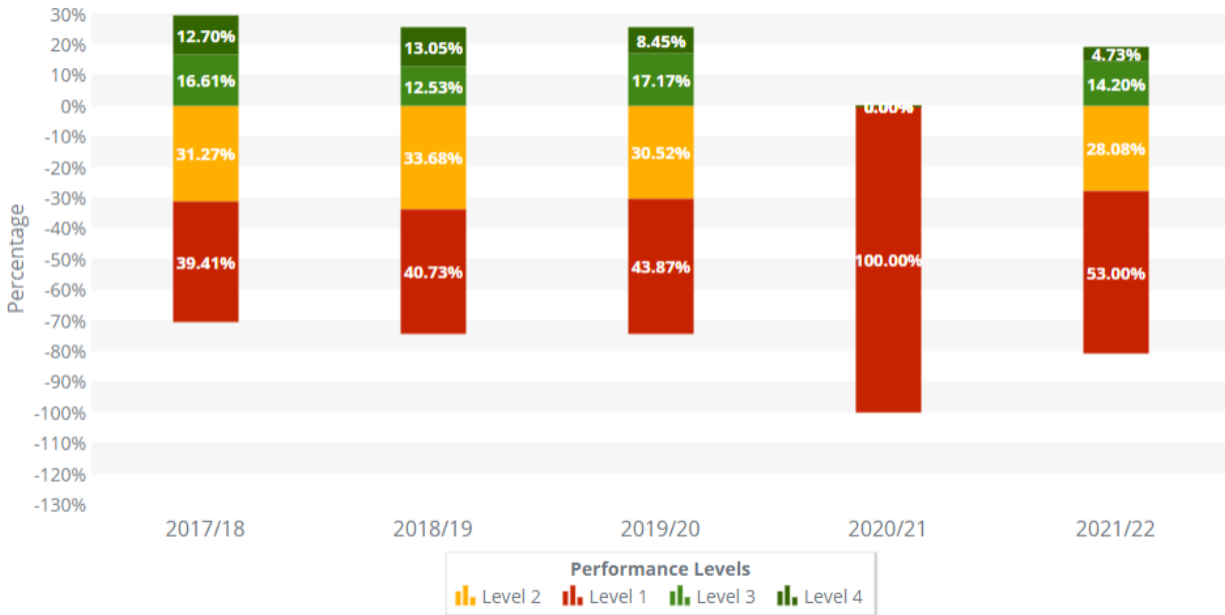
Annual Performance Level Percentages of Students at Kelso School District, on STAR Math Gr 6 Fall-SS/SBA BMark



Annual Performance Level Percentages of Students at Kelso School District, on STAR Reading Gr 8 Fall-SS/SBA BMark



Annual Performance Level Percentages of Students at Kelso School District, on STAR Math Gr 8 Fall-SS/SBA BMark



- COVID has definitely impacted State Assessments. Our elementary early readers have been impacted as well as our high level middle school math students.

- Currently we are about a year behind and will be implementing a modified down version of the State Assessments. They will not be used for parable data on our students.
- In the Spring we will have full assessments for our students as required.
- Mike Haas commented that there was more data than he expected and thanked Pam for navigating assessment.

**HEARD BUDGET STATUS REPORT FOR AUGUST AND SEPTEMBER - SCOTT WESTLUND**

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 in 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.

**ACCEPTED DONATIONS - SCOTT WESTLUND**

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 of the soccer shelter is \$5365.

**Motion to Approve by: Director Huntington**

**Seconded by: Director Grafton**

**HEARD UPDATE TO POLICY 2152/2125P SEXUAL HEALTH EDUCATION (1ST READING) - KIM YORE**

- There are some changes to the policy. All students are to receive Sexual Health Education. Information is to be physically and scientifically true as determined by OSPI

- Parents will be allowed to review materials before-hand and given an opportunity to opt out for their student
- Director Karen Grafton commented that this is the subject she receives many questions about. She asked if we could receive the materials electronically. Kim is attempting but not able to as of yet.
- Director Jeane Conrad asked if would be better to come into the District Office to get the information and the answer was yes.
- Mary Beth stated that it's been her experience that when parents review the materials, very few opt out.
- Moved to Second Reading

**HEARD UPDATE TO POLICY 3116/3116P STUDENTS IN FOSTER CARE (1ST READING)- DON IVERSON**

- Don stated that there have been slight changes to this policy and it basically mirrors Mckinney-Vento
- No Questions/Comments
- Moved to Second Reading

**HEARD UPDATE TO POLICY 3122/3122P EXCUSED AND UNEXCUSED ABSENCES (1ST READING) - DON IVERSON**

- Don stated that there were minor changes to this policy. Now there is a required parent meeting after 5 absences. Will change to a required parent meeting after 7 absences.
- Director Karen Grafton asked what the reasoning was for the changes.
- Don responded that it comes from the State and believes that moving it to 7 absences gives more opportunity to alleviate the issue an avoid truancy
- Moved to Second Reading

**HEARD UPDATE TO POLICY 5011/5011P SEXUAL HARASSMENT OF DISTRICT STAFF PROHIBITED (1ST READING) - HOLLY BUDGE**

- Holly stated that changes include the addition of how complaints are handled.
- No Questions/Comments
- Moved to Second Reading

**SUPERINTENDENT REPORT**

Tonight Mary Beth wanted to celebrate and recognize 3 of our District Teams

1. Teaching & Learning Team Director Kim Yore and Associate Director Gunnar Guttormsen for their incredible topics and presenters for the October 8<sup>th</sup> In Service event
2. HR Team for their exceptional job navigating through COVID and their exemplary service
3. Student Services Director Don Iverson and his healthcare team (specialists & nurse) for providing consistency in showing compassion in the area of health & safety

**FOR THE GOOD OF THE ORDER**

- Jeane Conrad shared that she had the opportunity to visit Lexington & Huntington. She thanked everyone for the opportunity and applauded everyone on how well everything is going.

**Adjourn at 7:31 pm**

X \_\_\_\_\_

President

X \_\_\_\_\_

Secretary

## CERTIFICATED PERSONNEL

November 1, 2021

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### **New Hires:**

Carter, Trisha - Elementary Teacher, Barnes Elementary  
1.0 FTE  
Effective October 18, 2021

Cornett, Pauline - Elementary Teacher, Wallace Elementary  
1.0 FTE  
Effective October 6, 2021.

