

BOARD OF DIRECTORS

December 14, 2021





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

December 14, 2021 @ Roy Parsons Executive Board Room & Zoom
5:00 p.m. Work Session – Social Emotional Learning (SEL)

6:00 p.m. Regular Board Meeting
Executive Session RCW 42.30.110(1)(c)

Revised 12/10/21

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- A. Swearing in of New Board Members
- B. Wallace Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from November 15, 2021 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Requests for Sunday Activity

UNFINISHED BUSINESS

NEW BUSINESS

- A. Wallace School Achievement Presentation Ray Cattin & Seth Peck
- B. Health & Safety UpdateDon Iverson
- C. Staff Wellness Program UpdateHolly Budge
- D. Budget Status Report – OctoberScott Westlund
- E. Policy 3432/3432P Emergencies (1st Reading)Scott Westlund
- F. Policy 3520/3520P Student Fees, Fines or Charges (1st Reading)Scott Westlund
- G. Policy 4311/4311P School Resource Officer (1st Reading)Scott Westlund
- H. Policy 6700P Nutrition, Health & Physical Fitness (Information)Scott Westlund
- I. Policy 6800 Safety, Operations & Maintenance of School Property (1st Reading)Scott Westlund
- J. Resolution 2021/22-01 Acceptance of Commissioning Report for Carrolls Elem (Action)Scott Westlund
- K. Resolution 2021/22-02 Acceptance of Commissioning Report for Wallace Elem (Action)Scott Westlund
- L. Resolution 2021/22-03 Acceptance of Final Project Completion for Carrolls Elem (Action)Scott Westlund
- M. Resolution 2021/22-04 Acceptance of Final Project Completion for Wallace Elem (Action)Scott Westlund
- N. Resolution 2021/22-05 Modifications to Credit Card Usage (Action)Scott Westlund
- O. Acceptance of Donation for Special Education Department (Action)Scott Westlund
- P. Report from the WSSDA ConferenceBoard Members
- Q. Election of Board Officers (Action)Mike Haas
- R. Superintendents ReportMary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2025
Karen Grafton Term Expires: November 2025
Jeane Conrad, 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

Updated 9/13/21

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 13 6:00 Regular Board Meeting	October 18 5:00 Executive Session RCW 42.30.110(1)(g) 6:00 Regular Board Meeting	November 1 5:00 Work Session (Seniors & Dual Credit) 6:00 Regular Board Meeting	December 14 5:00 Work Session (SEL) 6:00 Regular Board Meeting
		November 15 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 3 5:00 Work Session (ELA) 6:00 Regular Board Meeting	February 15 5:00 Work Session (Math) 6:00 Regular Board Meeting	March 7 5:00 Work Session (EL) 6:00 Regular Board Meeting	April 18 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting
January 24 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting		March 21 5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 9 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 6 5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting	July 11 5:00 Regular Board Meeting	August 15 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 23 6:00 Regular Board Meeting			



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

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



EARLY LEARNING

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



QUALITY INSTRUCTION

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



CAREER, COLLEGE & COMMUNITY READY

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

Mission

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

Vision

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

Principles

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



CAREER, COLLEGE & COMMUNITY READY

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



100% GRADUATING

FISCAL RESPONSIBILITY

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

EARLY LEARNING

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



QUALITY INSTRUCTION

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

★ **2021-22 PRIORITY:**

Expansion of robust remote and in-person learning models



SCHOOL CLIMATE

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

★ **2021-22 PRIORITY:**

Climate and culture of student and staff health and safety



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

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

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

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

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

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

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

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

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

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

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

100% of high school students complete the FAFSA application

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

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

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

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

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



Roadmap COMMUNICATION

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

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



Roadmap EARLY LEARNING

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

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



Roadmap

FINANCIAL STEWARDSHIP

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

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

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

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

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

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

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

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

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

Allocate district resources effectively to support academic and operational needs

Annual budget approved by Kelso School Board

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

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

Levies and bonds pass

Budget supports academic and operational goals and priorities



Roadmap QUALITY INSTRUCTION

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

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

Section: **BOARD OF DIRECTORS**

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

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

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

Policy 1430 Continued

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

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

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

Adopted: January 23, 2006

Communications, Correspondence & Introductions

Swearing in of New Board Members

Leah Moore

Karen Grafton

OATH OF OFFICE

STATE OF WASHINGTON)

SS.

COUNTY OF COWLITZ)

I, **Leah Moore**, do solemnly affirm that I will support the Constitution of the United States and Constitution and laws of the State of Washington, and that I will faithfully and impartially perform and discharge the duties of the office of

***Kelso School District No. 458
Director Position 1***

according to the law, to the best of my ability.

Signature

Subscribed and sworn to before me this _____ *day of* _____ *20*__.

Signature of Administering Official

OATH OF OFFICE

STATE OF WASHINGTON)

SS

COUNTY OF COWLITZ)

I, **Karen Grafton**, do solemnly affirm that I will support the Constitution of the United States and Constitution and laws of the State of Washington, and that I will faithfully and impartially perform and discharge the duties of the office of

***Kelso School District No. 458
Director Position 2***

according to the law, to the best of my ability.

Signature

Subscribed and sworn to before me this ____ day of _____ 20__.

Signature of Administering Official

Wallace Student Recognition

Maryjudica Aitel
Avery Bain
Kaya Blodgett
Mayte Bueno-Belmonte
Thayne Carlson
Rhylee Carroll
Evin Conklin
Kayson Conklin
Lillian Corbin
Axiom Davis
Natalie Davis
Kaius Gutierrez
Katelynn Herrera
Malikyi Howard

Katwin Kantito
Payton Kobler
Nathaniel Lahde
Ezra Minne
Caleb Nelson
Michael Orth
Felix Rodriguez Lopez
Jeanette Salte
Javier Santiago
Jordan Settlemier
Connor Shaw
Alexander Stanfield-Havens
Declan Swibies

CONSENT AGENDA

- A. Minutes from November 15, 2021 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Requests for Sunday Activity

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
11/15/21

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

Board Members:	Leah Moore (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 (Absent) Holly Budge – Director of Human Resources (Zoom) Don Iverson – Director of Student Services (Zoom) Heather Ogden – Director of Special Programs (Zoom) Kim Yore – Director of Teaching & Learning (Zoom)
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely as well as in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Gunnar Guttormsen , Mark Connolly , Sarah Dahl , Taryn Hilton, sadie, Sabrina Rosas, Phillip Iverson, brians, Keydan, Teresa Aloe, Bob Gustin, Erik Peterson, Jasmine, Krystal Paul, Shelley Milligan, Craig Collins, Marissa Heffernan (In Person)

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -

A. Butler Acres Elementary Student Recognition

COMMENTS & QUESTIONS –

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Grafton

Seconded By: Director Huntington

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of November 1, 2021 Board Meeting & Work Session

Certificated Employment Recommendations

CERTIFICATED PERSONNEL

November 15, 2021

New Hires:

Guler, Harrison - Roving Substitute, Coweeman Middle School

1.0 FTE, Leave replacement

Effective November 1, 2021

Prudnikova, Tatyana - Roving Substitute, Kelso High School

1.0 FTE, Leave replacement

Effective October 18, 2021

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED
October 28, 2021 to November 10, 2021**

Date Issued	Employee	Position	Bldg
11/8/2021	Aldrich, Jessica	Coach Swimming Boys' - Asst.	KHS
11/8/2021	Clark, Lori	Coach Swimming Boy's - Head	KHS
11/8/2021	Connors, Patrick	Coach Wrestling - Asst.	KHS
11/8/2021	D'Aboy, Thomas	Coach Basketball Boy's - Asst	KHS
11/8/2021	Dieter, Jason	Head Coach - Girls' Basketball	CMS
11/8/2021	Engebo, Doug	Coach Wrestling - Asst. 6.58% of four pooled stipends	KHS
11/8/2021	Freund, Bob	Coach Wrestling - Head	KHS
11/8/2021	Fugleberg, Justin	Coach Bowling Girl's - Head	KHS
11/8/2021	Hamilton, Jennifer	Coach Basketball Girl's - Head	KHS
11/8/2021	Holter, Zac	Coach Wrestling - Asst	CMS
11/8/2021	Iddings, Ryan	Coach Wrestling - Asst. 17.93% of four pooled stipends	KHS
11/8/2021	Kinch, Joe	Coach Basketball Boy's - Head	KHS
11/8/2021	Lindeman, Tyson	Coach Wrestling - Asst. 19.91% of four pooled stipends	KHS
11/8/2021	Miller, Riley	Coach Wrestling - Asst. 15.77% of four pooled stipends	KHS
11/8/2021	Sims, Scott	Coach Basketball Boy's - Asst.	KHS
11/8/2021	Sitch, Brandon	Coach Wrestling - Asst. 19.90% of four pooled stipends	KHS
11/8/2021	Smale, Jack	Coach Basketball Girl's - Asst.	KHS
11/8/2021	Spaulding, Krista	Coach Basketball Girl's - Asst.-	KHS
11/8/2021	Wishard, Sierra	Assistant Coach - Girls' Basketball	CMS
11/2/2021	Watson, Trish	Intramural Module - Coding	Butler Acres
11/2/2021	Webb, Beth	Intramural Module - Library Leaders/Media Matters	Butler Acres Elementary
11/2/2021	Webb, Jon	Intramural Module - Flag Football, Basketball, Track	Butler Acres Elementary
11/2/2021	Barella, Olivia	Intramural Module - Fall Choir	Butler Acres Elementary
11/2/2021	Barella, Olivia	Intramural Module - Spring Choir	Butler Acres Elementary
11/2/2021	Marlow, Sarah	Intramural Module - Leadership & Empathy Club	Butler Acres Elementary
11/3/2021	Caddel, Lisa	Additional Period Contract	Huntington Middle School

Date Issued	Employee	Position	Bldg
11/3/2021	Heasley, John	Additional Period Contract	Huntington Middle School
11/2/2021	Allred, Emily	Suicide Prevention Grant Implementation Lead	Coweeman Middle School
11/2/2021	Leinweber, Rachel	Suicide Prevention Grant Implementation Lead	Coweeman Middle School
11/8/2021	Curry, Gianne	Intramural Module - Leadership Broadcast	KVA
11/8/2021	Curry, Gianne	Intramural Module - Leadership Broadcast	KVA
11/8/2021	Curry, Gianne	Advisor - National Honor Society	KVA
11/8/2021	Jabusch, Julia	Intramural Module - Early Literacy Club	KVA
11/8/2021	Beard, Deanna	Intramural Module - Virtual Animal and Pet Club	KVA
11/8/2021	Robertson, Mandi	Intramural Module - What's Your Story?	KVA
11/8/2021	Robertson, Mandi	Intramural Module - What's Your Story?	KVA
11/8/2021	Phipps, Jennifer	Intramural Module - Art with Firsties	Lexington
11/8/2021	Jorgenson, Rhonda	Intramural Module - Morning Running Club	Lexington

Classified Employment Recommendations

CLASSIFIED PERSONNEL November 15, 2021

New Hires:

Adams, Jessica - Paraeducator, LAP, Rose Valley Elementary
6.0 hrs/day, 190 days/year
Effective October 19, 2021

Applebury, David - Paraeducator, LAP, Coweeman Middle School
7.0 hrs/day, 191 days/year
Effective November 15, 2021

Cook, Victoria - Bus Driver, Transportation
4.25 hrs/day, 207 days/year
Effective November 9, 2021

Davenport, Savannah - Paraeducator, Sped Resource, Lexington Elementary
6.50 hrs/day, 190 days/year
Effective November 10, 2021

Dutra, James - Bus Driver, Transportation
4.0 hrs/day, 191 days/year
Effective 11/04/2021

Gislason, Janie - Nutrition Services Helper, Barnes Elementary
5.25 hrs/day, 190 days/year
Effective October 25, 2021

Hayes, Alexis - Paraeducator, Sped Resource, Barnes Elementary
6.25 hrs/day, 190 days/year
Effective November 10, 2021

Mackin, Kari - Paraeducator, Sped SLC, Lexington Elementary
6.50 hrs/day, 190 days/year
Effective November 10, 2021

Masse, Amber - Paraeducator, LAP/Playground, Rose Valley Elementary
7.0 hrs/day, 190 days/year
Effective November 15, 2021

Richie, Paul - Supervisor, Facilities and Operations, Administration
8.0 hrs/day, 260 days/year
Effective November 8, 2021

Smart, Gary - Bus Driver, Transportation
4.5 hrs/day, 191 days/year
Effective 11/05/2021

Whitman, Robyn - Bus Driver, Transportation
4.75 hrs/day, 191 days/year
Effective 11/08/2021

Resignations:

Chaffin, Tanja - Paraeducator, Sped Resource, Kelso Virtual Academy
6.25 hrs/day, 191 days/year
Effective November 8, 2021

Letteer, Jamie - Paraeducator, Sped SLC, Huntington Middle School
7.0 hrs/day, 191 days/year
Effective November 22, 2021

McDougall, Angie - Nutrition Services Helper, Butler Acres Elementary
2.25 hrs/day, 190 days/year
Effective November 2, 2021

Warrants:

November 15, 2021			
General Fund	Warrant Date	Amount	Warrant Number
AP- Payroll	11/8/2021	\$3,350.89	261061
AP- Benefits	11/9/2021	\$1,545.33	261062-261064

Contracts:

For Board Approval: November 15, 2021

Page 1

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Collins Architectural Group	Scott Westlund	Butler Acres Modernization Directives No 16R Remove & replace 144sf existing asphalt & base down to create a minimum 8ft slope transition	TBD
Collins Architectural Group	Scott Westlund	Butler Acres Modernization Change Orders CO82 Patch concrete floor with leveling compound in Corridor 41 at grid 3 to install finishes in Classrooms 18 & 20 CO103 Replace carpet CPT-B with EF Contract AX904 Ditto Paper 12X48 (CPT-A) Install Parquet Pattern in highlighted corridor crossing CO107 Provide credit for high performance system paint on gym stair handrail	\$4,181.00 Increase \$874.00 Increase (\$727.00) Decrease
Comfort Inn & Suites	Cathy Usher	Room reservations for KHS Swim Team 11/12/21-11/13/21	Cost is \$114/rm plus tax X 3 rooms
Eastern Washington University	Holly Budge	Student Affiliation Agreement to provide clinical educational experiences for Communication Disorders, Occupational Therapy and Physical Therapy to students of EWU	Non-financial
FORMA Construction	Scott Westlund	Huntington Change Order Directives CCD-021 Demo existing clay masonry wall at STAFF TLT room 006 per RFI 078 Revise STAFF TLT room 006 wall framing per RFI 078 CCD-022 Multiple Additions of fire alarm control modules as well as multiple revisions of door frames as described in directive CCD-024 Additions of furring walls and revisions of vent routing as described on directive CCD-026 Revisions to TOS @ POST & MECH Screen as described in directive CCD-027 Add detail 12/S027 per attached sketch Revise structural wall elevation 16/S204 per sketch CCD-028 Add Environmental & Hazardous Material Report - Music Room Amendment Add 2125 SF of ACMs to be removed per 028213 - Music Room	As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions As provided by Article 7.3 and 7.5 of the General Conditions
Meteor Education	Scott Westlund	FF&E Order for Carrolls	Cost is \$25,664.64
Pacific Office Automation	Scott Westlund	New copier leases for Family Resource Center & Lexington	Family Resource Center \$24.50/mo Lexington \$176.20/mo
Qualified Envelope Diagnostics Inc	Scott Westlund	To provide required air barrier testing at Huntington	Cost estimates: Level III Air Barrier Testing \$7,235.00 AAMA Window Testing \$11,220.00 AAMA & Level III Air Barrier \$18,455.00
Red Lion Columbia Center	Tim Wines	Room reservations for KHS State Cross Country	4 rooms @ \$169/rm X 2 nights

ESD 112 CONTRACTS

Career Connect Southwest	Melissa Boudreau	To provide support to Career Connect Southwest for the purpose of expanding career connected learning across K-12	Cost not to exceed \$7,500.00
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Update to Non-Represented Salary Schedule

Motion to Approve By: Director Moore

Seconded By: Director Conrad

UNFINISHED BUSINESS

NEW BUSINESS

Heard Construction Update - Forma/Integrus/CSG

Lexington Elementary School

Lexington Elementary School –
Final Commissioning & Punch List
Final Certificate of Occupancy Inspection 11-17-21



Huntington Middle School

Huntington MS – Aux Gym Building Pad



Aux Gym Pad



Aggregate Piers Complete

Huntington MS – Site Progress



Chiller



Utility Progress

Huntington MS – Demolition / Abatement L1



Classrooms



Corridor

Huntington MS – Interior Progress



Stage – GLB Replacement



Locker Room Wall Framing

Butler Acres Elementary School

Butler Acres – Canopy at New Main Entry



Final work items continue on exterior



Handrail/Guardrail installation at
ADA ramp underway



Seismic brace installation under
gymnasium



Stair wainscot installation complete



Gymnasium – new floor, new ceiling



Library – New carpet, ceiling, bookcases, windows



Library



Typical Classroom - New flooring, ceiling, lighting, cabinets, windows





Exterior Painting ongoing



Landscape planting ongoing

HEARD BUTLER ACRES SCHOOL ACHIEVEMENT PRESENTATION - MARK CONNOLLY & SARAH DAHL

Learning Target:

We will learn about the 4 targeted efforts being made at Butler Acres to support others as we cultivate a culture of continuous growth.