\*Prudnikova, Tatyana - Roving Substitute, Kelso High School  
1.0 FTE  
Effective October 18, 2021

### **Out of Endorsement Waiver:**

Hiatt, Laura - Secondary Teacher, Kelso Virtual Academy  
1.0 FTE  
Effective August 24, 2021  
Out of endorsement in all fields other than 4-12 History and 4-12 Social Studies due to teaching in an ALE environment

Hutchison, Diane - Secondary Teacher, Kelso Virtual Academy  
1.0 FTE  
Effective August 24, 2021  
Out of endorsement in all fields due to teaching in an ALE environment

Hyde, Tamara - Secondary Teacher, Kelso Virtual Academy  
1.0 FTE  
Effective August 24, 2021  
Out of endorsement in all fields other than science due to teaching in an ALE environment

Robertson, Mandie - Secondary Teacher, Kelso Virtual Academy  
1.0 FTE  
Effective August 24, 2021  
Out of endorsement in all fields due to teaching in an ALE environment

Weiss, Hunter - Secondary Teacher, Kelso Virtual Academy  
1.0 FTE  
Effective August 24, 2021  
Out of endorsement in all fields other than health and fitness due to teaching in an ALE environment

\* = Leave Replacement  
TBD = To Be Determined

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



**KELSO SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACTS ISSUED  
October 14, 2021 to October 27, 2021**

<b>Date Issued</b>	<b>Employee</b>	<b>Position</b>	<b>Bldg</b>
10/25/2021	Stevens, Heidi	Intramural Module - Lunch Learners/Tutoring	Barnes Elementary
10/25/2021	Mejia, Jaime	Intramural Module - Tutoring Afterschool	Barnes
10/25/2021	Mejia, Jaime	Intramural Module - Tutoring Afterschool	Barnes
10/25/2021	Hennessey, Rhonda	Intramural Module - After School Tutoring	Barnes
10/25/2021	Hennessey, Rhonda	Intramural Module - After School Tutoring	Barnes
10/25/2021	McCormick, Kristin	Intramural Module - Barnes Variety Show	Barnes
10/25/2021	Wilson, Jerry	Intramural Module - Barnes Variety Show	Barnes
10/25/2021	Mejia, Jaime	Intramural Module - After School Tutoring	Barnes
10/25/2021	Clement, Colette	Intramural Module - Sewing for Life	Huntington Middle S
10/25/2021	Keatley, Kimberly	Intramural Module - Science Support	Huntington Middle S
10/25/2021	Keatley, Kimberly	Intramural Module - Drama	Huntington Middle S
10/25/2021	Fromdahl, John	Intramural Module - Futsal	Huntington Middle S
10/25/2021	Roffler, Elizabeth	Intramural Module - Running Club	Huntington Middle S
10/25/2021	Anderson, Thressa	Intramural Module - Running Club	Huntington Middle S
10/25/2021	Trafelet, Tammy	Intramural Module - Language Arts Support	Huntington Middle S
10/25/2021	Despain, Penelope	Intramural Module - Math Support	Huntington Middle S
10/25/2021	Despain, Penelope	Intramural Module - Math Support	Huntington Middle S
10/25/2021	Ahola, Kathryn	Intramural Module - AVID ER (job share w/Darcy Wishard)	Huntington Middle S
10/25/2021	Wishard, Darcy	Intramural Module - AVID ER (job share w/Katie Ahola)	Huntington Middle S
10/25/2021	Ahola, Kathryn	Intramural Module - AVID ER (job share w/Darcy Wishard)	Huntington Middle S
10/25/2021	Wishard, Darcy	Intramural Module - AVID ER (job share w/Katie Ahola)	Huntington Middle S
10/25/2021	Houglum, Ann	Intramural Module - Open Library	Rose Valley
10/25/2021	Latham, Alison	Intramural Module - Fun Fitness	Rose Valley
10/25/2021	Houglum, Ann	Intramural Module - Fun Fitness	Rose Valley
10/25/2021	Parsons, Tammy	Intramural Module - Harry Potter Club	Lexington
10/25/2021	Taylor, Amanda	Intramural Module - Harry Potter Club	Lexington
10/25/2021	Zorn, Anne Marie	Intramural Module - Family Involvement Night	Lexington
10/25/2021	Muir, Elizabeth	Intramural Module - Family Involvement Night	Lexington
10/25/2021	Muir, Elizabeth	Intramural Module - College and Career Readiness	Lexington
10/25/2021	Allais, Hailey	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Allais, Hailey	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Schill, Sarah	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Schill, Sarah	Intramural Module - Walking/Running Club	Lexington
10/25/2021	Uhrlaub, Laura	Intramural Module - STEAM Team	Lexington
10/25/2021	Uhrlaub, Laura	Intramural Module - Book Tasting	Lexington
10/25/2021	Andrechak, Rachel	Intramural Module - 5th Grade Community Leaders	Lexington

**KELSO SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACTS ISSUED  
October 14, 2021 to October 27, 2021**

<b>Date Issued</b>	<b>Employee</b>	<b>Position</b>	<b>Bldg</b>
10/25/2021	Schill, Sarah	Intramural Module - 5th Grade Community Leaders	Lexington
10/25/2021	Rothwell, Cami	Intramural Module - 5th Grade Community Leaders	Lexington
10/25/2021	Zorn, Anne Marie	Intramural Module - Recess Leadership	Lexington
10/25/2021	Jorgenson, Rhonda	Intramural Module - LEX Eagles Running Club	Lexington
10/25/2021	Erickson, Jenee	Intramural Module - Lifeskills 101	Lexington
10/25/2021	Reveal, Jeannie	Intramural Module - Lifeskills 101	Lexington
10/25/2021	Boone, Kristy	Intramural Module - Phonics Club	Lexington
10/25/2021	Boone, Kristy	Intramural Module - Phonics Club	Lexington
10/25/2021	Hennessey, Rhonda	Intramural Module - Tutoring in Reading	Barnes
10/27/2021	Parsons, Tyler	Coach Basketball Girl's - Asst.	Huntington Middle S
10/27/2021	Crowe, Nick	Coach Basketball Boy's - Asst.	Huntington Middle S
10/27/2021	Muir, Adam	Coach Basketball Girl's - Head	Huntington Middle S
10/27/2021	Neves, Mike	Coach Wrestling - Head	Huntington Middle S
10/27/2021	Sitch, Justin	Coach Wrestling - Asst.	Huntington Middle S
10/27/2021	Sunday, Fred	Coach Basketball Boy's - Head	Huntington Middle S
10/27/2021	Muir, Adam	Coach Bowling - Head	Huntington Middle S