Success Criteria:

By the end of our time, you should be able to speak about our efforts in:

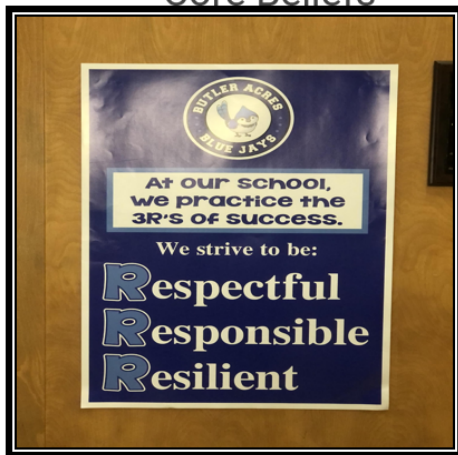
1. PBIS/SEL
2. PLC
3. Academic Intervention
4. AVID

PBIS/SEL - Core Beliefs

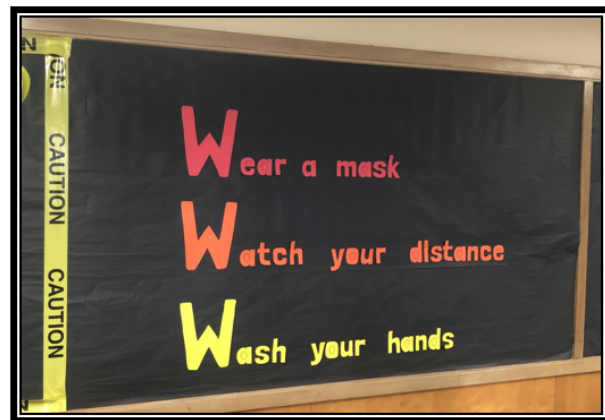
OUR STAFF IS COMMITTED TO SERVE AND SUPPORT ALL BLUE JAY LEARNERS IN BECOMING RESPECTFUL,
RESPONSIBLE, AND RESILIENT CITIZENS WHO FLY:
DEMONSTRATE FLEXIBILITY
CONTINUE TO LEARN
AND PRACTICE THE POWER OF YET.

PBIS/SEL - Foundation

3Rs Posters located throughout
the school highlight our PBIS
Core Beliefs



3Ws Protocols to the support
safety within our Culture



PBIS/SEL - Recognition

- Expand SOAR Ticket Effort through PBIS
 - Classroom Drawing – K-2 and 3-5
 - Weekly Drawing – K-5
 - Trimester Drawing
- Monthly SOAR Classroom Awards
- Blue Jay Tweets

PBIS/SEL - Data From The Nest

- We have 25 tier 2 & 3 students coming in for CICO.
- This represents 15.4% of our student population.
- The average score is 3.3 (1-4 Scale).
- We have 7 students who have routine regulation breaks.
- 24 students participate in skill-building groups.
- Lunch Bunch Daily, groups of students participate twice a week. There are currently 19 students who partake in this activity.
- Recess art club

PLC's - All grade levels will participate in PLCs.

- Time has been established in the master schedule to support this effort.
- 30 min 4x/week and 60 min 1x/week
 - Focus on Data and WICOR
 - Focus on Assessment: So What? Now What?
 - Goal is that PLCs identify PD needs, collaborate to improve student learning, and expand to include LAP and SPED staff

Intervention - Every student will receive 2 hours of intervention in ELA each week.

- 30 minutes/day - 4 days/week is part of the master schedule
- LAP and SPED Staff pull students out
- Classroom teachers provide small group instruction for the remaining students
- in some grade levels, the teachers within the team rotate
- in other grade levels groups are formed within each classroom with the classroom teacher offering a Daily 5 type model

AVID - Every Blue Jay will participate in AVID

Our AVID Plan started with "Career and College Wear Wednesdays".

- Staff and students participate each week

We have ordered a welcome mat that illustrates our AVID focus. It will be a visual representation of the learning journey from home, to BAE, to CMS, to KHS, and to Career and College Ready.

AVID Celebrations are being practiced in classrooms.

Grafton- Staff morale. What are you doing to help with staff morale after the last couple years of trauma?

Connolly - This seems to be a statewide issue. With COVID still contributing to challenges we are intentional about laughing daily, supporting each other and trying to do a purposeful job of meeting

staff where they are professionally as well as personally. Promoting collaboration. Be intentional about having fun things too, like potlucks.

Dahl- teaching staff members to feel ok taking a personal day. Encouraging staff to take care of themselves so that they can give themselves completely. Keep an open door to staff as well.

Conrad - appreciate the presentation in both showing student success as well as school plans. How can we best support you?

Connolly - Sometimes it's just the random things like a thank you card, simple things. Little things are great. Just knowing and supporting each individual school for who they are. Acknowledging the good work.

Superintendent Tack - thank you for modeling what you talk about. You are role models for leading with humor. Overall demonstrate compassion and leadership.

APPROVED SCHOOL IMPROVEMENT PLANS (SIP) - GUNNAR GUTTORMSEN

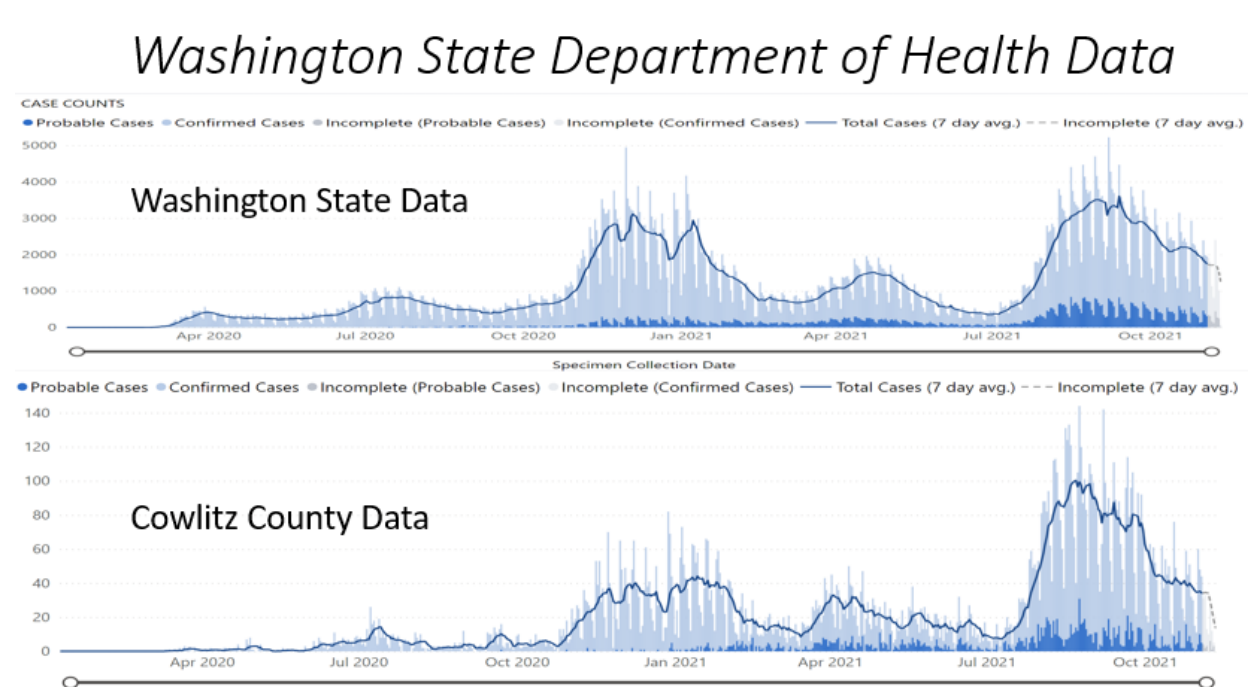
Approved plans as presented in work session prior to board meeting.

Motion to Approve by: Director Huntington

Seconded by: Director Conrad

HEARD HEALTH AND SAFETY FALL OPENING UPDATE - DON IVERSON

Current Data



Mitigation Strategies

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



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.



Face Covering/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.



Verified fully vaccinated staff working in non-public areas:

- Employer not required to enforce mask use.
- Staff may choose to wear PPE.
- Employer not required to enforce PPE use.
- Only applies when no students, volunteers, visitors, or other non employees are present.



Test to Stay Program

Enables more students to stay in school after cases or outbreaks are identified; minimizing out of school days and the need to close the school.

The Washington Department of Health's Test to Stay Program provides school districts an opportunity for a modified quarantine for unvaccinated students identified as K-12 close contacts of COVID-19 cases.

This program is designed to help reduce exclusion from in-person instruction if all required mitigation measures have been followed and testing is used as a method of screening.



Eligibility— School identified exposures only.

The DOH Test to Stay Program and associated modified quarantine apply to situations when a student is exposed to COVID-19 in school.

Students who are exposed outside of school (e.g., household exposure, private sports league exposure, etc.) are not eligible to participate, must quarantine at home, and follow the standard quarantine protocol used by the school district in coordination with their local public health agency.

Test to Stay Protocol

Students may continue to attend class in a modified quarantine status for 7 days after exposure, if they:

- Are tested at least twice during the 7 days of quarantine; AND
- Are asymptomatic; AND
- Continue to wear a mask; AND
- Continue to quarantine from (i.e., not participate in) all extracurricular activities at school, including sports, and other activities outside their home (e.g., scouts, music lessons, etc.) for the entirety of their modified quarantine period. This includes group childcare or youth development programs provided before and after school, which should not be attended during modified quarantine.

Kelso School District Testing Center

2001 Allen Street
Open from 8:00-4:00 Monday-Friday
No appointment necessary.



HEARD UPDATE TO PROCEDURES- KIM YORE:

The following procedures have added language that states students may recover credits for passing a general education development test or the successful completion of a next higher-level course.

- **2402P ENGLISH LANGUAGE ARTS MASTERY BASED**
- **2403P MATH MASTERY BASED**
- **2404P SCIENCE MASTERY BASED**
- **2405P SOCIAL STUDIES MASTERY BASED**
- **2409P WORLD LANGUAGE MASTERY BASED**

SUPERINTENDENT REPORT

- KSD Veterans Assemblies across K-12 were phenomenal. Their ability to capture our sincere respect and appreciation for past, current and future veterans was phenomenal.
- KHS counselors working with seniors.
 - Working with seniors and their families to educate them on what is needed for next steps and graduation through zooms, workshops and individual meetings is much appreciated.
- Started school site visits with cabinet and board members.
 - Cabinet and 1 board member visits each school to work on touch points in reference to SIP plans.
 - Gunnar and his leadership skills organizing this has been incredible
 - Gone to 6 of 11 schools so far

FOR THE GOOD OF THE ORDER

- WSSDA conference is this weekend, where the board will work with other board members around the state to continue their education surrounding school matters and leadership.
 - KSD board to be recognized as a Board of Distinction

Adjourn at 7:30 pm

X

President

X

Secretary

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
11/15/21

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

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 (Absent)
Holly Budge – Director of Human Resources (Absent)
Don Iverson – Director of Student Services (Absent)
Heather Ogden – Director of Special Programs (Zoom)
Kim Yore – Director of Teaching & Learning (Zoom)

Superintendent: Mary Beth Tack (In Person)

Asst. Secretary: Molly Guler (In Person)

OTHERS PRESENT – This meeting was held remotely. 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: Gunnar Guttormsen , manag's iPad

Presented by Gunnar Guttormsen and Kim Yore

Kelso School District

School Improvement Plans

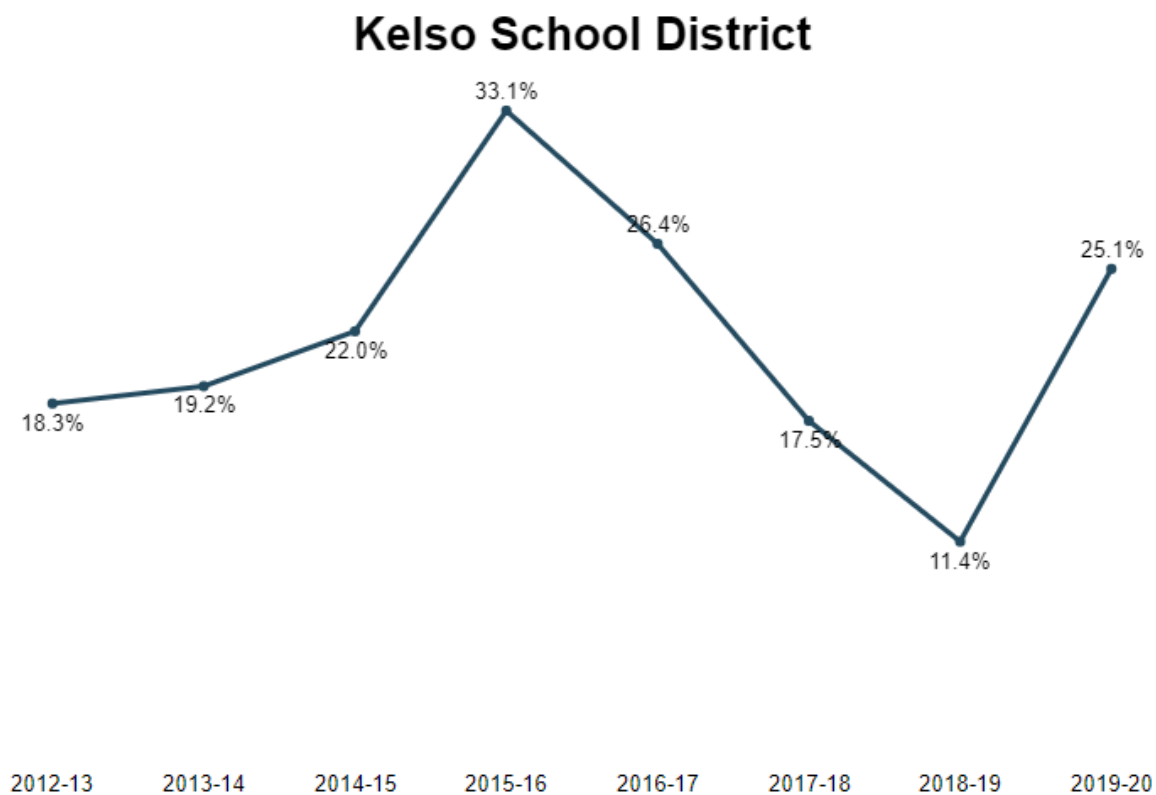
What is a School Improvement Plan?

A SIP is built around input from staff, families, and community members, that describes the essential work of making sure that each school is a thriving school that prepares every student to be college, career, and community ready. The driving force behind the theory of change for the district is

the School Improvement Plan (SIP).

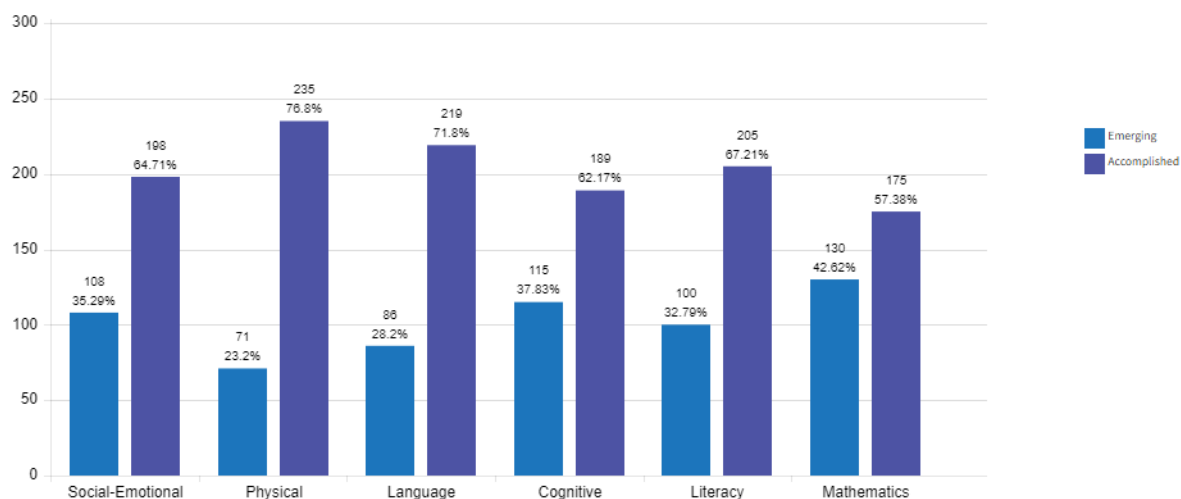
The School Improvement Plan, SIP, is a plan that defines a school’s targeted work for the year to raise achievement for all students. Every school is required to develop a SIP on a yearly basis. School Improvement Plans are created by the School Improvement Team with input from staff, families, community members, and administrators.

What percent of students entered kindergarten ready in all six areas of development and learning, over time?



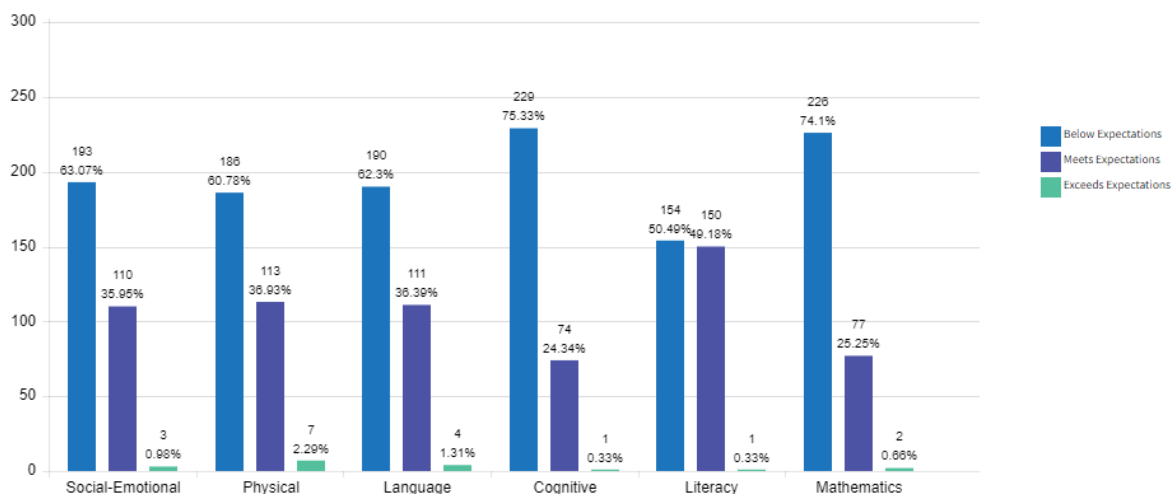
WaKIDS - Kelso School District

Fall - Kindergarten Readiness



WaKIDS - Kelso School District

Fall 2021/2022 - Widely Held Expectations

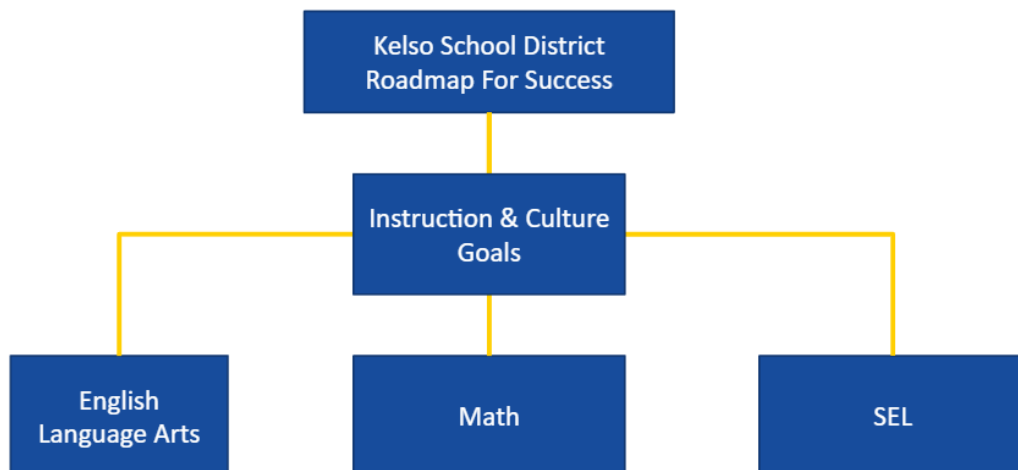


Elementary SIP Components

*DUE TO COVID-19, THERE IS A GAP IN THE USUAL DATA WE USE TO CREATE SIP PLANS.

The Fall SBA testing, to make up for the Spring missed testing, is not yet processed.

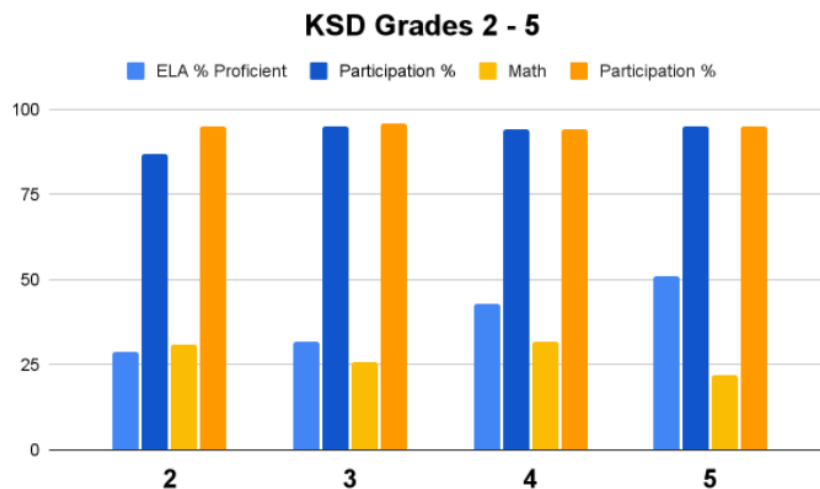
Elementary SIP Plans - Instruction and Culture



What percentage of students met standard in each grade?

*Due to modification of SBA testing results are based on Fall 2021 STAR data

Kelso School District



Grafton - Do we have this broken out by demographic?

Guttormsen- We do, but not on this presentation. We use it for our SIP plans overall.

Haas - I'm glad to hear this, it is important to our work with equity.

Guttormsen - We are waiting on more current growth opportunity data. We are capturing what we can with what we have, but will keep updating as we have this.

Grafton - will we get this data later then?

Yore - yes, we will have this as we have information. This information is typically shared with the board under a different title. This has to do with the specific testing done.

District Goal

QUALITY INSTRUCTION Student achievement in English language arts and Math 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: Implementation of AVID Instructional Goal

SIP/AVID Goals: K-5

Barnes Elementary

- 100% of Barnes staff will implement and monitor organizational tools & strategies to support student learning toward the path of college and career readiness by June 2022.
 - AVID Instructional Goal: Focus Note Taking and Organizational Tools
- During the 2021-2022 school year, 100% of Barnes teachers will engage in monthly grade level PLC meetings (Collaboration Time) to analyze and prepare for rigorous instruction.
 - AVID Culture Goal: Collaboration Through PLCs

Butler Acres Elementary

- Our “instruction goal” is to use intervention to close the gap that has been created due to COVID. The result will be that each grade level will attain or surpass their grade level ELA student growth goals by the end of the school year. The measurement tool for each of these goals varies from grade to grade, but most relate to STAR data.
 - AVID Instructional Goal: WICOR strategies
- Our Tier 1 PBIS Team will develop, present, and implement school-wide standards and expectations by September of 2021.
 - AVID Culture Goal: Teacher Expectations

SIP/AVID Goals: K-5

Carrolls Elementary

- The goal is to increase Carrolls’ students’ scores to show that 90% of students will make a year’s growth by June 2022 as measured by STAR Math data. This goal takes into account students currently well above their current grade level who may not make a year or more growth.
 - AVID Instructional Goal: Organizational Tools
- By May, all teachers will make a bi-monthly commitment to intentionally PLC with another teacher/grade level, etc. Teachers will reflect upon how the PLC supported their intentionality with teaching and how it supported student growth. This will be evidenced through PLC notes shared in the Carrolls schoolwide drive.
 - AVID Culture Goal: Collaboration through PLCs

Lexington Elementary

- 80% of students will show high growth (more than 1.0 years growth by June 2022 in Reading) as measured by STAR. By June 2022, 30% of students identified to receive intervention services will show improved growth to exit intervention services, as measured by STAR data in June 2022.
 - AVID Instructional Goal: Organizational Tools
- As measured through our AVID Site Goals teachers will set goals to apply to their COI and end of year Eval from September 2021 to June 2022.
 - AVID Culture Goal: WICOR, Scaffolding, Rigorous practices

SIP/AVID Goals: K-5

Rose Valley Elementary

- MATH - Rose Valley students in grades 1-5 will increase proficiency levels in the STAR Math Assessments by 10% from the Fall 2021 to the Spring 2022 Benchmark. Specifically, 10% more students will be at levels 3 or 4 (proficient) rather than levels 1 or 2 (below proficiency).
 - AVID Instructional Goal: Organizational Tools
- Rose Valley teachers will engage in monthly grade-band PLCs to analyze data and prepare for rigorous instruction to close the achievement gap in mathematics.
 - AVID Culture Goal: Collaboration Through PLCs

Wallace Elementary

- At least 50% of teachers will routinely use WICOR strategies in at least one or more content areas.
 - AVID Instructional Goal: WICOR strategies
- To increase collaboration between instructional staff by providing time and professional development opportunities within the contract day for PLCs in order to support teachers in order to design lessons that engage Wallace AVID Elementary students in rigorous curriculum as well as ongoing professional development throughout the year
 - AVID Culture Goal: Collaboration Through PLCs

Middle School SIP Components

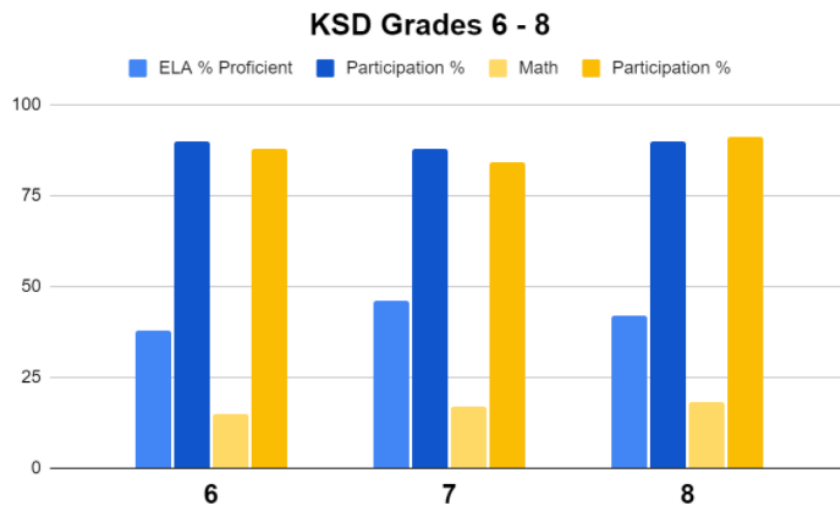
*DUE TO COVID-19, THERE IS A GAP IN THE USUAL DATA WE USE TO CREATE SIP PLANS.

The Fall SBA testing, to make up for the Spring missed testing, is not yet processed.

What percentage of middle students are at standard?

*Due to modification of SBA testing results are based on Fall 2021 STAR data

Kelso School District



SIP/AVID Goals: Middle School

Coweeman Middle School

- 70% of our classroom teachers will routinely use WICOR strategies in all content areas.
 - AVID Instructional Goal: WICOR strategies
- Staff will continue to work on implementing a school culture where each student's social and emotional needs are met. By the end of the school year, CMS will have a Multi-Tiered Support System in place to support the social and emotional needs of our students.
 - AVID Culture Goal: Collaboration Through PLCs

Huntington Middle School

- All teachers will provide students with multiple opportunities to engage in the reflection and application stages of the focused note-taking process.
 - AVID Instructional Goal: Focused Note Taking and Organizational Tools
- Staff are working to reach every students' social emotional needs by committing to improving our tiered structures of academic and SEL student support. We are intentionally focusing on school systems and structures that have historically left certain demographic groups underserved and ignored.
 - AVID Culture Goal: Collaboration Through PLCs

SIP/AVID Goals: Kelso High School

Kelso High School

- By June of 2022, Kelso High School teachers will be able to incorporate identifiable AVID instructional and/or student engagement strategies into their classroom instruction at least 5x per week. KHS teacher will intentionally plan daily lessons that include AVID instructional strategies. This goal will be measured through: survey results, walk-through documentation, student feedback and teacher feedback.
 - AVID Instructional Goal: WICOR strategies
- By June of 2022, Kelso High School will have established a Tier 1 MTSS team to address Tier 1 behavior expectations and supports.
 - AVID Culture Goal: Teacher Expectations

KVA/Loowit Goals

KVA Goals

- SY 2021-22 SMARTIE Goal #1: Decrease the Algebra math course incomplete and grades of D's of ALL Kelso Virtual Academy students in grades 9-12 from 27% (19 students) to 10% as measured by Odysseyware completion report from March 2021 to June 2022. Note: 14 of the 19 students who received a grade of a D or an incomplete are experiencing poverty.

Loowit Goals

- SY 2021-22 SMARTIE Goal #1: 100% of Loowit High School students will participate in pathway assessment in alignment with their High School and Beyond Plan. In addition, KVA principal will work with OSPI and KHS Administration to create new approved CTE pathways for graduation during the summer of 2021.
- SY 2021-22 SMARTIE Goal #2: Increase the review and updating of High School and Beyond Plans and on track credit status between staff member(s) and all students in grades 9-12 from one time each year to two times per school year for the 2021-2022 school year (including summer of 2021).
- SY 2021-22 SMARTIE Goal #3: Loowit High School will be starting with a new teacher at a new location beginning the 2021-2022 school year. Because of these changes it will be important to establish a positive climate and culture. This will increase attendance and student engagement within their coursework.

Kelso GOLD, Open Doors Program

Program Goals:

- 1) To increase our participation in state testing from 0% in 2019 to at least 95% in 2021-22. Last year, due to state requirements and guidelines no student participated in the assessment.
- 2) Create a cleaner, more efficient student enrollment system between the Kelso School District and our Open Doors partners to ensure correct enrollment data.
- 3) Create a more efficient tracking and communication system between the Kelso School District and our Open Doors partners to ensure students who complete a GED test and/or complete a college course, are given appropriate credit on their high school transcript.

Metrics Towards School-Wide Goals

- ✓ If we are successful with our information campaign about testing participation, an increase in student testing participation will occur.
- ✓ To improve our clerical system, a calendar will be created to ensure all parties know the important due dates of student data and the current enrollment packet will be updated to more accurately reflect the needed documentation to transfer students to these programs.
- ✓ The registrar with the Kelso School District is working collaboratively with the Open Doors registrars to create a system that shares this information in a more timely manner. With the changing of staff at Open Doors this continues to be a goal for this school year.

Adjourn at 5:59 p.m.

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL

December 14, 2021

New Hires:

Reynolds, Colleen - Elementary Teacher, Lexington Elementary

1.0 FTE

Effective November 30, 2021

Out of Endorsement Waiver:

Kooiman, Peter - Teacher, Kelso High School

1.0 FTE

Effective August 24, 2021

AP Chemistry out of endorsement for General Science endorsement

Resignations:

Hensley, Tessa - Elementary Teacher, Barnes Elementary

1.0 FTE

Effective November 25, 2021

Larner, Robert - Social Studies Teacher, Kelso High School

1.0 FTE

Effective December 20, 2021

* = 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
November 11, 2021 to December 7, 2021**

Date Issued	Employee	Position	Bldg
12/7/2021	Alexy, David	Coach Basketball Boy's - Asst.	CMS
12/7/2021	Dieter, James	Coach Basketball Boy's - Head	CMS
11/17/2021	Tivnan, Joe	Coach Wrestling - Asst. 19.91% of four pooled stipends	KHS
11/23/2021	Hiatt, Len	Certificated Evaluations	Coweeman
11/30/2021	Aldrich, Jessica	Coach Swimming Girl's - Asst. - Extended Season	Kelso High School
11/30/2021	Almer-Aloe, Teresa	Coach Soccer Girl's - Asst. - Extended Season	Kelso High School
11/30/2021	Chaney, Cedrique	Coach Football - Asst. .50 - Extended Season	Kelso High School
11/30/2021	Clark, Lori	Coach Swimming Girl's - Head - Extended Season	Kelso High School
11/30/2021	Connors, Patrick	Coach Golf Boy's - Head - Extended Season	Kelso High School
11/30/2021	Phillips, Brad	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Tatro, Kyle	Coach Soccer Girl's - Head - Extended Season	Kelso High School
11/30/2021	Wines, Tim	Coach Cross Country - Head - Extended Season	Kelso High School
11/30/2021	Amrine, Jaime	Coach Slow Pitch - Asst. - Extended Season	Kelso High School
11/30/2021	Amrine, Steve	Coach Football - Head - Extended Season	Kelso High School
11/30/2021	Crowe, Nick	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Dahlke, Dan	Coach Football - Asst. .50 - Extended Season	Kelso High School
11/30/2021	Gardner, Darin	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Hamilton, Jennifer	Coach Slow Pitch - Head - Extended Season	Kelso High School
11/30/2021	Iddings, Ryan	Coach Cross Country - Asst. - Extended Season	Kelso High School
11/30/2021	Kinch, Joe	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Krieder, Joe	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Langenbach, Jason	Coach Golf Boy's - Asst. - Extended Season	Kelso High School
11/30/2021	Mury, Michelle	Coach Volleyball - Head - Extended Season	Kelso High School
11/30/2021	Roberts, Justin	Coach Football - Asst. (Job share w/Joe Tivnan) - Extended	Kelso High School
11/30/2021	Sims, Carly	Coach Volleyball - Asst. - Extended Season	Kelso High School
11/30/2021	Sims, Kelly	Coach Volleyball - Asst. - Extended Season	Kelso High School
11/30/2021	Sunday, Fred	Coach Football - Asst. - Extended Season	Kelso High School
11/30/2021	Tivnan, Joe	Coach Football - Asst. (Job share w/Justin Roberts) - Extend	Kelso High School
11/30/2021	Webb, Bethany	Coach Volleyball - Asst. - Extended Season	Kelso High School