**CLASSIFIED PERSONNEL**

**November 1, 2021**

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**New Hires:**

Becker, Eric - Custodian, Kelso High School

8.0 hrs/day, 260 days/year

Effective October 13, 2021

Johnson, Annie - Paraeducator, LAP, Butler Acres Elementary

6.0 hrs/day, 190 days/year

Effective November 8, 2021

Myers, Adrean - Human Resources Specialist - Benefits, Administration

8.0 hrs/day, 260 days/year

Effective October 28, 2021

Perez, Jessenia - Truancy Specialist, Kelso High School

8.0 hrs/day, 192 days/year

Effective October 18, 2021

**Resignations:**

Miller, Magdalene - Paraeducator, Sped Resource, Coweeman Middle School

6.25 hrs/day, 191 days/year

Effective November 1, 2021

Schimmel, Gary - Supervisor Facilities and Operations, Administration

8.0 hrs/day, 260 days/year

Effective January 1, 2022

**Retirements:**

Buck, Brenda - Paraeducator, LAP/Playground, Lexington Elementary

6.0 hrs/day, 190 days/year

Effective November 1, 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**

<b>Company/Provider</b>	<b>Sponsor</b>	<b>Description of Services</b>	<b>Amount</b>
CompHealth	Heather Ogden	Staffing agreement for Lindsey Ivey (OT)	Cost is \$75/hr \$112.50/hr OT
Collins Architectural Group P.S.	Scott Westlund	<b>Butler Acres Modernization Change Orders</b> <b>CO71</b> Provide roof curbs per RFI 110 <b>CO97</b> Remove existing roof vents. Patch sheathing to existing joist framing or new blocking. Apply vapor barrier to deck surface. Patch riigd insulation with R-30 Polyisocyanurate board (minimum 2 layers) Type II, Class 1, cellulose felt or glass fiber mat both faces. Match existing depth of insulation & mechanically fasten. Patch coverboard & TPO roofing with seaming as recommended by membrane manufacturer	\$4,941.00 Increase \$3,791.00 Increase
Forecast 5	Scott Westlund	5Sight - License Agreement (4 Users) for 9 months 2021/2022	Cost os \$4,917.37
FORMA Construction	Scott Westlund	<b>Huntington Change Order</b> <b>CO-01</b> Includes CCD's 003,001,004,005,006PT-001,011, 010, 012,013,015,017	\$63,061.00 Increase
FORMA Construction	Scott Westlund	<b>Huntington Change Order Directives</b> <b>CCD-015</b> Remove existing formwork at ceiling of steam tunnels per RFI 053 <b>CCD-017</b> Add (2) microwaves as shown in elevation 1C/A460 per CDA-015 Add (2) microwaves as shown in elevation 1B/A460 per CDA-015 Add duplex receptacles in casework at 24' AFF for microwaves in (8) locations Extend GFCI protected circuit using MC cable thru partial height wall from nearest above count GFCI receptacle <b>CCD-018</b> Add new pipe & backwater valve housed in drain	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

basin per RFI-064	General Conditions
Add rerouted waste line below existing concrete wall footing per RFI-064	As provided by Article 7.3 and 7.5 of the General Conditions
<b>CCD-019</b> Demo portion of existing footing per RFI-067	As provided by Article 7.3 and 7.5 of the General Conditions
Add sleeve & new footing section & dowels / RFI-067	As provided by Article 7.3 and 7.5 of the General Conditions
<b>CCD-020</b> Door revisions for various doors	As provided by Article 7.3 and 7.5 of the General Conditions
<b>CCD-023</b> Revise Telecommunications System Riser Diagram per Sheet E700REV1	As provided by Article 7.3 and 7.5 of the General Conditions
Revise Communications Backbone Conduit per attached Sheet E700REV1	As provided by Article 7.3 and 7.5 of the General Conditions

FORMA Construction

Scott Westlund

**Lexington TCM's (Team Change Memo)**

<b>TCM#48</b> Electrical inspection report added GFCI receptacles to a number of rooms (receptacles within 6' of sinks required to have GFCI receptacles)	\$3,319.00 Increase
<b>TCM#049</b> Power & ethernet (signal) rough-in required for motorized blinds in Stage 176, Commons 180, Library 201 & Reception 105 per RFI 383. Revised to eliminate cost for Gym 191 per review comments	\$25,690.00 Increase
<b>TCM#076</b> Concrete curb between NW corner lawn & wood chip area per RFI response	\$1,364.00 Increase
<b>TCM#078</b> Interior door thresholds in gym per RFI response. Credit for original thresholds will be included in cost issue 137 (RFI 432 Door Hardware Cover Plate & Gasketing)	\$3,611.00 Increase
<b>TCM#082</b> Added isolation sheet per Prosoco site visit	\$3,854.00 Increase
<b>TCM#083</b> Scope gap of 16 GA steel brake shape per detail 10 on A551. BP 7.2 scope was for small gauge metal on exterior of building while BP 3.0 was for larger gauge metal on interior. Neither the structural steel or sheet metal subcontractors could bend the metal as shown in detail 10/A551	\$1,353.00 Increase
<b>TCM#085</b> NW Curbing & grading was discussed & revised per RFI 342, some of the curbing & grading in this area was revised & communicated after work was completed	\$5,661.85 Increase
<b>TCM#089</b> Add chase wall around HVAC duct in Room 322 per	\$1,975.89 Increase

470 response. (Note: 2 access panels are needed for access to a cleanout & damper motor - RFI response only references 1)

**TCM#090** Relocation of the Davit Crane in area C per CCD 036 \$3,211.92 Increase

Northwest Playground Equipment	Scott Westlund	Carroll's FF&E order - (1) Access gate & (1) Mod Pods Quad Vertical	Cost is \$7,302.19
Pacific Office Automation	Scott Westlund	Lease of copier for Family Resource Center - Don Iverson	Cost is \$24.50 per month for 48 months
Technology Integration Group - TIG	Scott Westlund	Suupport Agreement for voice application servers, software & phones 11/1/21-10/31/22	Cost is \$10,000.00 for 1 year contract
Technology Integration Group - TIG	Scott Westlund	HPE/Aruba Renewal from 8/12/21 to 8/11/22	Cost is \$1,011.82
Technology Integration Group - TIG	Scott Westlund	Essential Software Support - SMARTnet 8x5xNBD	Cost is \$16,235/56
<b>TROX</b> - Troxell Communications	Cody Reid	Quote# QUO-10945-59346 dated 7/29/21 to purchase 150 laptops <b>E-rate ECF Order</b>	Cost after E-rate discount is \$90,799.50