CLASSIFIED PERSONNEL

December 14, 2021

New Hires:

Briones, Emileigh - Paraeducator, Sped Sig, Kelso High School
6.75 hrs/day, 191 days/year
Effective November 30, 2021

Goff, Anna - Nutrition Services Helper, Butler Acres Elementary
2.25 hrs/day, 190 days/year
Effective December 9, 2021

Nims, Jessica - Nutrition Services Helper, Kelso High School
5.5 hrs/day, 190 days/year
Effective December 9, 2021

Weber, Courtney - Paraeducator, Sped Resource, Huntington Middle School
7.0 hrs/day, 191 days/year
Effective December 9, 2021

Resignations:

McDonald, Julie - Paraeducator, Sped SLC, Huntington Middle School
6.50 hrs/day, 191 days/year
Effective January 3, 2021

Prochaska, Shelly - Paraeducator, Sped Resource, Kelso High School
6.50 hrs/day, 191 days/year
Effective November 27, 2021

* = Temporary Position

TSP = Timesheet Position

TBD = To Be Determined

Distribution List: Human Resources, Payroll, PSE 1/Field Office, PSE 1 President, Cody Reid, Student Records
Mgr, PSE 2/Field Office, Special Programs

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Collins Architectural Group	Scott Westlund	Butler Acres Modernization Change Orders	
		CO 63 Demo Masonry chimney from bottom of main level floor slab to top of chimney, existing masonry may remain below the concrete slab	-\$1,938.00 Decrease
		CO 99 REV Revise formed curb at the north playground perimeter to be an extruded curb	-0- Cost
		CO101 Revise 3 Compartment Sink Drains to be 31/2 stainless steel locking basket strainer drain assembly with twist handle waste valve	\$4,181.00 Increase
		CO106 REV 1. Provide \$5,000 credit for rigid polyisocyanurate insulation 2. Install new 4" PVC downspouts where not indicated Add \$5,000	Net result -0- charges
FORMA Construction	Scott Westlund	Huntington Change Order Directives	
		CCD-016 Multiple changes as listed on Directive Sheet A455, A456, A471, A472, A501, A502, A503, A504, A511	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-025 Multiple changes as listed on Directive Sheet A101A, A101B, 102A, 102B, A121A, 121B, 122A, 122B, A400, A402A, A455, A456, A472, A491, A493	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-029 Multiple changes as listed on Directive Sheet A101A, A102A, S101A, S102A, E301A	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-030 Multiple changes as listed on Directive Sheet M301A, M302A, M401A, M401A, M401A, M402A, A121A, A1212, A122A, A601, A621, S203	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-031 Multiple changes as listed on Directive Sheet, A601, A602	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-033 Multiple changes as listed on Directive Sheet, Specification Section 095123, Sheet A120A	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-034 Multiple changes as listed on Directive Sheet M301A, M301B, M302A, M302B	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-035 Multiple changes as listed on Directive Sheet, E200A,	As provided by Article 7.3 and 7.5 of the

		E201A,E201B	General Conditions
		CCD-036 Multiple changes as listed on Directive Sheet, A411, A454,A457,A458,A460,A461,A462	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-037 Multiple changes as listed on Directive Sheet, Spec Section 087100 Paragraph 3.6	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-038 Multiple changes as listed on Directive Sheet 121A, 121B,602,E201B,M401B	As provided by Article 7.3 and 7.5 of the General Conditions
		CCD-039 Salvage existing library security gates located near door 229A at Library 229	As provided by Article 7.3 and 7.5 of the General Conditions
FORMA Construction	Scott Westlund	Wallace Elementary Change Order	
		CO 04 Various changes as listed on change order sheet which lowers contract cost	(\$371,928.09) Decrease
Hampton Inn & Suites	Bobby Freund	Room Reservations for KHS Wrestling Team 12/3/21-12/4/21	5 Rooms @ \$109 per room per night
Hampton Inn & Suites	Bobby Freund	Room Reservations for KHS Wrestling Team 12/17/21	6 Rooms @ \$109 per room per night
InsightInvestments	Cody Reid	Agreement to purchase remaining equipment on lease from Schedule 1 per attached Exhibit A (62 Chromebooks)	Cost is \$4,030.00 + tax
Magellan Healthcare, Inc	Holly Budge	To provide employee assistance program and related wellness services to KSD employees	Cost is explained in Addendum B Fee Schedule
PBS	Scott Westlund	Proposal for Land Surveying, Landscape Architecture & Civil Engineering Services at Coweeman Middle School Track and Field	Cost estimate is \$37,300.00 plus \$500.00 in reimbursable expenses
PBS	Scott Westlund	Proposal for Civil Engineering & Landscape Architecture Services at Huntington Middle School Track and Field	Cost estimate is \$31,000.00 plus \$500.00 in reimbursable expenses
PBS	Scott Westlund	Proposal for Landscape Archictecture & Civil Engineering Services at Kelso High School Practice Fields	Cost estimate is \$28,300.00 plus \$500.00 in reimbursable expenses

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 November 1, 2021, the board, by a _____ vote, approves payments, totaling \$5,289.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261065 through 261065, totaling \$5,289.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
261065	ESTATE OF RONNIE J HENSON	11/10/2021	5,289.19

1	Computer	Check(s) For a Total of	5,289.19
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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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$7,463.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261066 through 261066, totaling \$7,463.72

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

Check Nbr	Vendor Name	Check Date	Check Amount
261066	ACH-AP COWLITZ COUNTY TREASURE	11/30/2021	7,463.72

1	Computer	Check(s) For a Total of	7,463.72
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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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$7,463.72. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 212200083 through 212200138, totaling \$7,463.72

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
212200083	Ainslie, Leslea Kay	11/30/2021	11.37
212200084	Bauman, Pamela A	11/30/2021	83.44
212200085	Birdsell, Robert L	11/30/2021	321.44
212200086	Boucher, Carrie A	11/30/2021	100.00
212200087	Boudreau, Melissa Mae	11/30/2021	64.14
212200088	Broschat, Claudia Francine	11/30/2021	143.46
212200089	Burke, Nicholas Thomas	11/30/2021	39.37
212200090	Coburn, Jason Adam	11/30/2021	295.68
212200091	Collucci, Deborah Ann	11/30/2021	100.00
212200092	Crawford, Brenda Lee	11/30/2021	428.10
212200093	DeRosier, Lauren Sue	11/30/2021	17.36
212200094	Doble, Bonnie Ruth	11/30/2021	102.00
212200095	Dorcheus, Susan Diane	11/30/2021	23.72
212200096	Ecklund, Sarah Rochelle	11/30/2021	77.39
212200097	Ford, Ian M	11/30/2021	231.89
212200098	Free, Maria Nadine	11/30/2021	41.50
212200099	Freund, Denise Ann	11/30/2021	61.15
212200100	Ganieany, Lance Elden	11/30/2021	29.14
212200101	Gardner, Gregory Matthew	11/30/2021	27.11
212200102	Gislason, Janie L	11/30/2021	17.02
212200103	Greenwood, Katie L	11/30/2021	50.96
212200104	Guler, Molly Rebecca	11/30/2021	434.43
212200105	Gustafson, Kevin A	11/30/2021	171.79
212200106	Harbaugh, Kyle K	11/30/2021	2.93
212200107	Harris, Kaydee Mae	11/30/2021	22.69
212200108	Hillbery, Shanelle Marie	11/30/2021	101.70
212200109	Iverson II, Donald John	11/30/2021	38.92

Check Nbr	Vendor Name	Check Date	Check Amount
212200110	Jones, Kelley W	11/30/2021	12.04
212200111	Jones, Lisa Joanne	11/30/2021	100.00
212200112	Kent, Dustin William	11/30/2021	371.84
212200113	King, Scott F	11/30/2021	904.56
212200114	Larsen, George Severin	11/30/2021	19.04
212200115	Marlow, Sarah L	11/30/2021	345.00
212200116	Marrs, Karen B	11/30/2021	110.91
212200117	Martelli, Tailor Elizabeth	11/30/2021	99.68
212200118	McGregor, Danae Ellaine	11/30/2021	69.33
212200119	Meeker, Amy Joleen	11/30/2021	100.00
212200120	Mirenta, Kimberley K	11/30/2021	28.84
212200121	Mulcahy, Constance M	11/30/2021	23.41
212200122	Naglich, Sarah Elizabeth	11/30/2021	225.00
212200123	Nickel, Nicole Marie	11/30/2021	17.48
212200124	Phillips, Bradly Dolan	11/30/2021	575.68
212200125	Prescott, Denise Anne	11/30/2021	381.29
212200126	Rinehart, Clarissa Marie	11/30/2021	43.20
212200127	Sasser, Erin Ann	11/30/2021	184.00
212200128	Shuttleworth, Colleen S	11/30/2021	56.65
212200129	Sim, Sinoun Oum	11/30/2021	8.18
212200130	Sims, Carly Richelle	11/30/2021	100.00
212200131	Sims, Kelly Ann	11/30/2021	100.00
212200132	Tack, Mary Beth	11/30/2021	18.14
212200133	Teeters, Haley Marie	11/30/2021	54.05
212200134	Toms, Stephanie A	11/30/2021	54.32
212200135	Watson, Patricia Michelle	11/30/2021	100.00
212200136	Williams, Jeffrey Ray	11/30/2021	102.00
212200137	Yore, Kim Michelle	11/30/2021	101.70
212200138	Zorn, Anne M	11/30/2021	118.68

56 ACH Check(s) For a Total of 7,463.72

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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$1,349,899.70. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261067 through 261248, totaling \$1,349,899.70

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

Check Nbr	Vendor Name	Check Date	Check Amount
261067	2080 MEDIA INC	11/30/2021	4,000.00
261068	ACCOUNTABLE HEALTHCARE STAFFIN	11/30/2021	5,040.00
261069	ADVANCED MACHINERY SALES INC.	11/30/2021	605.22
261070	AIRGAS - NOR PAC, INC.	11/30/2021	2,964.92
261071	ALL OUT SEWER AND DRAIN SERVIC	11/30/2021	2,217.14
261072	ALS ENVIRONMENTAL	11/30/2021	248.00
261073	Vendor Continued Check	11/30/2021	0.00
261074	Vendor Continued Check	11/30/2021	0.00
261075	Vendor Continued Check	11/30/2021	0.00
261076	Vendor Continued Check	11/30/2021	0.00
261077	AMAZON	11/30/2021	27,303.10
261078	AMERICAN SPEECH-LANG-HEARING A	11/30/2021	225.00
261079	AMN HEALTHCARE ALLIED INC	11/30/2021	10,950.00
261080	AMPLIFIED IT LLC	11/30/2021	1,189.10
261081	APPLE INC	11/30/2021	297.28
261082	APPTEGY INC	11/30/2021	18,900.00
261083	ARAMARK	11/30/2021	144.74
261084	ARGUMENT-DRIVEN INQUIRY, LLC	11/30/2021	208.04
261085	AVANT ASSESSMENT, LLC	11/30/2021	517.40
261086	BAGIT LLC	11/30/2021	624.38
261087	BAKER LUMBER CO.	11/30/2021	236.31
261088	Vendor Continued Check	11/30/2021	0.00
261089	Vendor Continued Check	11/30/2021	0.00
261090	BANK OF AMERICA	11/30/2021	24,971.19
261091	BAXTER AUTO PARTS #23	11/30/2021	1,267.89
261092	BEACOCK VANCOUVER MUSIC CO, IN	11/30/2021	478.71
261093	BEACON HILL SEWER	11/30/2021	5,008.47

Check Nbr	Vendor Name	Check Date	Check Amount
261094	BLICK ART MATERIALS	11/30/2021	1,321.23
261095	BOUND TO STAY BOUND BOOKS, INC	11/30/2021	229.91
261096	BUDGET LIBRARY SUPPLIES	11/30/2021	110.00
261097	BUSINESS OFFICE-REV FUND	11/30/2021	2,540.55
261098	C & H INDUSTRIAL TOOL & SUPPLY	11/30/2021	64.24
261099	CAPTEK ALARM	11/30/2021	1,059.38
261100	CARROLLS WATER ASSOCIATION	11/30/2021	188.25
261101	CASCADE NATURAL GAS	11/30/2021	11,797.87
261102	CDW GOVERNMENT, INC.	11/30/2021	10,451.85
261103	CENGAGE LEARNING	11/30/2021	866.84
261104	CH20 INCORPORATED	11/30/2021	357.17
261105	CHEF'SSTORE	11/30/2021	1,314.36
261106	CHIEF ARCHITECT INC.	11/30/2021	291.87
261107	CHOWN HARDWARE & MACHINERY	11/30/2021	21.27
261108	CITY FIRE	11/30/2021	864.80
261109	CITY OF KELSO	11/30/2021	12,133.50
261110	CITY OF KELSO - UTILITY DEPT	11/30/2021	25,330.75
261111	COLE'S APPLIANCE REPAIR	11/30/2021	243.23
261112	COLUMBIA WELLNESS	11/30/2021	225.00
261113	COMCAST BUSINESS	11/30/2021	12,093.92
261114	COMPHEALTH	11/30/2021	27,656.25
261115	COMPLIANCE SIGNS.COM	11/30/2021	648.90
261116	CONREY ELECTRIC, INC.	11/30/2021	596.99
261117	COPIES TODAY SPEEDY LITHO	11/30/2021	31.35
261118	COST LESS AUTO PARTS	11/30/2021	60.92
261119	COWLITZ COUNTY PUBLIC WORKS DE	11/30/2021	217.83
261120	COWLITZ PUD	11/30/2021	52,562.07
261121	COWLITZ RIVER RIGGING INC	11/30/2021	481.94
261122	COWLITZ COUNTY HEALTH DEPT	11/30/2021	50.00
261123	CRISIS PREVENTION INSTITUTE, I	11/30/2021	2,549.00
261124	DAIKIN APPLIED	11/30/2021	372.95
261125	Vendor Continued Check	11/30/2021	0.00
261126	DAIRY FRESH FARMS	11/30/2021	15,593.76
261127	DELL	11/30/2021	494.02
261128	DELVIES PLASTICS INC	11/30/2021	750.82

Check Nbr	Vendor Name	Check Date	Check Amount
261129	DEPT OF LICENSING - STATE OF W	11/30/2021	169.00
261130	EASTSIDE PSYCHOLOGY SERVICES,	11/30/2021	9,398.00
261131	EDGENUITY INC	11/30/2021	4,843.24
261132	EDUCATIONAL SERVICE DIST #112	11/30/2021	297,086.74
261133	EMPLOYMENT SECURITY DEPT	11/30/2021	30,000.00
261134	ENTEK CORPORATION	11/30/2021	3,954.54
261135	ERF COMPANY, INC.	11/30/2021	310.00
261136	ESGI, LLC	11/30/2021	195.25
261137	FEDERAL EXPRESS CORPORATION	11/30/2021	4.42
261138	FOLLETT SCHOOL SOLUTIONS	11/30/2021	44.94
261139	FORECAST 5 ANALYTICS INC	11/30/2021	5,315.68
261140	FOXHIRE LLC	11/30/2021	31,283.87
261141	FRANZ FAMILY BAKERIES	11/30/2021	3,165.15
261142	GATEWAY EDUCATIONAL SERVICES	11/30/2021	3,660.00
261143	GB MANCHESTER CORPORATION	11/30/2021	911.62
261144	GOLD STAR FOODS - GOOD SOURCE	11/30/2021	6,152.10
261145	GRAINGER	11/30/2021	1,051.86
261146	HAND2MIND INC	11/30/2021	2,793.28
261147	HEALTH CARE AUTHORITY	11/30/2021	1,525.80
261148	HOLBORN SAFETY	11/30/2021	1,050.00
261149	HUBERT COMPANY LLC	11/30/2021	1,102.60
261150	J.W. PEPPER & SON, INC.	11/30/2021	4,484.53
261151	JACKSON THERAPY PARTNERS LLC	11/30/2021	13,000.00
261152	JUBITZ CORP	11/30/2021	485.62
261153	KEYS PLUS LOCKSMITHS	11/30/2021	13.78
261154	KING COUNTY DIRECTORS	11/30/2021	8,414.01
261155	LAKESHORE LEARNING MATERIALS	11/30/2021	29.17
261156	LITERACY RESOURCES LLC	11/30/2021	67.98
261157	LITTLE INDIAN EMBROIDERY	11/30/2021	1,877.87
261158	Longbell Security Resources	11/30/2021	601.04
261159	LOWE'S	11/30/2021	1,816.45
261160	LOWER COLUMBIA COLLEGE	11/30/2021	96,511.24
261161	MANTHE EQUIPMENT, INC.	11/30/2021	216.96
261162	MAYESH WHOLESALE FLORIST, INC.	11/30/2021	232.25
261163	MCGRAW-HILL	11/30/2021	74.10