**ESD 112 CONTRACTS**

Behavioral Health Program	Don Iverson	To provide on-site behavioral health professional to District	Cost not to exceed \$30,000.00
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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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$7,603.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 260838 through 260838, totaling \$7,603.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
260838	PRAXIS ENGAGING IDEAS	10/20/2021	7,603.47

1	Computer	Check(s) For a Total of	7,603.47
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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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,025,011.59. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 260839 through 261021, totaling \$1,025,011.59

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

Check Nbr	Vendor Name	Check Date	Check Amount
260839	ACCO BRANDS CORPORATION	10/29/2021	2,603.54
260840	ACCOUNTABLE HEALTHCARE STAFFIN	10/29/2021	5,040.00
260841	ADVANCED TRAVEL/REV FUND	10/29/2021	169.58
260842	AIR REPS LLC	10/29/2021	77.22
260843	AIRGAS - NOR PAC, INC.	10/29/2021	509.91
260844	ALLHEART.COM	10/29/2021	247.28
260845	ALVAH M. SQUIBB CO, INC.	10/29/2021	39.27
260846	ALWAYS BE LEARNING INC	10/29/2021	75,830.65
260847	Vendor Continued Check	10/29/2021	0.00
260848	Vendor Continued Check	10/29/2021	0.00
260849	Vendor Continued Check	10/29/2021	0.00
260850	Vendor Continued Check	10/29/2021	0.00
260851	Vendor Continued Check	10/29/2021	0.00
260852	AMAZON	10/29/2021	21,904.91
260853	AMERICAN FLOOR MATS	10/29/2021	3,517.24
260854	AMN HEALTHCARE ALLIED INC	10/29/2021	10,767.50
260855	ARAMARK	10/29/2021	131.13
260856	ARCHITECTURAL WOODS LP	10/29/2021	1,367.51
260857	B & H PHOTO VIDEO	10/29/2021	30.26
260858	BAKER LUMBER CO.	10/29/2021	1,565.90
260859	Vendor Continued Check	10/29/2021	0.00
260860	Vendor Continued Check	10/29/2021	0.00
260861	BANK OF AMERICA	10/29/2021	27,577.78
260862	BAXTER AUTO PARTS #23	10/29/2021	673.82
260863	BEACOCK VANCOUVER MUSIC CO, IN	10/29/2021	1,073.74
260864	BEACON HILL SEWER	10/29/2021	8,378.21
260865	BUILDERS HARDWARE & SUPPLY CO	10/29/2021	2,708.99



Check Nbr	Vendor Name	Check Date	Check Amount
260866	BUSINESS OFFICE-REV FUND	10/29/2021	6,478.85
260867	C & H INDUSTRIAL TOOL & SUPPLY	10/29/2021	133.01
260868	CAMFIL USA INC	10/29/2021	8,000.93
260869	CAPTEK ALARM	10/29/2021	37.84
260870	CAROLINA BIOLOGICAL SUPPLY	10/29/2021	71.51
260871	CARROLLS WATER ASSOCIATION	10/29/2021	193.25
260872	CASCADE NATURAL GAS	10/29/2021	5,211.45
260873	CDW GOVERNMENT, INC.	10/29/2021	4,618.25
260874	CENGAGE LEARNING	10/29/2021	4,366.42
260875	CENTRAL WELDING SUPPLY	10/29/2021	33.49
260876	CH20 INCORPORATED	10/29/2021	245.41
260877	CHEF'S STORE	10/29/2021	1,524.57
260878	CITY FIRE	10/29/2021	248.63
260879	CITY OF KELSO	10/29/2021	12,133.50
260880	CITY OF KELSO - UTILITY DEPT	10/29/2021	16,331.13
260881	CITY OF KELSO-COMM DEVL-BLDG &	10/29/2021	624.98
260882	COMCAST BUSINESS	10/29/2021	12,093.92
260883	COMPHEALTH	10/29/2021	32,113.50
260884	CONREY ELECTRIC, INC.	10/29/2021	865.39
260885	COPIES TODAY SPEEDY LITHO	10/29/2021	108.10
260886	COST LESS AUTO PARTS	10/29/2021	129.08
260887	COWLITZ COUNTY PUBLIC WORKS DE	10/29/2021	375.38
260888	COWLITZ PUD	10/29/2021	41,704.47
260889	COWLITZ COUNTY TREASURER	10/29/2021	67,354.41
260890	CTS LANGUAGELINK	10/29/2021	267.53
260891	Vendor Continued Check	10/29/2021	0.00
260892	DAIRY FRESH FARMS	10/29/2021	15,540.27
260893	DELL	10/29/2021	2,338.85
260894	DEMCO, INC.	10/29/2021	146.25
260895	DEPT OF LABOR & IND - BOILER/P	10/29/2021	2,952.80
260896	DEPT OF NATURAL RESOURCES	10/29/2021	19.00
260897	EASTSIDE PSYCHOLOGY SERVICES,	10/29/2021	3,187.50
260898	EDGENUITY INC	10/29/2021	20,528.19
260899	EDUCATIONAL SERVICE DIST #112	10/29/2021	39,580.86
260900	ENTEK CORPORATION	10/29/2021	1,344.07

Check Nbr	Vendor Name	Check Date	Check Amount
260901	ENVIRONMENTAL CONTROLS CORP	10/29/2021	922.10
260902	ERF COMPANY, INC.	10/29/2021	310.00
260903	EVERGREEN PAINT, INC.	10/29/2021	19.74
260904	FASTENAL COMPANY	10/29/2021	83.85
260905	FERGUSON ENTER. INC #3007	10/29/2021	34.86
260906	FINALFORMS	10/29/2021	2,712.25
260907	FOXHIRE LLC	10/29/2021	36,696.24
260908	FRANZ FAMILY BAKERIES	10/29/2021	2,893.82
260909	GATEWAY EDUCATIONAL SERVICES	10/29/2021	3,900.00
260910	GB MANCHESTER CORPORATION	10/29/2021	814.44
260911	GOODHEART-WILCOX PUBLISHER	10/29/2021	3,306.64
260912	GOODYEAR TIRE & RUBBER CO	10/29/2021	1,656.50
260913	GORDON TRUCK CENTERS	10/29/2021	202.88
260914	GRAINGER	10/29/2021	1,213.15
260915	HAND2MIND INC	10/29/2021	584.36
260916	ID LABEL, INC.	10/29/2021	449.69
260917	INTEGRATED REGISTER SYSTEM INC	10/29/2021	1,546.91
260918	INTERIOR TECHNOLOGY	10/29/2021	1,087.49
260919	IXL LEARNING	10/29/2021	299.00
260920	J.W. PEPPER & SON, INC.	10/29/2021	2,599.09
260921	JACKSON THERAPY PARTNERS LLC	10/29/2021	10,900.00
260922	JOHNSTONE SUPPLY	10/29/2021	69.31
260923	JUBITZ CORP	10/29/2021	229.03
260924	JUNIOR LIBRARY GUILD	10/29/2021	509.26
260925	KAPLAN EARLY LEARNING COMPANY	10/29/2021	1,773.00
260926	KELSO CAR WASH, LLC	10/29/2021	27.00
260927	KELSO PETERBILT INC	10/29/2021	3,202.75
260928	KEYS PLUS LOCKSMITHS	10/29/2021	201.87
260929	Vendor Continued Check	10/29/2021	0.00
260930	KING COUNTY DIRECTORS	10/29/2021	19,948.47
260931	LENOVO (UNITED STATES) INC	10/29/2021	32.43
260932	LITERACY RESOURCES LLC	10/29/2021	87.98
260933	Longbell Security Resources	10/29/2021	579.42
260934	LOWE'S	10/29/2021	462.21
260935	LOWER COLUMBIA OCCUPATIONAL HE	10/29/2021	800.00

Check Nbr	Vendor Name	Check Date	Check Amount
260936	MALLORY SAFETY AND SUPPLY LLC	10/29/2021	284.57
260937	MANTHE EQUIPMENT, INC.	10/29/2021	314.08
260938	MARSHALL MEMO LLC	10/29/2021	50.00
260939	MCGRAW-HILL	10/29/2021	8,835.32
260940	MCMaster-CARR SUPPLY COMPANY	10/29/2021	389.24
260941	METEOR EDUCATION LLC	10/29/2021	7,592.73
260942	MICROK12	10/29/2021	4,866.66
260943	MILLER PAINT CO	10/29/2021	29.83
260944	NORTHWEST ENFORCEMENT INC	10/29/2021	41,015.00
260945	NuCO2	10/29/2021	965.09
260946	NW TEXTBOOK DEPOSITORY	10/29/2021	2,462.64
260947	OETC	10/29/2021	300.00
260948	OFFENDER SERVICES	10/29/2021	375.00
260949	OFFICE DEPOT	10/29/2021	2,086.96
260950	OFFICE EXPRESS, INC	10/29/2021	2,873.84
260951	OLYMPIC TRAILER AND TRUCK, ACC	10/29/2021	7,730.43
260952	PACIFIC OFFICE AUTOMATION	10/29/2021	1,199.91
260953	PACIFIC OFFICE AUTOMATION	10/29/2021	3,202.16
260954	PALMERS GLASS COMPANY	10/29/2021	955.92
260955	PAPERBACKS GALORE	10/29/2021	145.03
260956	PDM STEEL SERVICE CENTERS, INC	10/29/2021	3,297.74
260957	PEARSON / NCS PEARSON INC	10/29/2021	626.55
260958	PERFORMANCE OCCUPATIONAL HEALT	10/29/2021	100.00
260959	PITSCO EDUCATION, LLC	10/29/2021	2,691.88
260960	PLATT ELECTRIC SUPPLY	10/29/2021	2,774.15
260961	PORTER FOSTER RORICK LLP	10/29/2021	1,777.50
260962	PRO LINE BACKFLOW	10/29/2021	120.00
260963	PRO-TECT COMPUTER PRODUCTS, IN	10/29/2021	434.30
260964	PROCARE THERAPY	10/29/2021	7,267.50
260965	QUADIENT LEASING USA INC	10/29/2021	744.91
260966	QUADIENT INC	10/29/2021	302.10
260967	READ NATURALLY	10/29/2021	2,113.36
260968	RENAISSANCE LEARNING INC	10/29/2021	15,655.66
260969	SAFEGUARD INDUSTRIES	10/29/2021	3,557.00
260970	SAFEWAY INC	10/29/2021	459.19

Check Nbr	Vendor Name	Check Date	Check Amount
260971	SCHETKY NORTHWEST SALES, INC	10/29/2021	688.26
260972	SCHOLASTIC	10/29/2021	269.57
260973	SCHOOL CHECKIN	10/29/2021	404.26
260974	SCHOOL DATA SOLUTIONS	10/29/2021	22,256.93
260975	SCHOOL TECHNOLOGY ASSOCIATES I	10/29/2021	54.05
260976	SECURITY PROFESSIONALS, LLC	10/29/2021	259.12
260977	SERVPRO	10/29/2021	27,625.79
260978	SHERWIN WILLIAMS	10/29/2021	24.78
260979	SIGN PRINT 360	10/29/2021	1,116.68
260980	SIGNMASTERS AWARDS N' MORE, IN	10/29/2021	53.08
260981	SPICERS PAPER, INC.	10/29/2021	394.57
260982	SRI / SIGNING RESOURCES & INTE	10/29/2021	227.50
260983	STAPLES CONTRACT & COMMERCIAL	10/29/2021	1,404.71
260984	STAR RENTALS AND SALES	10/29/2021	42.38
260985	SUNSET AUTO PARTS, INC.	10/29/2021	440.82
260986	SUPERINTENDENT OF PUBLIC INSTR	10/29/2021	5,052.65
260987	T & T TIRE LLC	10/29/2021	2,350.82
260988	TEACHING STRATEGIES LLC	10/29/2021	5,902.26
260989	TECHNOLOGY INTEGRATION GROUP	10/29/2021	18,990.27
260990	THE HELLO FOUNDATION LLC	10/29/2021	42,525.00
260991	Vendor Continued Check	10/29/2021	0.00
260992	Vendor Continued Check	10/29/2021	0.00
260993	THE HOME DEPOT PRO-SUPPLYWORKS	10/29/2021	27,623.50
260994	THE PART WORKS, INC.	10/29/2021	361.14
260995	TK ELEVATOR	10/29/2021	583.74
260996	TODD ZIMBELMAN MUSIC SERVICES	10/29/2021	500.00
260997	TROXELL COMMUNICATIONS, INC.	10/29/2021	2,873.19
260998	TWIN CITY SERVICE CO. INC.	10/29/2021	1,044.25
260999	U.S. CELLULAR	10/29/2021	1,414.56
261000	ULINE	10/29/2021	919.94
261001	Vendor Continued Check	10/29/2021	0.00
261002	UNITED SALAD CO	10/29/2021	16,047.03
261003	US BANK EQUIPMENT FINANCE	10/29/2021	3,812.59
261004	Vendor Continued Check	10/29/2021	0.00
261005	US FOODS INC	10/29/2021	90,561.20