Check Nbr	Vendor Name	Check Date	Check Amount
261164	MCGRAW-HILL SCHOOL ED LLC	11/30/2021	116.72
261165	MCMASTER-CARR SUPPLY COMPANY	11/30/2021	57.92
261166	MEDCO SUPPLY COMPANY	11/30/2021	350.99
261167	MHS INC	11/30/2021	86.48
261168	MICROK12	11/30/2021	3,744.59
261169	MONOPRICE INC	11/30/2021	23.76
261170	MOSYLE CORPORATION	11/30/2021	27.50
261171	NASSP	11/30/2021	385.00
261172	NORTHWEST ENFORCEMENT INC	11/30/2021	26,025.00
261173	NuCO2	11/30/2021	143.44
261174	OETC	11/30/2021	583.09
261175	OFFICE DEPOT	11/30/2021	412.24
261176	OFFICE EXPRESS, INC	11/30/2021	4,481.29
261177	OSPI	11/30/2021	5,424.00
261178	PACIFIC OFFICE AUTOMATION	11/30/2021	1,199.91
261179	PACIFIC OFFICE AUTOMATION	11/30/2021	6,342.14
261180	PALMERS GLASS COMPANY	11/30/2021	28.65
261181	PAPE KENWORTH	11/30/2021	51.92
261182	PAPERBACKS GALORE	11/30/2021	217.55
261183	PEACE HEALTH MEDICAL GROUP	11/30/2021	61,509.96
261184	PEARSON / NCS PEARSON INC	11/30/2021	4,949.07
261185	PERFORMANCE OCCUPATIONAL HEALT	11/30/2021	100.00
261186	PITSCO EDUCATION, LLC	11/30/2021	3,064.89
261187	PLATT ELECTRIC SUPPLY	11/30/2021	2,603.16
261188	PORTER FOSTER RORICK LLP	11/30/2021	1,510.00
261189	POTTER WEBSTER COMPANY	11/30/2021	104.62
261190	PROCARE THERAPY	11/30/2021	6,375.00
261191	REALITYWORKS, INC.	11/30/2021	13,740.38
261192	S & R SHEETMETAL, INC	11/30/2021	452.23
261193	SAFEWAY INC	11/30/2021	249.06
261194	SCHETKY NORTHWEST SALES, INC	11/30/2021	184.21
261195	SCHOLASTIC	11/30/2021	469.93
261196	SCHOOL CHECKIN	11/30/2021	300.00
261197	SECURITY PROFESSIONALS, LLC	11/30/2021	129.56
261198	SIGN PRINT 360	11/30/2021	631.84

Check Nbr	Vendor Name	Check Date	Check Amount
261199	STAPLES CONTRACT & COMMERCIAL	11/30/2021	3,485.02
261200	STAR RENTALS AND SALES	11/30/2021	328.89
261201	STATE AUDITOR'S OFFICE	11/30/2021	1,006.59
261202	SUNSET AUTO PARTS, INC.	11/30/2021	1,901.07
261203	SUPERINTENDENT OF PUBLIC INSTR	11/30/2021	3,139.15
261204	T & T TIRE LLC	11/30/2021	6,119.41
261205	TECHNOLOGY INTEGRATION GROUP	11/30/2021	10,810.00
261206	TENT CITY RENTALS	11/30/2021	2,486.30
261207	THE HELLO FOUNDATION LLC	11/30/2021	42,525.00
261208	Vendor Continued Check	11/30/2021	0.00
261209	Vendor Continued Check	11/30/2021	0.00
261210	THE HOME DEPOT PRO-SUPPLYWORKS	11/30/2021	37,637.41
261211	THE PART WORKS, INC.	11/30/2021	4,755.34
261212	TK ELEVATOR	11/30/2021	4,630.87
261213	TOUTLE LAKE SCHOOL DIST #130	11/30/2021	216.00
261214	TRAN, THANH-NHAN	11/30/2021	60.00
261215	TROXELL COMMUNICATIONS, INC.	11/30/2021	39,044.64
261216	TWIN CITY SERVICE CO. INC.	11/30/2021	277.32
261217	U.S. CELLULAR	11/30/2021	2,260.97
261218	Vendor Continued Check	11/30/2021	0.00
261219	UNITED SALAD CO	11/30/2021	22,146.16
261220	US BANK EQUIPMENT FINANCE	11/30/2021	3,812.59
261221	Vendor Continued Check	11/30/2021	0.00
261222	US FOODS INC	11/30/2021	63,228.97
261223	Vendor Continued Check	11/30/2021	0.00
261224	Vendor Continued Check	11/30/2021	0.00
261225	Vendor Continued Check	11/30/2021	0.00
261226	UW EDUCATIONAL OUTREACH REGIST	11/30/2021	40,770.00
261227	VANCOUVER SCHOOL DISTRICT #37	11/30/2021	4,500.00
261228	VERNIE'S	11/30/2021	110.48
261229	VISION EDUCATION RESEARCH, LLC	11/30/2021	9,750.00
261230	WA ASSOC OF MAINTENANCE & OPER	11/30/2021	80.00
261231	WA DECA INC	11/30/2021	200.00
261232	WA ST CENTER FOR CHILDHOOD DEA	11/30/2021	1,300.00
261233	WA ST DEPT OF ECOLOGY	11/30/2021	5,024.00

Check Nbr	Vendor Name	Check Date	Check Amount
261234	WA STATE COACHES ASSOC	11/30/2021	200.00
261235	WALTER E. NELSON CO.	11/30/2021	921.82
261236	WASHINGTON OFFICIALS ASSOCIATI	11/30/2021	11,200.00
261237	WASTE CONTROL/KELSO	11/30/2021	2,612.86
261238	WATKINS TRACTOR & SUPPLY CO.	11/30/2021	359.02
261239	WESTERN PSYCHOLOGICAL SERVICES	11/30/2021	1,679.70
261240	WILCO	11/30/2021	410.26
261241	WILCOX & FLEGEL FUEL OIL CO.	11/30/2021	28,829.36
261242	WILSON ENTERPRISES	11/30/2021	579.04
261243	WINDSTREAM	11/30/2021	1,530.51
261244	WORTHINGTON DIRECT	11/30/2021	8,452.02
261245	WSIPC	11/30/2021	494.45
261246	WSSDA ANNUAL CONFERENCE	11/30/2021	580.00
261247	Youth & Family Link	11/30/2021	4,150.61
261248	ZEARN	11/30/2021	7,405.00
182	Computer	Check(s) For a Total of	1,349,899.70

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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$1,297.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261249 through 261249, totaling \$1,297.11

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

Check Nbr	Vendor Name	Check Date	Check Amount
261249	ACH- COWLITZ COUNTY TREASURER	11/30/2021	1,297.11

1	Computer	Check(s) For a Total of	1,297.11
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GENERAL FUND
November 30th, 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) 261250-261253 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$7,649.22 ON November 30th, 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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$4,956,936.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261254 through 261285, totaling \$4,956,936.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
261254	ACH Cowlitz County Treasurer	11/30/2021	2,486,217.84
261255	COWLITZ COUNTY TREASURER	11/30/2021	302,448.29
261256	COWLITZ COUNTY TREASURER	11/30/2021	524,511.54
261257	DEPT OF RETIREMENT SYSTEMS	11/30/2021	540.64
261258	DEPT OF RETIREMENT SYSTEMS	11/30/2021	170,647.76
261259	DEPT OF RETIREMENT SYSTEMS	11/30/2021	534,601.66
261260	DEPT OF RETIREMENT SYSTEMS	11/30/2021	14,651.10
261261	ESD 112 WORK/COMP	11/30/2021	56,833.37
261262	ESD 112 UNEMPLOYMENT COOP	11/30/2021	19,593.47
261263	Vendor Continued Check	11/30/2021	0.00
261264	HCA-SEBB BENEFITS	11/30/2021	721,512.00
261265	HCA-SEBB FLEX SPEND	11/30/2021	3,059.20
261266	HEALTH EQUITY	11/30/2021	768.75
261267	INFOARMOR INC	11/30/2021	85.70
261268	KELSO SCHOOLS FOUNDATION	11/30/2021	460.00
261269	KELSO TRANS CHAPTE	11/30/2021	70.00
261270	LEGALEASE GROUP	11/30/2021	279.20
261271	METROPOLITAN LIFE	11/30/2021	5,172.61
261272	NATIONWIDE	11/30/2021	929.03
261273	Oregon Dept. of Revenue	11/30/2021	3,056.73
261274	PSE KELSO LOCAL	11/30/2021	502.00
261275	PUBLIC SCHOOL EMPLOYEES OF WA	11/30/2021	1,359.66
261276	PUBLIC SCHOOL EMPLOYEES OF WA	11/30/2021	10,270.61
261277	The Standard Insurance Company	11/30/2021	4,509.38
261278	THE OMNI GROUP	11/30/2021	49,095.66
261279	UNITED STATES TREASURY	11/30/2021	67.07
261280	UNITED WAY OF COWLITZ CO	11/30/2021	493.50

Check Nbr	Vendor Name	Check Date	Check Amount
261281	VEBA TRUST	11/30/2021	10,660.01
261282	W.S.P.L.E.A.	11/30/2021	10.00
261283	WA ST SCHOOL RETIREES ASSOC	11/30/2021	105.00
261284	WEA	11/30/2021	108.80
261285	WEA PAYROLL DEDUCTIONS	11/30/2021	34,315.61
32	Computer	Check(s) For a Total of	4,956,936.19

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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$1,857.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 261291 through 261293, totaling \$1,857.33

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

Check Nbr	Vendor Name	Check Date	Check Amount
261291	HCA-SEBB BENEFITS	12/03/2021	1,602.00
261292	METROPOLITAN LIFE	12/03/2021	215.13
261293	The Standard Insurance Company	12/03/2021	40.20

3	Computer	Check(s) For a Total of	1,857.33
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Capital Projects

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 November 15, 2021, the board, by a _____ vote,
approves payments, totaling \$1,970,619.52. The payments are further identified
in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3639 through 3652, totaling \$1,970,619.52

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

Check Nbr	Vendor Name	Check Date	Check Amount
3639	BANK OF AMERICA	11/30/2021	2,223.36
3640	CAPITAL PROJECTS REVOLVING FUN	11/30/2021	1,500.00
3641	COLLINS ARCHITECTURAL GROUP PS	11/30/2021	13,832.26
3642	EDUCATIONAL SERVICE DIST #112	11/30/2021	45,319.87
3643	FORMA CONSTRUCTION CO	11/30/2021	1,494,074.81
3644	HERITAGE BANK & FORMA CONSTRUC	11/30/2021	72,322.45
3645	INTEGRUS ARCHITECTURE PS	11/30/2021	144,110.41
3646	LUXURY RESTROOM TRAILERS	11/30/2021	4,300.00
3647	MARTH TRUCKING, LLC	11/30/2021	6,225.00
3648	MATERIALS TESTING & CONSULTING	11/30/2021	3,340.00
3649	NOW ENVIRONMENTAL SERVICES, IN	11/30/2021	3,745.00
3650	PACIFIC CONSTRUCTION CONSULTAN	11/30/2021	2,194.00
3651	PBS ENGINEERING & ENVIRON.	11/30/2021	32,017.48
3652	PEASE CONSTRUCTION INC	11/30/2021	145,414.88

14	Computer	Check(s)	For a Total of	1,970,619.52
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of November 15, 2021, the board, by a _____ vote, approves payments, totaling \$127.58. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3653 through 3653, totaling \$127.58

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

Check Nbr	Vendor Name	Check Date	Check Amount
3653	ACH- COWLITZ COUNTY TREASURER	11/30/2021	127.58

1	Computer	Check(s) For a Total of	127.58
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ASB Fund

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

As of November 15, 2021, the board, by a _____ vote, approves payments, totaling \$261.74. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31008 through 31008, totaling \$261.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
31008	ACH-AP COWLITZ COUNTY TREASURE	11/30/2021	261.74

1	Computer	Check(s) For a Total of	261.74
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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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$261.74. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 212200139 through 212200141, totaling \$261.74

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
212200139 Mury, Michelle R	11/30/2021	99.99
212200140 Roffler, Elizabeth Su	11/30/2021	93.41
212200141 Williams, Jeffrey Ray	11/30/2021	68.34

3	ACH	Check(s) For a Total of	261.74
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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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$53,401.81. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31009 through 31041, totaling \$53,401.81

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

Check Nbr	Vendor Name	Check Date	Check Amount
31009	A.S.B. IMPREST FUND	11/30/2021	605.00
31010	ADVANCED TRAVEL/REV FUND	11/30/2021	3,267.00
31011	ALEX'S LEMONADE STAND FUND.	11/30/2021	1,213.28
31012	AMAZON	11/30/2021	185.73
31013	AMERICAN CANCER SOCIETY	11/30/2021	30.00
31014	ATHLETES CORNER	11/30/2021	118.89
31015	Vendor Continued Check	11/30/2021	0.00
31016	BANK OF AMERICA	11/30/2021	4,924.51
31017	BELL STUDIOS	11/30/2021	622.66
31018	BIGFOOT SCREEN PRINTING	11/30/2021	1,491.78
31019	BSN SPORTS / SPORTS SUPPLY GRO	11/30/2021	9,988.67
31020	CAPITAL HIGH SCHOOL	11/30/2021	300.00
31021	CORNERSTONE FLOWERS	11/30/2021	557.20
31022	COWLITZ RIVER RIGGING INC	11/30/2021	27.22
31023	COWLITZ COUNTY HEALTH DEPT	11/30/2021	30.00
31024	EASTBAY INC.	11/30/2021	1,986.30
31025	GEAR UP SPORTS, LLC	11/30/2021	1,490.68
31026	HOWIES ATHLETIC TAPE	11/30/2021	691.02
31027	HUDL	11/30/2021	5,918.14
31028	JOSTENS	11/30/2021	7,710.40
31029	KING COUNTY DIRECTORS	11/30/2021	54.55
31030	LAKEWOOD HIGH SCHOOL	11/30/2021	180.00
31031	LOWE'S	11/30/2021	423.42
31032	MOBILE MIC ENTERTAINMENT	11/30/2021	650.00
31033	NORTH IDAHO COLLEGE / ATHLETIC	11/30/2021	500.00
31034	NW DELI DISTRIBUTING, INC.	11/30/2021	2,272.96
31035	PLAYSCRIPTS, INC.	11/30/2021	598.99

Check Nbr	Vendor Name	Check Date	Check Amount
31036	SAFEWAY INC	11/30/2021	166.93
31037	STAPLES CONTRACT & COMMERCIAL	11/30/2021	86.67
31038	SW WA ACTIVITIES ASSOCIATION	11/30/2021	500.00
31039	SWIRE COCA-COLA USA	11/30/2021	725.04
31040	UNICEF	11/30/2021	254.75
31041	VARSITY SPIRIT FASHIONS	11/30/2021	5,830.02
33	Computer	Check(s) For a Total of	53,401.81

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 November 15, 2021, the board, by a _____ vote, approves payments, totaling \$48.52. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31042 through 31042, totaling \$48.52

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

Check Nbr	Vendor Name	Check Date	Check Amount
31042	ACH- COWLITZ COUNTY TREASURER	11/30/2021	48.52

1	Computer	Check(s) For a Total of	48.52
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of November 15, 2021, the board, by a _____ vote, approves payments, totaling \$1,000.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1682 through 1682, totaling \$1,000.00

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
1682 T-MOBILE USA INC	11/30/2021	1,000.00

1	Computer	Check(s) For a Total of	1,000.00
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Request for Sunday Activity

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

2. What is the title of the activity/event? Football Awards
Night end of the Year

3. Date and times (start and finish) of activity being requested? Dec. 12th
6:30 PM 8:30 PM

4. Where is the activity/event being held? KHS Main Gym

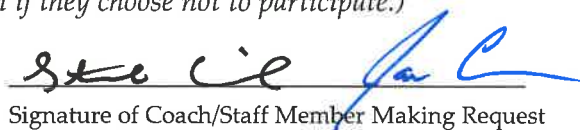
5. Please be detailed and specific as to the extenuating circumstances prompting the request: _

Sunday night so we don't interfere
with athletes/students or families involved

in other activities, also the facility will be
available. Also we are not doing the normal D&E banquet
due to Covid + being cautious!!

6. Can accommodations be made for students who cannot participate on Sunday? YES

*(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.)*


Signature of Coach/Staff Member Making Request

Date: 11/22/2021

Board of Directors

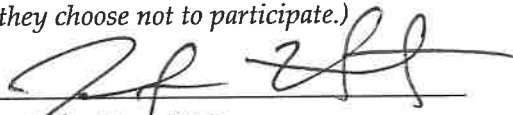
☐ Approved Date _____

☐ Denied Date _____

Request for Sunday Activity

1. What sport/club/class/activity is this request related to? Kelso Girls
Basketball (Jr & Varsity)
2. What is the title of the activity/event? Wenatchee Winter Tourney
3. Date and times (start and finish) of activity being requested? Sunday 12/19 11am
to Wednesday 12/22
4. Where is the activity/event being held? Eastmont HS in Wenatchee WA.
5. Please be detailed and specific as to the extenuating circumstances prompting the request:
JV plays Monday at 3pm in Wenatchee.
Making travel safer due to weather and time
of leaving, Sunday departure would be ideal.
6. Can accommodations be made for students who cannot participate on Sunday? yes

*(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.)*


Signature of Coach/Staff Member Making Request

Date: 12/7/2021

Board of Directors

☐ Approved Date _____

☐ Denied Date _____

Request for Sunday Activity

1. What sport/club/class/activity is this request related to? Wrestling
2. What is the title of the activity/event? Sierra Nevada Classic
3. Date and times (start and finish) of activity being requested? 12/26 - 12/30
4. Where is the activity/event being held? ~~At~~ Reno Event Center
5. Please be detailed and specific as to the extenuating circumstances prompting the request:
Tournament check-in is on 12/27, so we need
to travel on the 26th
6. Can accommodations be made for students who cannot participate on Sunday? Yes

(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.)

Bobby Freund
Signature of Coach/Staff Member Making Request

Date: 12/8/21

Board of Directors

☐ Approved Date _____

☐ Denied Date _____

Request for Sunday Activity

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

2. What is the title of the activity/event? GESA CREDIT UNION

WINTER TOURNEY @ WENTACHEE HS

3. Date and times (start and finish) of activity being requested? 12-19 - 12-22

4. Where is the activity/event being held? EASTMONT HS :

WENTACHEE HS

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

Our JV boys play @ 4:00 on MONDAY : I
WORRY ABOUT THE TRAVEL. I'm Hoping by LEAVING
ON SUNDAY it will be EASIER → DUE TO WEATHER

6. Can accommodations be made for students who cannot participate on Sunday? Yes

*(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.)*


Signature of Coach/Staff Member Making Request

Date: _____

Board of Directors

☐ Approved Date _____

☐ Denied Date _____

UNFINISHED BUSINESS

NEW BUSINESS

A.	Wallace School Achievement Presentation	Ray Cattin & Seth Peck
B.	Health & Safety Update	Don Iverson
C.	Staff Wellness Program Update	Holly Budge
D.	Budget Status Report – October	Scott Westlund
E.	Policy 3432/3432P Emergencies (1 st Reading)	Scott Westlund
F.	Policy 3520/3520P Student Fees, Fines or Charges (1 st Reading)	Scott Westlund
G.	Policy 4311/4311P School Resource Officer (1 st Reading)	Scott Westlund
H.	Policy 6700P Nutrition, Health & Physical Fitness (Information)	Scott Westlund
I.	Policy 6800 Safety, Operations & Maintenance of School Property (1 st Reading)	Scott Westlund
J.	Resolution 2021/22-01 Acceptance of Commissioning Report for Carrolls Elem (Action)	Scott Westlund
K.	Resolution 2021/22-02 Acceptance of Commissioning Report for Wallace Elem (Action)	Scott Westlund
L.	Resolution 2021/22-03 Acceptance of Final Project Completion for Carrolls Elem (Action)	Scott Westlund
M.	Resolution 2021/22-04 Acceptance of Final Project Completion for Wallace Elem (Action)	Scott Westlund
N.	Resolution 2021/22-05 Modifications to Credit Card Usage (Action)	Scott Westlund
O.	Acceptance of Donation for Special Education Department (Action)	Scott Westlund
P.	Report from the WSSDA Conference	Board Members
Q.	Election of Board Officers (Action)	Mike Haas
R.	Superintendents Report	Mary Beth Tack

Wallace School Achievement Presentation

Health & Safety Update

Staff Wellness Program Update



December 7, 2021

TO: Mary Beth Tack, Superintendent
FROM: *SW* Scott Westlund, Chief Financial and Operations Officer
SUBJECT: Budget Status Reports for October 31, 2021.

The school district's annual financial statement (F196) was completed end of October and submitted to OSPI. Audit of the annual financial statements will occur in January and February 2022 by the Washington State Auditor's Office.

Overall, average annual District enrollment (including Running Start) for the 2021/22 school year was budgeted at 4826 FTE. November 1st total average enrollment was 4768 FTE or down 58 FTE from budget. The biggest gap in enrollment is coming from our Kindergarten numbers. Kinder enrollment is currently at 302 FTE average for the year, down 48 from budget. Running Start enrollment is currently at 89.5 FTE, which is about 20 FTE below the last few years average at this time of the year.

Ending fund balance as of August 31, 2021, is \$6,755,864. This equates into an 8.8% projected ending fund balance of anticipated expenditures and transfers for the 2021/22 school year.

With enrollment under budget for this school year, a projected shortfall of State revenue is approximately \$600,000 at this time. Use of federal ESSER funds, and efficient use of resources throughout the year should allow us to remain at or above the 8% minimum fund balance goal of the Board.

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

General Fund Revenues | Dashboard Summary

For the Period Ending October 31, 2021

Total Revenues Actual YTD



Local Sources Actual YTD



State Sources Actual YTD



Federal Sources Actual YTD

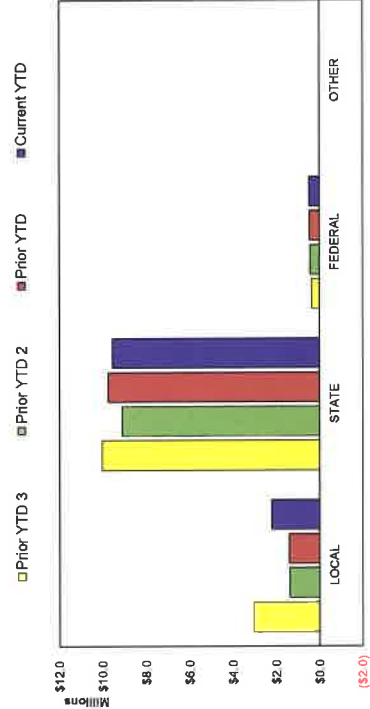


Revenue Analysis

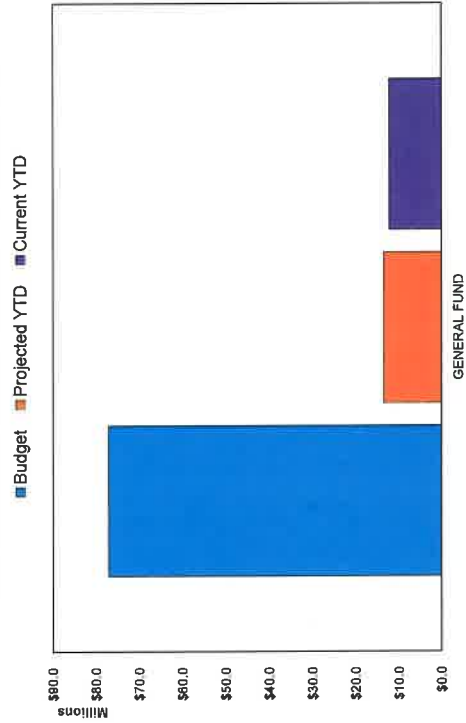
Top 10 Sources of Revenue (YTD)

Apportionment	\$7,186,182
Local Property Tax	\$2,182,137
Special Purpose - Unassigned	\$2,045,732
Special Purpose - OSPI Unassigned	\$415,575
Local Effort Assistance	\$328,696
USDA Commodities	\$59,753
Sales of Goods, Supplies, and Services - Unassigned	\$13,233
Tuition and Fees - Unassigned	\$4,192
Gifts, Grants, and Donations (Local)	\$3,692
Local Support Non-Tax - Unassigned	\$1,865
Percent of Total Revenues YTD	99.98%

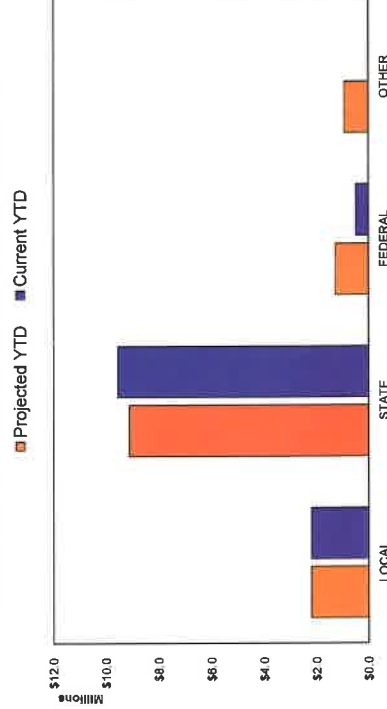
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



Revenues by Source | Projected YTD vs. Current YTD



General Fund Expenditures | Dashboard Summary

For the Period Ending October 31, 2021

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
16.22%

Salaries & Benefits
Actual YTD



Projected YTD Salary/Benefits
15.97%

Basic Education
Actual YTD



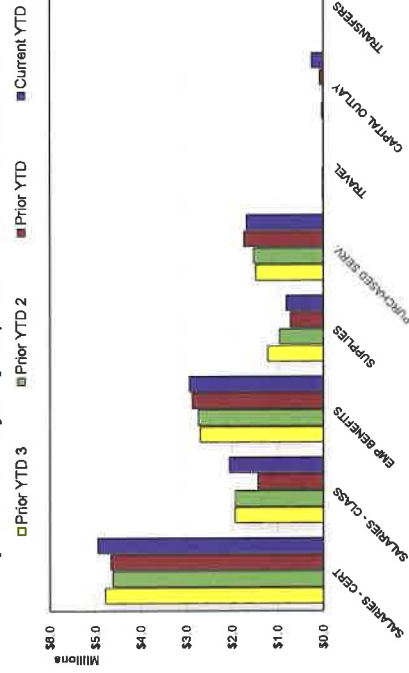
Projected YTD Basic Education
17.64%

Expenditure Analysis

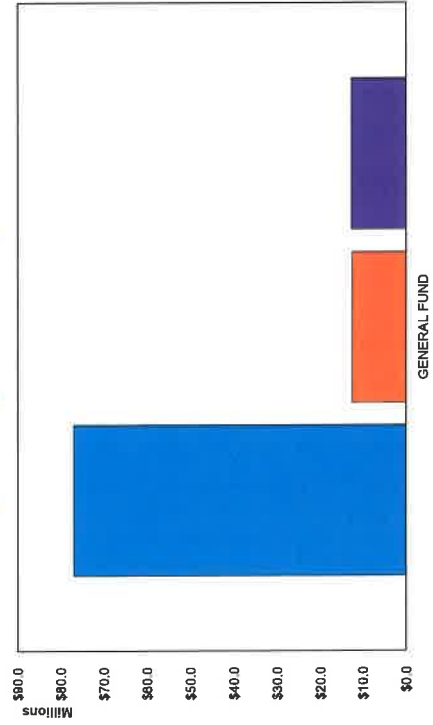
Top 10 Expenditures by Program (YTD)

Basic Education	\$5,586,184
Districtwide Support	\$2,334,842
Special Education - Supplemental - State	\$1,371,014
Pupil Transportation	\$575,872
School Food Services	\$560,852
Learning Assistance Program - State	\$439,520
Vocational - Basic - State	\$373,776
ESSER II	\$328,777
ESEA Disadvantaged - Federal	\$218,941
ESSER III LL	\$218,445
Percent of Total Expenditures YTD	94.46%

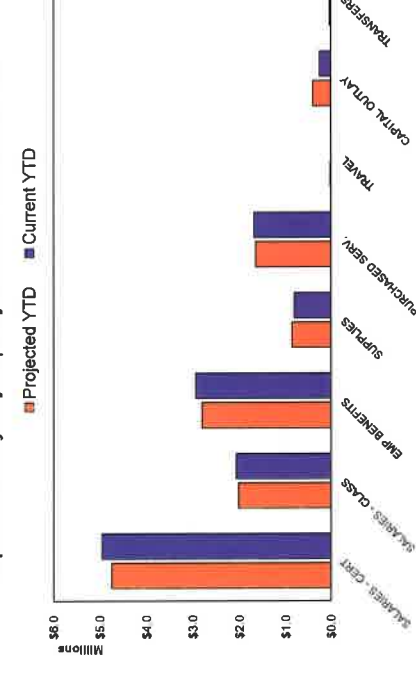
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



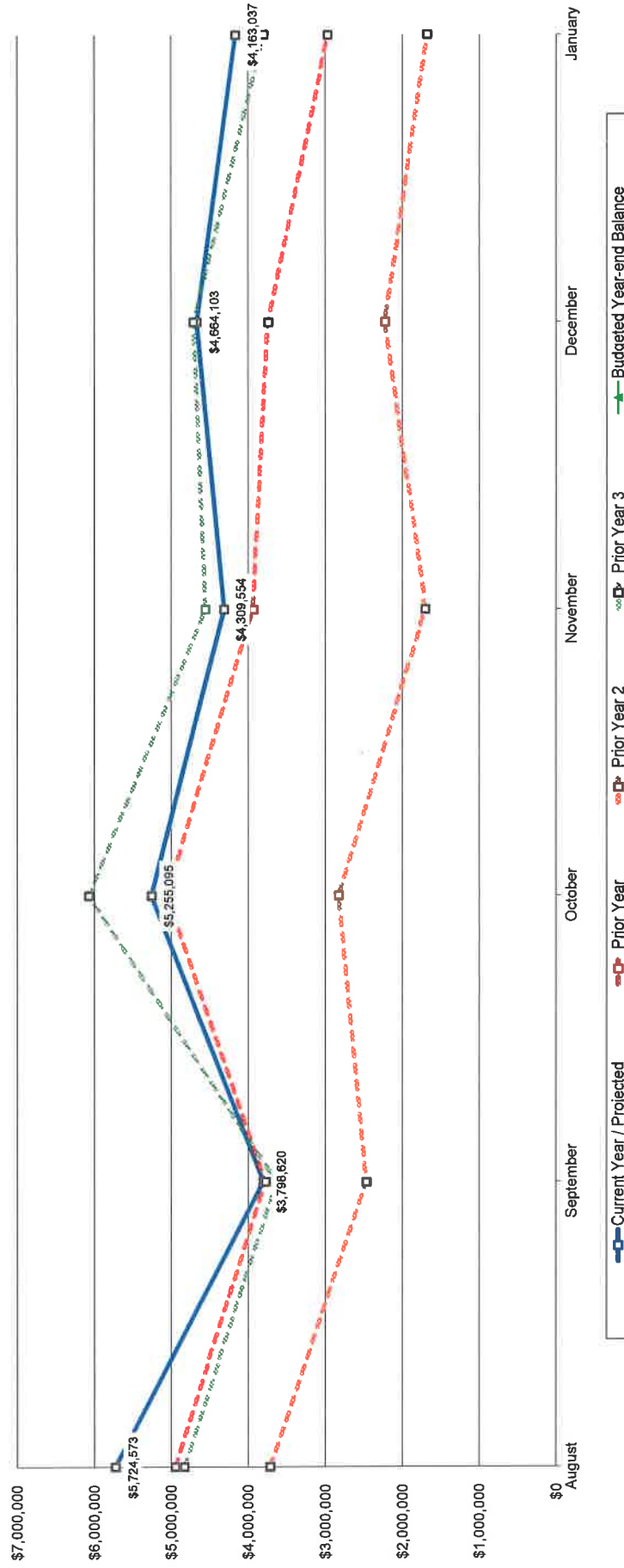
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending October 31, 2021

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

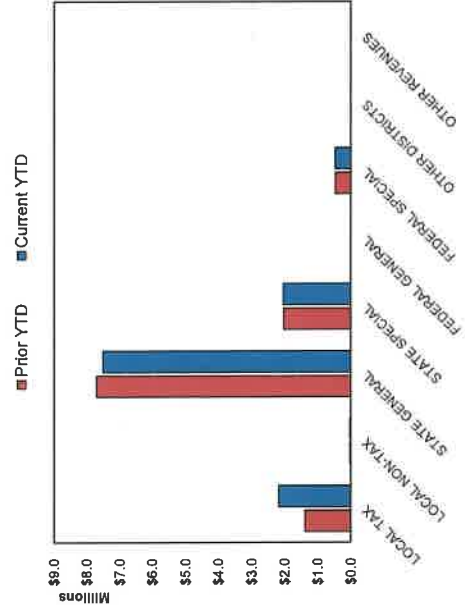


General Fund | Financial Summary

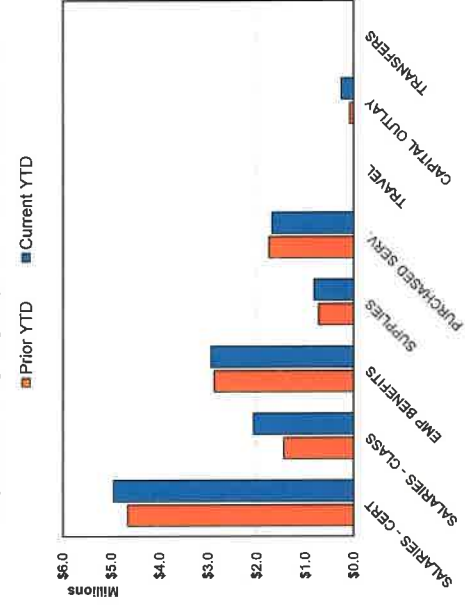
For the Period Ending October 31, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$1,392,898	\$5,229,200	26.45%	\$2,182,137	\$6,213,424	35.12%
Local Support Non-Tax	26,832	429,985	6.24%	25,335	\$275,500	9.20%
State General Purpose	7,710,434	45,194,878	17.06%	7,514,879	\$45,376,802	16.56%
State Special Purpose	2,037,664	12,626,980	16.14%	2,045,732	\$13,373,256	15.30%
Federal General Purpose	0	131,708	0.00%	0	\$16,165	0.00%
Federal Special Purpose	467,689	5,670,283	8.25%	475,328	\$10,448,709	4.55%
Other School Districts	0	0	0.00%	0	\$0	0.00%
Other Revenues	0	33,687	0.00%	0	\$1,360,000	0.00%
TOTAL REVENUE	\$11,628,607	\$69,316,721	16.77%	\$12,243,410	\$77,063,856	15.89%
EXPENDITURES						
Salaries - Certificated Employees	\$4,660,365	\$28,524,480	16.34%	\$4,949,993	\$29,710,448	16.66%
Salaries - Classified Employees	1,440,863	9,878,862	14.59%	2,065,889	\$12,319,799	16.77%
Employee Benefits and Payroll Taxes	2,674,352	17,554,512	16.37%	2,939,082	\$17,854,449	16.46%
Supplies, Instr. Resources, and Non-Cap Items	719,790	4,238,105	16.98%	815,266	\$5,301,762	15.38%
Purchased Services	1,743,553	8,009,154	21.77%	1,685,677	\$9,240,848	18.24%
Travel	1,820	16,616	10.95%	4,203	\$148,731	2.83%
Capital Outlay	76,152	316,654	24.05%	252,202	\$2,289,000	11.02%
Transfers	0	0	0.00%	576	\$185,000	0.31%
TOTAL EXPENDITURES	\$11,516,895	\$68,538,384	16.90%	\$12,712,887	\$77,060,037	16.50%
SURPLUS / (DEFICIT)	\$108,612	\$778,337		(\$469,477)	\$13,819	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$1,660		\$0	\$1,500	
Other Financing Uses	\$0	\$0		\$0	(\$185,000)	
NET CHANGE IN FUND BALANCE	\$108,612	\$779,997		(\$469,477)	(\$169,681)	
ENDING FUND BALANCE	\$5,053,188			\$5,255,095		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