Check Nbr	Vendor Name	Check Date	Check Amount
261006	VALLEY ATHLETIC FIELD SOLUTION	10/29/2021	1,667.06
261007	VANCOUVER SCHOOL DISTRICT #37	10/29/2021	4,500.00
261008	VIRCO INC	10/29/2021	9,014.54
261009	WA ST ASSOC OF SCHOOL PSYCHOLO	10/29/2021	700.00
261010	WA ST CENTER FOR CHILDHOOD DEA	10/29/2021	1,300.00
261011	WALTER E. NELSON CO.	10/29/2021	192.79
261012	WASHINGTON OFFICIALS ASSOCIATI	10/29/2021	1,441.30
261013	WASTE CONTROL/KELSO	10/29/2021	4,915.55
261014	WATKINS TRACTOR & SUPPLY CO.	10/29/2021	80.97
261015	WESTERN EQUIPMENT DISTRIBUTORS	10/29/2021	58.30
261016	WILCO	10/29/2021	816.43
261017	WILCOX & FLEGEL FUEL OIL CO.	10/29/2021	27,414.47
261018	WINDSTREAM	10/29/2021	2,017.49
261019	WOODLAND SCHOOL DISTRICT	10/29/2021	1,492.14
261020	WOOD'S LOGGING SUPPLY, INC	10/29/2021	212.24
261021	WSIPC	10/29/2021	494.45

183 Computer Check(s) For a Total of 1,025,011.59

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,887.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261022 through 261022, totaling \$2,887.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
261022	ACH-AP COWLITZ COUNTY TREASURE	10/29/2021	2,887.78
1	Computer	Check(s) For a Total of	2,887.78

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,887.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:  
ACH Numbers 212200055 through 212200082, totaling \$2,887.78

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
212200055	Binzel, John Dale	10/29/2021	42.50
212200056	Boone, Kristy Lynn	10/29/2021	44.51
212200057	Coburn, Jason Adam	10/29/2021	265.44
212200058	Cossi, Colin McGovern	10/29/2021	150.00
212200059	Ecklund, Sarah Rochelle	10/29/2021	52.53
212200060	Ford, Ian M	10/29/2021	62.78
212200061	Free, Maria Nadine	10/29/2021	45.86
212200062	Greenwood, Katie L	10/29/2021	41.66
212200063	Heselwood, Katharyn Elizabeth	10/29/2021	430.00
212200064	Hurst, Dana Lynn	10/29/2021	10.00
212200065	Iverson II, Donald John	10/29/2021	96.04
212200066	Jorgenson, Rhonda Julene	10/29/2021	376.20
212200067	Larsen, George Severin	10/29/2021	16.18
212200068	McGregor, Danae Ellaine	10/29/2021	95.04
212200069	Mulcahy, Constance M	10/29/2021	54.04
212200070	Nickel, Nicole Marie	10/29/2021	2.35
212200071	Ogden, Heather Renee	10/29/2021	122.59
212200072	Owens, Julie Ann	10/29/2021	239.00
212200073	Reardon, Misa Kay	10/29/2021	51.34
212200074	Rinehart, Clarissa Marie	10/29/2021	7.57
212200075	Rolfe, Marna Kaye	10/29/2021	72.35
212200076	Sims, Carly Richelle	10/29/2021	49.95
212200077	Sims, Kelly Ann	10/29/2021	39.65
212200078	Spears, Gary Wayne	10/29/2021	71.00
212200079	Tack, Mary Beth	10/29/2021	14.04
212200080	Toms, Stephanie A	10/29/2021	230.16
212200081	White, Derek Christopher	10/29/2021	150.00

Check Nbr	Vendor Name	Check Date	Check Amount
212200082	Woodall, Yesenia	10/29/2021	55.00
28	ACH	Check(s) For a Total of	2,887.78



**GENERAL FUND  
October 29<sup>th</sup>, 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) 261023-261026 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$4,828.10 ON OCTOBER 29<sup>TH</sup>, 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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$4,949,198.57. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261027 through 261058, totaling \$4,949,198.57

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

Check Nbr	Vendor Name	Check Date	Check Amount
261027	ACH Cowlitz County Treasurer	10/29/2021	2,483,791.42
261028	COWLITZ COUNTY TREASURER	10/29/2021	299,706.86
261029	COWLITZ COUNTY TREASURER	10/29/2021	522,878.92
261030	DEPT OF RETIREMENT SYSTEMS	10/29/2021	428.40
261031	DEPT OF RETIREMENT SYSTEMS	10/29/2021	167,753.36
261032	DEPT OF RETIREMENT SYSTEMS	10/29/2021	538,562.48
261033	DEPT OF RETIREMENT SYSTEMS	10/29/2021	13,734.56
261034	ESD 112 WORK/COMP	10/29/2021	59,486.96
261035	ESD 112 UNEMPLOYMENT COOP	10/29/2021	19,736.03
261036	Vendor Continued Check	10/29/2021	0.00
261037	HCA-SEBB BENEFITS	10/29/2021	723,212.00
261038	HCA-SEBB FLEX SPEND	10/29/2021	3,059.20
261039	HEALTH EQUITY	10/29/2021	988.75
261040	INFOARMOR INC	10/29/2021	85.70
261041	KELSO SCHOOLS FOUNDATION	10/29/2021	460.00
261042	KELSO TRANS CHAPTE	10/29/2021	77.50
261043	LEGALEASE GROUP	10/29/2021	279.20
261044	METROPOLITAN LIFE	10/29/2021	5,201.56
261045	NATIONWIDE	10/29/2021	827.38
261046	Oregon Dept. of Revenue	10/29/2021	2,947.05
261047	PSE KELSO LOCAL	10/29/2021	510.00
261048	PUBLIC SCHOOL EMPLOYEES OF WA	10/29/2021	1,383.90
261049	PUBLIC SCHOOL EMPLOYEES OF WA	10/29/2021	10,335.32
261050	The Standard Insurance Company	10/29/2021	4,556.59
261051	THE OMNI GROUP	10/29/2021	43,441.66
261052	UNITED STATES TREASURY	10/29/2021	174.67
261053	UNITED WAY OF COWLITZ CO	10/29/2021	493.50