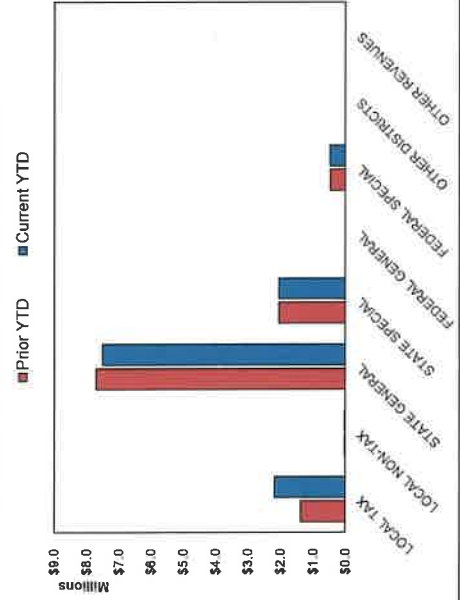


General Fund | Financial Summary

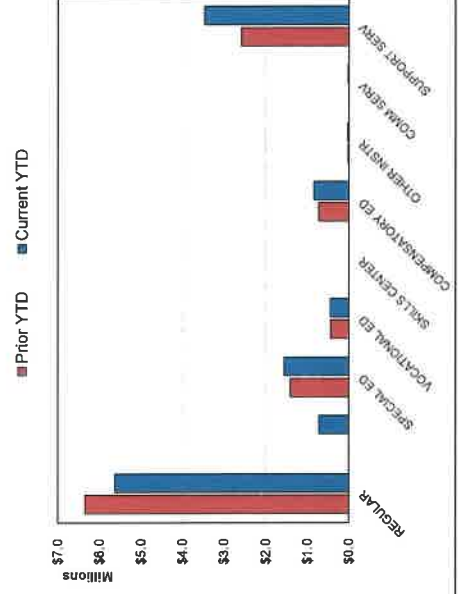
For the Period Ending October 31, 2021

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$1,382,888	\$5,229,200	26.45%	\$2,182,137	\$6,213,424	35.12%
Local Support Non-Tax	26,832	429,985	6.24%	25,335	\$275,500	9.20%
State General Purpose	7,710,434	45,194,878	17.06%	7,514,879	\$45,376,802	16.56%
State Special Purpose	2,037,664	12,626,980	16.14%	2,045,732	\$13,373,256	15.30%
Federal General Purpose	0	131,708	0.00%	0	\$16,165	0.00%
Federal Special Purpose	467,889	5,670,283	8.25%	475,328	\$10,448,709	4.55%
Other School Districts	0	0	0.00%	0	\$0	0.00%
Other Revenues	0	33,687	0.00%	0	\$1,360,000	0.00%
TOTAL REVENUE	\$11,625,607	\$69,316,721	16.77%	\$12,243,410	\$77,063,856	15.89%
EXPENDITURES						
Regular Instruction	\$6,347,696	\$35,966,613	17.65%	\$5,630,527	\$34,269,426	16.43%
Federal Special Purpose	0	486,559	0.00%	715,953	\$5,221,088	13.71%
Special Education Instruction	1,407,998	9,693,900	14.52%	1,551,979	\$11,701,517	13.26%
Vocational Education Instruction	436,551	3,156,821	13.83%	449,041	\$3,155,331	14.23%
Skills Center Instruction	0	0	0.00%	0	\$0	0.00%
Compensatory Education Instruction	726,321	5,309,059	13.68%	843,689	\$5,528,363	15.26%
Other Instructional Programs	21,034	177,919	11.82%	28,547	\$1,528,839	1.94%
Community Services	0	813,395	0.00%	20,587	\$32,196	63.94%
Support Services	2,577,296	12,932,118	19.93%	3,471,565	\$15,615,276	22.23%
TOTAL EXPENDITURES	\$11,516,895	\$68,536,384	16.80%	\$12,712,887	\$77,060,037	16.50%
SURPLUS / (DEFICIT)	\$108,612	\$778,337		(\$469,477)	\$13,819	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$1,660	0.00%	\$0	\$1,500	0.00%
Other Financing Uses	\$0	\$0	0.00%	\$0	(\$185,000)	0.00%
NET CHANGE IN FUND BALANCE	\$108,612	\$779,997		(\$469,477)	(\$169,681)	
ENDING FUND BALANCE	\$5,063,188			\$5,255,095		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

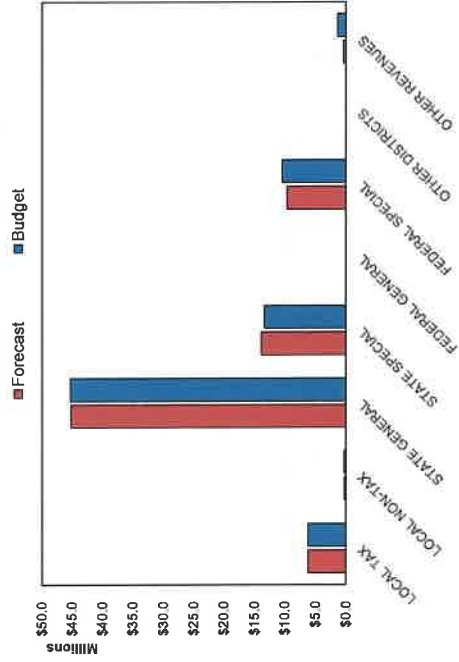


General Fund (High Level) | Financial Forecast

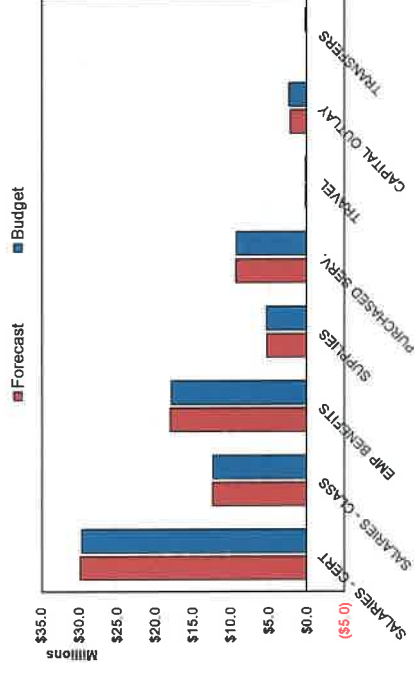
For the Period Ending October 31, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Est. / (Unfav)
REVENUES						
Local Tax	\$1,382,888	\$2,182,137	\$4,034,975	\$6,217,112	\$6,213,424	\$3,688
Local Support Non-Tax	26,832	25,335	242,707	268,042	\$275,500	(7,458)
State General Purpose	7,710,434	7,514,879	37,757,482	45,272,360	\$45,376,802	(104,442)
State Special Purpose	2,037,664	2,045,732	11,870,743	13,916,475	\$13,373,256	543,219
Federal General Purpose	0	0	18,165	16,165	\$16,165	0
Federal Special Purpose	467,889	475,328	9,188,511	9,663,839	\$10,448,709	(784,870)
Other School Districts	0	0	0	0	\$0	0
Other Revenues	0	0	435,946	435,946	\$1,360,000	(924,054)
TOTAL REVENUE	\$11,625,507	\$12,243,410	\$63,546,530	\$75,789,939	\$77,063,856	(\$1,273,917)
EXPENDITURES						
Salaries - Certificated Employees	\$4,660,365	\$4,949,983	\$24,966,386	\$29,916,379	\$29,710,448	(\$205,931)
Salaries - Classified Employees	1,440,863	2,065,889	10,304,595	\$12,370,484	\$12,319,789	(\$50,695)
Employee Benefits and Payroll Taxes	2,874,352	2,939,082	15,051,932	\$17,991,015	\$17,854,449	(\$136,565)
Supplies, Instr. Resources, and Non-Cap Items	719,790	815,266	4,441,284	\$5,256,550	\$5,301,762	45,212
Purchased Services	1,743,553	1,685,677	7,592,022	\$9,277,699	\$9,240,848	(\$36,851)
Travel	1,820	4,203	134,014	\$138,217	\$148,731	10,514
Capital Outlay	76,152	252,202	1,883,631	\$2,135,832	\$2,289,000	153,168
Transfers	0	576	(3,254)	(\$2,678)	\$185,000	187,678
TOTAL EXPENDITURES	\$11,516,895	\$12,712,887	\$64,370,811	\$77,083,498	\$77,050,037	(\$33,460)
SURPLUS / (DEFICIT)	\$108,612	(\$469,477)	(\$824,081)	(\$1,293,558)	\$13,819	(\$1,307,371)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$1,500	\$1,500	\$1,500	\$0
Other Financing Uses	\$0	\$0	(\$154,741)	(\$154,741)	(\$185,000)	\$30,259
NET CHANGE IN FUND BALANCE	\$108,612	(\$469,477)	(\$977,322)	(\$1,446,799)	(\$169,681)	(\$1,277,118)
ENDING FUND BALANCE	\$5,053,188	\$5,255,095		\$4,277,773	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending October 31, 2021

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$1,382,888	\$2,182,137	\$3,942,615	\$6,124,752	\$6,121,064	\$3,688
1500 Timber Excise Tax	0	0	92,360	92,360	92,360	0
2100 Tuition and Fees - Unassigned	806	4,192	12,668	16,859	15,000	1,858
2200 Sales of Goods, Supplies, and Services - Unassigned	2,926	13,233	72,613	85,847	80,000	5,847
2300 Investment Earnings	1,350	617	16,795	17,412	20,000	(2,588)
2500 Gifts, Grants, and Donations (Local)	9,000	3,692	39,988	43,680	50,000	(6,320)
2600 Fines and Damages	295	1,735	8,484	10,220	10,000	220
2700 Rentals and Leases	(39)	0	32,514	32,514	35,000	(2,486)
2800 Insurance Recoveries	0	0	471	471	500	(29)
2900 Local Support Non-Tax - Unassigned	12,494	1,865	59,178	61,042	65,000	(3,958)
3100 Apportionment	7,317,497	7,166,182	34,936,460	42,122,642	42,276,747	(154,105)
3300 Local Effort Assistance	392,937	328,696	2,821,003	3,149,699	3,100,000	49,699
3600 State Forests	0	0	19	19	55	(36)
4100 Special Purpose - Unassigned	2,007,410	2,045,732	11,870,743	13,916,475	13,373,256	543,219
4300 Other State Agencies - Unassigned	30,254	0	0	0	0	0
5500 Federal Forests	0	0	16,165	16,165	16,165	0
6100 Special Purpose - OSPI Unassigned	467,689	415,575	8,971,889	9,387,463	10,218,709	(831,246)
6200 Direct Special Purpose Grants	0	0	30,000	30,000	0	30,000
6300 Federal Grants Through Other Entities - Unassigned	0	0	39,828	39,828	40,000	(172)
6900 USDA Commodities	0	59,753	146,794	206,547	160,000	46,547
8100 Governmental Entities	0	0	376,127	376,127	1,300,500	(924,373)
8200 Private Foundation	0	0	19,712	19,712	18,000	1,712
8500 Educational Service Districts	0	0	40,107	40,107	40,000	107
9300 Sale of Equipment	0	0	1,500	1,500	1,500	0
TOTAL REVENUES	\$11,625,507	\$12,243,410	\$63,548,030	\$75,791,439	\$77,063,856	(\$1,272,417)
EXPENDITURES						
01 Basic Education	\$6,325,526	\$5,586,184	\$27,739,794	\$33,325,978	\$33,679,446	\$353,468
02 Basic Education - Alternative Learning Experience	17,777	44,343	211,454	255,797	254,980	(817)
03 Dropout Reengagement	4,393	0	147,919	147,919	150,000	2,081
12 ESSER II	0	328,777	2,612,023	2,940,800	2,869,434	(71,367)
13 ESSER III	0	157,795	2,317,154	2,474,950	2,351,654	(123,296)
14 ESSER III LLL	0	218,445	0	218,445	0	(218,445)
19 ESSER	0	10,935	0	10,935	0	(10,935)
21 Special Education - Supplemental - State	1,272,038	1,371,014	9,143,047	10,514,062	10,612,529	98,466
24 Special Education - Supplemental - Federal	135,960	180,965	908,718	1,069,718	1,068,988	(731)
31 Vocational - Basic - State	361,667	373,776	2,268,882	2,642,638	2,673,127	30,489
34 Middle School Career and Technical Education State	74,593	75,266	372,031	447,297	443,997	(3,300)
38 Vocational - Federal	300	0	34,874	34,874	38,208	3,334
51 ESEA Disadvantaged - Federal	210,340	218,941	1,224,324	1,443,265	1,475,957	32,693
52 Other Title Grants Under ESEA - Federal	45,569	35,003	233,104	268,107	275,505	7,398
55 Learning Assistance Program - State	386,406	439,520	2,468,554	2,908,074	2,931,457	23,383
58 Special and Pilot Programs - State	6,339	64,631	312,301	376,932	324,994	(51,938)
64 Limited English Proficiency - Federal	4,332	5,210	33,622	38,832	41,136	2,304
65 Transitional Bilingual - State	73,100	78,614	361,809	440,623	431,314	(9,310)
68 Indian Education - Federal - ED	0	0	30,000	30,000	30,000	0
69 Compensatory - Other	235	1,571	13,782	15,353	18,000	2,647
74 Highly Capable	20,294	20,825	110,705	131,529	135,892	4,363
79 Instructional Programs - Other	740	8,722	1,169,659	1,177,391	1,390,947	213,556
89 Other Community Services	0	20,587	28,607	49,194	32,188	(16,996)
97 Districtwide Support	1,897,936	2,334,842	8,413,711	10,748,552	10,447,835	(300,717)
98 School Food Services	337,620	560,852	2,111,506	2,672,358	2,603,515	(68,843)
99 Pupil Transportation	341,740	575,872	2,104,014	2,679,886	2,583,926	(95,960)
TOTAL EXPENDITURES	\$11,516,895	\$12,712,887	\$64,370,610	\$77,083,498	\$76,865,037	(\$218,460)
SURPLUS / (DEFICIT)	108,612	(469,477)	(822,581)	(1,292,059)	198,819	0
Other Financing Uses	0	0	(154,741)	(154,741)	(185,000)	30,259
ENDING FUND BALANCE	5,053,188	5,255,095	0	4,277,773	0	0

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

For the KELSO SCHOOL DISTRICT #458 School District for the Month of October, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	6,213,424	2,062,208.52	2,182,136.85		4,031,287.15	35.12
2000 LOCAL SUPPORT NONTAX	275,500	8,706.75	24,418.94		251,081.06	8.86
3000 STATE, GENERAL PURPOSE	45,376,802	3,710,429.08	7,514,878.58		37,861,923.42	16.56
4000 STATE, SPECIAL PURPOSE	13,373,256	1,262,706.51	2,045,731.79		11,327,524.21	15.30
5000 FEDERAL, GENERAL PURPOSE	16,165	.00	.00		16,165.00	0.00
6000 FEDERAL, SPECIAL PURPOSE	10,448,709	412,949.63	475,327.73		9,973,381.27	4.55
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	1,358,500	3,410.45	.00		1,358,500.00	0.00
9000 OTHER FINANCING SOURCES	1,500	.00	.00		1,500.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	77,063,856	7,460,410.94	12,242,493.89		64,821,362.11	15.89
<u>B. EXPENDITURES</u>						
00 Regular Instruction	34,126,395	2,777,321.03	5,630,650.99	24,037,453.92	4,458,290.09	86.94
10 Federal Stimulus	5,261,079	315,065.78	715,952.59	2,786,539.36	1,758,587.05	66.57
20 Special Ed Instruction	11,946,624	831,681.00	1,551,743.80	7,600,301.26	2,794,578.94	76.61
30 Voc. Ed Instruction	3,155,343	232,910.33	449,041.12	2,147,391.79	558,910.09	82.29
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	5,615,655	439,575.36	830,588.66	3,346,231.89	1,438,834.45	74.38
70 Other Instructional Pgms	1,112,483	16,959.84	29,546.50	106,069.89	976,866.61	12.19
80 Community Services	32,198	8,104.56	20,586.75	2,018.00	9,593.25	70.21
90 Support Services	15,615,278	1,382,317.76	3,470,829.51	7,968,274.47	4,176,174.02	73.26
<u>Total EXPENDITURES</u>	76,865,055	6,003,935.66	12,698,939.92	47,994,280.58	16,171,834.50	78.96
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	185,000	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES</u> <u>OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	13,801	1,456,475.28	456,446.03-		470,247.03-	< 1000-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	6,000,000		6,755,863.66			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	6,013,801		6,299,417.63			