Check Nbr	Vendor Name	Check Date	Check Amount
261054	VEBA TRUST	10/29/2021	10,516.77
261055	W.S.P.L.E.A.	10/29/2021	10.00
261056	WA ST SCHOOL RETIREES ASSOC	10/29/2021	105.00
261057	WEA	10/29/2021	96.00
261058	WEA PAYROLL DEDUCTIONS	10/29/2021	34,357.83
32	Computer	Check(s) For a Total of	4,949,198.57

### 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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$523.54. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261059 through 261059, totaling \$523.54

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

Check Nbr	Vendor Name	Check Date	Check Amount
261059	ACH- COWLITZ COUNTY TREASURER	10/29/2021	523.54
1	Computer	Check(s) For a Total of	523.54

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$42,541.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261060 through 261060, totaling \$42,541.23

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

Check Nbr	Vendor Name	Check Date	Check Amount
261060	EMPLOYMENT SECURITY DEPT	10/29/2021	42,541.23

1	Computer	Check(s) For a Total of	42,541.23
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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 \$14,594.98. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3622 through 3622, totaling \$14,594.98

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

Check Nbr	Vendor Name	Check Date	Check Amount
3622	EDUCATIONAL SERVICE DIST #112	10/13/2021	14,594.98
1	Computer	Check(s) For a Total of	14,594.98

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$945,942.23. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3623 through 3637, totaling \$945,942.23

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_  
Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
3623	AMAZON	10/29/2021	1,525.24
3624	BANK OF AMERICA	10/29/2021	4,985.39
3625	COLLINS ARCHITECTURAL GROUP PS	10/29/2021	22,131.60
3626	FORMA CONSTRUCTION CO	10/29/2021	482,571.62
3627	HERITAGE BANK & FORMA CONSTRUC	10/29/2021	23,286.15
3628	INTEGRUS ARCHITECTURE PS	10/29/2021	90,152.50
3629	LUXURY RESTROOM TRAILERS	10/29/2021	4,300.00
3630	MATERIALS TESTING & CONSULTING	10/29/2021	1,675.00
3631	NOW ENVIRONMENTAL SERVICES, IN	10/29/2021	13,750.00
3632	PACIFIC CONSTRUCTION CONSULTAN	10/29/2021	726.75
3633	PBS ENGINEERING & ENVIRON.	10/29/2021	310.04
3634	PEASE CONSTRUCTION INC	10/29/2021	281,754.13
3635	PERKINS COIE LLP	10/29/2021	495.00
3636	VIRCO INC	10/29/2021	17,498.81
3637	WA ST DEPT OF ECOLOGY	10/29/2021	780.00

15 Computer Check(s) For a Total of 945,942.23

# 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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$140.53. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3638 through 3638, totaling \$140.53

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

Check Nbr	Vendor Name	Check Date	Check Amount
3638	ACH- COWLITZ COUNTY TREASURER	10/29/2021	140.53

1	Computer	Check(s) For a Total of	140.53
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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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$20,241.16. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:  
Warrant Numbers 30979 through 31006, totaling \$20,241.16

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

Check Nbr	Vendor Name	Check Date	Check Amount
30979	AMAZON	10/29/2021	949.81
30980	ANDERSON'S SPIRIT	10/29/2021	302.70
30981	ATHLETES CORNER	10/29/2021	740.49
30982	AWSL	10/29/2021	100.00
30983	BANK OF AMERICA	10/29/2021	1,665.27
30984	BIGFOOT SCREEN PRINTING	10/29/2021	1,618.25
30985	CHEF'S STORE	10/29/2021	190.42
30986	CREATIVE COSTUMING	10/29/2021	250.00
30987	GEAR UP SPORTS, LLC	10/29/2021	1,033.76
30988	INTEGRATED REGISTER SYSTEM INC	10/29/2021	1,598.81
30989	KELSO SCHOOL DISTRICT	10/29/2021	1.94
30990	KING COUNTY DIRECTORS	10/29/2021	1,237.84
30991	LOWE'S	10/29/2021	119.53
30992	MARK MORRIS HIGH SCHOOL	10/29/2021	60.00
30993	MINUTEMAN PRESS	10/29/2021	87.54
30994	NASSP	10/29/2021	385.00
30995	NW DELI DISTRIBUTING, INC.	10/29/2021	2,613.10
30996	PLAYSCRIPTS, INC.	10/29/2021	708.99
30997	PRAIRIE HIGH SCHOOL	10/29/2021	180.00
30998	SAFeway INC	10/29/2021	120.94
30999	SIERRA NEVADA CLASSIC	10/29/2021	800.00
31000	SIGNMASTERS AWARDS N' MORE, IN	10/29/2021	528.39
31001	SPORT KILT INC	10/29/2021	477.20
31002	SWIMOUTLET.COM	10/29/2021	1,560.14
31003	SWIRE COCA-COLA USA	10/29/2021	1,065.84
31004	THE LEOTARD INC	10/29/2021	165.20
31005	WESTERN DISPLAY FIREWORKS LTD	10/29/2021	1,500.00

Check Nbr	Vendor Name	Check Date	Check Amount
31006	WOODLAND SCHOOL DISTRICT	10/29/2021	180.00
28	Computer	Check(s) For a Total of	20,241.16

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$70.81. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB CCT:  
Warrant Numbers 31007 through 31007, totaling \$70.81

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

Check Nbr	Vendor Name	Check Date	Check Amount
31007	ACH- COWLITZ COUNTY TREASURER	10/29/2021	70.81
1	Computer	Check(s) For a Total of	70.81

# Trust & Agency Private Purpose

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 October 18, 2021, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,392.88. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:  
Warrant Numbers 1680 through 1681, totaling \$1,392.88

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

Check Nbr	Vendor Name	Check Date	Check Amount
1680	BUSINESS OFFICE-REV FUND	10/29/2021	392.88
1681	T-MOBILE USA INC	10/29/2021	1,000.00

2	Computer	Check(s) For a Total of	1,392.88
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**NON-REPRESENTED SALARY SCHEDULE**

**2021-22 SCHOOL YEAR**

**Effective November 1, 2021**

	Step 1	Yr 2-6	Yr 7-9	Yr 10-12	Yr 13-19	Yr 20-24	Yrs 25-26	Yrs 27+
300 Administrative Assistant to Sup't	\$ 33.29	\$ 33.71	\$ 34.16	\$ 34.60	\$ 35.03	\$ 35.47	\$ 36.50	\$ 36.87
301 Administrative Assistant to Director	\$ 26.57	\$ 27.00	\$ 27.44	\$ 27.86	\$ 28.28	\$ 28.73	\$ 29.56	\$ 29.86
302 HR Generalist	\$ 26.57	\$ 27.00	\$ 27.44	\$ 27.86	\$ 28.28	\$ 28.73	\$ 29.56	\$ 29.86
303 HR Specialist/Benefit Specialist	\$ 30.30	\$ 31.82	\$ 33.42	\$ 35.10	\$ 36.31	\$ 37.60	\$ 38.91	\$ 39.30
304 HR Associate	\$ 23.82	\$ 24.39	\$ 24.98	\$ 25.55	\$ 26.16	\$ 26.73	\$ 27.51	\$ 27.78
305 Payroll Associate	\$ 24.55	\$ 25.31	\$ 26.06	\$ 26.79	\$ 27.55	\$ 28.30	\$ 29.14	\$ 29.43

	Step 1	Step 2	Step 3
306 Supervisor, Facilities and Operations	\$ 108,636	\$ 110,830	\$ 113,021
307 Assistant Supervisor, Operations	\$ 56,765	\$ 60,966	\$ 74,693
308 Supervisor, Transportation	\$ 95,687	\$ 98,158	\$ 100,629
309 Supervisor, Nutrition, Info & Tech Svcs	\$ 93,217	\$ 95,687	\$ 98,158
310 Public Relations Officer	\$ 84,864	\$ 90,168	\$ 95,472
311 Department Manager	\$ 73,053	\$ 75,600	\$ 82,052
312 Fiscal Coordinator/Budget Analyst	\$ 67,500	\$ 70,000	\$ 73,500

Board Approval

By: \_\_\_\_\_ Date: \_\_\_\_\_

School Board President

**Request for Sunday Activity**

1. What sport/club/class/activity is this request related to? Swimming

2. What is the title of the activity/event? Alumni vs Varsity Swim Meet

3. Date and times (start and finish) of activity being requested? Sunday Dec 26, 2021  
6pm warm-up 7pm start 9pm finish

4. Where is the activity/event being held? Gaither Pool

5. Please be detailed and specific as to the extenuating circumstances prompting the request: \_

The alumni meet is always held Dec 26 that is so the  
alumni returning for the meet always know what day  
it is on.

6. Can accommodations be made for students who cannot participate on Sunday? no

*(I recognize that Sunday travel/activities are exceptional and only requested under special circumstances. By signing this form, I understand that students must be informed this Sunday activity is optional, and no sanctions will apply against them if they choose not to participate.)*

Lori Clark  
Signature of Coach/Staff Member Making Request

Date: 10/19/21

**Board of Directors**

Approved      Date \_\_\_\_\_

Denied      Date \_\_\_\_\_

# UNFINISHED BUSINESS

- A. Policy 2125/2125P Sexual Health Education (2<sup>nd</sup> Reading & Action) .....Kim Yore
- B. Policy 3116/3116P Students in Foster Care (2<sup>nd</sup> Reading & Action) .....Don Iverson
- C. Policy 3122/3122P Excused and Unexcused Absences (2<sup>nd</sup> Reading & Action) .....Don Iverson
- D. Policy 5011/5011P Sexual Harassment of District Staff Prohibited (2<sup>nd</sup> Reading & Action) .....Holly Budge

# 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	<b>Comprehensive</b> <del>Medically Accurate</del> Sexual Health Education <del>Curricula</del> <del>Participation excused</del> <del>Parental Review</del>
	RCW 28A.600.480(2)	Reporting of harassment, intimidation or bullying retaliation prohibited - immunity
	WAC 180-50-140	Sex Education
Management Resources:	<i>Policy &amp; Legal News</i>	
	<b>February 2021</b>	
	February 2009	
	August 2007	

Adopted: 3.13.06  
Revised: 5.19.08 | 7.20.09



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## 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 Health 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](http://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](http://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 materials will include written materials and electronically formatted materials.~~ 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 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 opt-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, any 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 28A.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.

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 Policy 3115 Policy 3120 Policy 3122 Policy 3231 Policy 6100	Waiver of High School Graduation Credits Homeless Students – Enrollment Rights and Services Enrollment Excused and unexcused Absences Student Records Revenues from Local, State and Federal Sources
Legal References:	RCW 28A.150.510  RCW 28A.225.023  RCW 28A.225.215 RCW 28A.225.330  RCW 28Z.320.192  20 U.S.C. 6301 et. Seq	Transmittal of education records to department of social and health services – Disclosure of educational records – data-sharing agreements – Comprehensive needs requirement document - Report Youth dependent pursuant to Chapter 13.34 RCW-Review of unexpected or excessive absences – Support for youth’s school work Enrollment of children without legal residences Enrolling students from other districts-Requests for information and permanent records-Withheld transcripts-Immunity from liability-Notification to teachers and security personnel – Rules On-Time grade level progression and graduation of students who are dependent youth Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act [ESSA]
Management Resources:	<i>Policy &amp; 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](mailto:fostercare@k12.wa.us)

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

### **Level Three**

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

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

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

The OSPI Foster Care Education Program Supervisor or designee and appropriate ~~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 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 <b>and Affirmative Action</b>
Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	WAC 392-190- <del>056</del> -058	Sexual Harassment
	20 U.S.C. §§ 1681-1688	Definitions
Management Resources:	<i>Policy &amp; Legal News</i>	
	<b>2021 – June</b>	
	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](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://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](http://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

# NEW BUSINESS

- A. Wallace Resource Center & Wallace Headstart Presentation .....Mindy Leasure & Corie Dow
- B. Health & Safety Update .....Don Iverson
- C. Superintendents Report .....Mary Beth Tack

**Wallace  
Resource  
Center &  
Wallace  
Headstart  
Presentation**

# Health & Safety Update

# Superintendents Report