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

For the KELSO SCHOOL DISTRICT #458 School District for the Month of October, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	10,000	853.91	1,768.86		8,231.14	17.69
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	30,000,000	.00	.00		30,000,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	140,000	.00	.00		140,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	30,150,000	853.91	1,768.86		30,148,231.14	0.01
<u>B. EXPENDITURES</u>						
10 Sites	10,000,000	.00	11,250.00	10,896.00	9,977,854.00	0.22
20 Buildings	40,000,000	921,932.79	942,760.15	27,565,969.40	11,491,270.45	71.27
30 Equipment	0	24,149.97	25,059.85	227,149.77	252,209.62-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	50,000,000	946,082.76	979,070.00	27,804,015.17	21,216,914.83	57.57
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	140,000	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	19,990,000-	945,228.85-	977,301.14-		19,012,698.86	95.11-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	25,000,000		15,761,788.99			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	5,010,000		14,784,487.85			

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

For the KELSO SCHOOL DISTRICT #458 School District for the Month of October, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	6,940,000	2,263,096.84	2,396,447.11		4,543,552.89	34.53
2000 Local Support Nontax	10,000	187.87	361.98		9,638.02	3.62
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	400,000	.00	.00		400,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,350,000	2,263,284.71	2,396,809.09		4,953,190.91	32.61
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,181,522	.00	.00	0.00	3,181,522.00	0.00
Interest On Bonds	4,051,532	.00	.00	0.00	4,051,532.00	0.00
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	7,233,054	.00	.00	0.00	7,233,054.00	0.00
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN. SOURCES</u> <u>OVER (UNDER) EXPENDITURES (A-B-C-D)</u>	116,946	2,263,284.71	2,396,809.09		2,279,863.09	> 1000
F. <u>TOTAL BEGINNING FUND BALANCE</u>	2,600,000		2,789,697.76			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u> <u>(E+F + OR - G)</u>	2,716,946		5,186,506.85			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,716,946		5,186,506.85			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	2,716,946		5,186,506.85			

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

For the KELSO SCHOOL DISTRICT #458 School District for the Month of October, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	529,945	32,227.75	94,177.46		435,767.54	17.77
2000 Athletics	72,100	876.00	17,633.61		54,466.39	24.46
3000 Classes	45,750	6,438.00	6,688.50		39,061.50	14.62
4000 Clubs	412,340	19,456.00	33,874.05		378,465.95	8.22
6000 Private Moneys	39,500	.00	110.00		39,390.00	0.28
Total REVENUES	1,099,635	58,997.75	152,483.62		947,151.38	13.87
B. EXPENDITURES						
1000 General Student Body	375,891	6,785.81	12,833.04	12,014.13	351,043.83	6.61
2000 Athletics	251,925	4,459.80	23,978.39	52,912.61	175,034.00	30.52
3000 Classes	36,850	.00	.00	500.00	36,350.00	1.36
4000 Clubs	400,465	9,066.36	23,793.80	83,287.49	293,383.71	26.74
6000 Private Moneys	39,500	.00	.00	0.00	39,500.00	0.00
Total EXPENDITURES	1,104,631	20,311.97	60,605.23	148,714.23	895,311.54	18.95
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	4,996-	38,685.78	91,878.39		96,874.39	< 1000-
D. TOTAL BEGINNING FUND BALANCE	289,445		338,757.82			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	284,449		430,636.21			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	254,449		410,762.20			
G/L 840 Nonspnd FB - Invent/Prepd Itms	30,000		19,874.01			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	284,449		430,636.21			

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

For the KELSO SCHOOL DISTRICT #458 School District for the Month of October, 2021

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	15.81	16.88		483.12	3.38
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	199,000	.00	.00		199,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	199,500	15.81	16.88		199,483.12	0.01
B. <u>9900 TRANSFERS IN FROM GF</u>	45,000	.00	.00		45,000.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	244,500	15.81	16.88		244,483.12	0.01
<u>D. EXPENDITURES</u>						
Type 30 Equipment	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	260,000	.00	.00			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	15,500-	15.81	16.88		15,516.88	100.11-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	232,500		232,801.20			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	217,000		232,818.08			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	17,000		27,181.92-			
G/L 830 Restricted for Debt Service	200,000		260,000.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	217,000		232,818.08			

Emergencies

Policy 3432

The Kelso School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Include provisions for the special needs of staff and students;
- Require the building principal to be certified on the incident command system;
- Consider community use of school facilities in emergencies;
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

Drills:

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, Each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

Basic Functional Drills

~~These drills will teach students the following basic functional drill responses.~~ Include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold-on):

- Shelter-in-Place

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and Students will receive instruction so that in the case of a hazardous vapor release that doesn't allow time to evacuate the campus, they will be able to remain inside, and take the steps necessary to

eliminate or minimize the health and safety hazard. A shelter-in-place drill will be held at least once each school year.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students and visitors will be able to take positions in secure enclosure. Lockdown drills will be held at least three times each school year.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated, due to threats, such as fires, oil train spills, earthquakes, etc., or tsunamis, they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site. another school, facility, or other designated location.

~~The above safety-related drills will incorporate the following:~~

- ~~a. Use of the school mapping information system in at least one of the drills; and~~
- ~~b. A pedestrian evacuation drill for schools in mapped tsunami hazard zones.~~

~~The superintendent/designee is directed to develop emergency evacuation procedures for each building.~~

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop-Cover-Hold-On**

The board recognizes the importance of protecting staff, students and facilities in the event of an earthquake. An earthquake drill using the state-approved earthquake safety technique “drop, cover, and hold” will be held annually. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for the building principals to taken by building principals should an earthquake occur while school is in session.

Additional Drills

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

Pandemic/Epidemic

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a

pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Bomb Threats

The superintendent will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally or by other means.

Emergency School Closure or Evacuation (Modified Shelter-In-Place)

When weather conditions or other circumstances make it unsafe to operate schools the superintendent is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

Pandemic/Epidemic

~~The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.~~

Lockout

~~Students will receive instruction so that in an event which may be considered a threat or hazard outside of the school building, staff, students, and visitors will be secured inside the building perimeter. In the event of criminal activity or dangerous events in the surrounding area, doors to the outside of the building will be locked. Lockout does allow for educational practices to continue with little classroom interruption or distraction depending on the situation.~~

~~When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.~~

The superintendent/designee will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Policy 3432
Section: 3000 – Students

Cross References:	Policy 4310	District Relationships with Law Enforcement and other Government Agencies
Legal References:	RCW 19.27.110	International Fire Code – Administration and Enforcement by Counties, other political subdivisions and municipal counties
	RCW	Safe school plans – Requirements – Duties of school districts, schools, and educational service districts – Reports – Drills – Rules
Management Resources:	<i>Policy & Legal News</i> <i>2021 – July</i> <i>2017 – July</i> <i>2013 – June</i> <i>2008 – August</i> <i>2008 – June</i> <i>2006 – October</i> <i>1999 – February</i>	
		School Safety Plans
		OSPI School Safety Plans
		Pandemic Flu Planning for School Districts
		Fire drills Required Monthly

Adopted: 5.06

Revised: 9.25.96 | 8.21.00 | 5.19.03 | 6.21.04 | 2.14.05 | 5.8.06 | 9.25.06 | 4.23.07 | 1.28.08 | 10.13.08 | 6.15.09 | 7.16.12 | 11.18.13 | 2.23.15 | 5.26.15 | 5.9.16 | 12.5.16 | 5.21.18 | 9.23.19

Emergencies

Procedure 3432P

Overview

The District and its schools will develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies. Plans will be revisited annually and revised if necessary.

In the event of an emergency:

- The report of an emergency will be directed to the superintendent's office;
- If the nature of the emergency calls for immediate action on the part of a principal, he/she will take necessary action and report such action to the superintendent's office;
- The superintendent's office will contact those departments and/or schools who must assist in the emergency action, and
- When appropriate the superintendent's office will contact the local police department and the county department of emergency services.

Drills

Drills are essential and are held to familiarize the occupants of a building with the signals, process, and procedures so that in case of emergency there will be no hesitation or confusion. Each school in the District will hold at least one safety-related drill per month to teach students and staff the basic functional responses to potential threats and hazards: evacuation, lockdown, shelter-in-place, and drop-cover-hold on. All persons in the building must take part in the drills. District schools may hold unplanned drills.

Schools will identify those drills that they intend to practice more than one time. The basic functional responses are adaptable and can be applied to a variety of situations. In responding to real threats or hazards, more than one response may be required. (An earthquake, for example, may require both a drop-cover-hold-on response followed by an evacuation.)

The sounding of an alarm for the purpose of a drill is an authority possessed solely by the principal or authorized designee. The principal will designate an alternate to act in the principal's absence. In the event of a real emergency, the person witnessing the situation may sound the alarm; the school office must be immediately notified of the emergency.

Each school in the District will document the date, time, and type of drill, and maintain the documentation in the school office. In addition to required monthly drills, schools are encouraged to conduct one tabletop exercise, one functional exercise, and two full-scale exercises within a four-year period.

Each school in the District is distinct. It is incumbent upon the principal of each school to develop, adapt, and modify safety planning requirements, processes, and drills to the particular needs of the school. The school principal will ensure that all staff and students are trained and prepared for a wide range of potential emergency situations. Principals are encouraged to use a variety of options and opportunities

to facilitate the training process. Each school will develop plans to teach students crisis response strategies and ensure that adults, including First Responders, are trained to follow established protocols.

The District is committed to supporting the needs of all students in the event of an emergency, including those with special needs and disabilities, and those whose first language is other than English. School emergency planning will consider the needs of these students throughout the four phases of crisis management and work to identify students' needs for accommodations and modifications related to safety planning.

Basic Responses and Drills

Evacuation:

In an emergency, it may be necessary to evacuate students from a school. An evacuation is a functional response taken to move students and staff from one place to another quickly. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include responding to fire, bomb threat, after an earthquake, or internal gas leak.

Principals must prepare an evacuation plan for their school and carry out a practical evacuation exercise at least once a year. The needs for each school will be different, no common plan can be used to prepare all schools. Principals are encouraged to collaborate with local fire and law enforcement when making plans to evacuate your school.

In preparing for possible evacuations, principals should identify three types of evacuation locations:

- On-site evacuation location within the school (auditorium, gym, cafeteria, etc.);
- On-site evacuation location outside of the building (playground, football field, parking lot, etc.);
- Off-site evacuation location to a separate facility, as well as a possible alternate location;

When planning for an evacuation, principals should consider:

- The safe movement of students, staff, and visitors to designated assembly areas;
- The evacuation of students who are not with a teacher or staff member;
- Alternate evacuation routes and assembly locations in the event that the primary route or assembly area is unsafe;
- The evacuation of individuals with disabilities and others with access and functional needs, such as language, transportation, or medical needs.

The principal will instruct staff including teachers, secretaries, cooks, custodians, aides, and bus drivers as to their respective responsibilities in an evacuation exercise.

The principal will be responsible for organizing and conducting such emergency evacuation drills as are necessary and will objectively evaluate the activity following each such drill. In the absence of the principal, staff should be able to conduct all aspects of the evacuation procedure.

Any District school that lies in mapped [lahar / tsunami] zones must plan with local First Responders and must implement one walking evacuation drill per year.

Lockdown/ Lockout:

A Lockdown is a functional response taken to secure interior portions of school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective is to ensure all school students, staff, and visitors are quickly secured away from the immediate danger, such as armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or nearby police activity.

A Full Lockdown is initiated when hallways need to be cleared. Movement throughout building is stopped until an all-clear signal is given.

A Modified Lockdown is typically used when events in the vicinity of the school may pose a threat. Movement within the building may continue as normal or may be adapted based on the situation.

A Lockout is initiated to secure school buildings and grounds during incidents that pose a threat or hazard outside of the school building. Lockout uses the security of the physical facility to act as protection; it brings students inside the school when that is deemed safer than being outside.

Shelter-in-Place / Sheltering:

Shelter-in-place means to take immediate shelter where you are and isolate your inside environment from the outside environment. Generally, shelter-in-place lasts for just a few hours. Shelter-in-place is initiated because it is safer inside the building or a room than outside. It is used to protect students and staff from chemical, radiological, or biological contaminants that have been released into the environment.

Sheltering is similar to shelter-in-place, in that it is initiated because it is safer inside the building than outside. When sheltering, action is taken to move students, staff, and visitors indoors quickly. Sheltering may last for an *extended period* of time. For severe weather, depending on the type and/or threat level, staff may need to move the affected individuals to rooms without windows or to rooms that can be sealed as a weather shelter.

In planning for both shelter-in-place and for sheltering, the school planning team should consider

- Supplies needed to seal a room against hazardous materials;
- Supplies needed to provide for the basic needs of students and staff (e.g., water; sanitary needs);
- The needs of individuals with disabilities and others who have access or functional needs, such as students needing regular administration of medication, durable medical equipment, or personal assistant services; and
- The possible need for and integration of “safe rooms” for protection against extreme weather hazards in order to provide immediate life-safety protection when evacuation is not an option.

Earthquake / Drop – Cover – Hold-on:

The threat of an earthquake in Washington is ever-present. The standard functional response to an earthquake is: Drop – Cover – Hold-on. When an earthquake occurs, the danger can persist for some time.

Each school principal in consultation with staff is required to prepare a plan and conduct an emergency drop-cover-hold-on earthquake drill annually. Building staff are encouraged to contact the District office and the county emergency service department for technical assistance.

Preparation

The principal and building staff will be responsible for conducting an annual inspection of the building early in the school year for the purpose of identifying potential hazards in the event of an earthquake, e.g., securing all bookcases to wall to prevent collapse. Those hazards that cannot be corrected by building level personnel will be corrected by District maintenance personnel as soon as resources permit.

Information to Families

Families should be advised that if there is an earthquake while children are on their way to school, they should “duck and cover away from power lines, buildings, and trees.” Once the earthquake has stopped, they should proceed to school. If the quake occurs on their way home, after protecting themselves until the quake stops, they should proceed to their home.

Families should also be advised not to remove a child from the school grounds unless they have first checked with school officials, as building staff might think the student is missing and needs help.

Families should further be advised to avoid calling the school, as school staff will need to use the phones, if the phones are functioning. Staff will notify parents of injured children first. Schools will train staff to help injured children, as possible, until other medical assistance arrives.

Following an earthquake drill or actual event, staff members will account for all students and staff before re-entry. The principal must determine, on the basis of thorough inspection of both structures and utility conduits, that the facility is safe. No students or staff will be dismissed until procedures have been approved by the superintendent’s office if district-wide communications are in operation.

Instructions - During Drill or Earthquake

In classrooms: All persons, including the teacher, other staff, and students should get under a desk or table, face away from windows, face away from bookshelves, face away from heavy objects that may fall, crouch on knees close to ground, place head close to knees, cover side of head with elbows and clasp hands firmly behind neck, close eyes tightly, and remain in place until instructed otherwise or until the “all clear” signal is given.

In gymnasiums or assembly areas: all persons should exit such facilities as expeditiously as possible and move to designated areas.

On stairways: all persons should move to the interior wall and “duck and cover.” If the stairway is exterior to the building, all persons should evacuate to designated areas.

If outdoors: all persons should move to designated areas, as far away as possible from buildings, poles, wires, and other elevated objects. All persons should lie down or crouch low to the ground, covering their heads. All persons should be aware of encroaching danger that may demand further movement.

After the Shaking Stops:

Expect aftershocks.

The principal and custodian should inspect facilities as soon as it appears safe to do so, and before instructing staff and students to evacuate. Classes should be evacuated through exits to a safe area. Students should move away from buildings and remain there until given further instructions. One or more responsible staff members or students may be posted to prevent re-entry.

Following the evacuation, the principal should:

- Check for injuries among students and staff (do not attempt to move seriously injured persons unless they are in immediate danger of further injury);
- Check for fires or fire hazards;
- Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valves and shut off electrical power if there is damage to the wiring (do not use matches, lighters, or open flame appliances until you are sure no gas leaks exist, and do not operate electrical switches or appliances if gas leaks are suspected);
- Instruct students not to touch power lines or objects touched by the wires (all wires should be treated as live);
- Clean up spilled medicines, drugs, chemicals, and other potentially harmful materials immediately;
- Do not eat or drink anything from open containers near shattered glass (liquids may be strained through a clean handkerchief or cloth if danger of glass contamination exists);
- Check the chimney over its entire length for cracks and damage, particularly in the attic and at the roof line (unnoticed damage could lead to a fire);
- Check closets and storage shelf areas (open closet and cupboard doors carefully and watch for objects falling from shelves);
- Keep the streets clear for emergency vehicles;
- Be prepared for “after-shocks;”
- Respond to requests for help from police, fire department and civil defense, but do not go into damaged areas unless your help has been requested; and
- Plan for student/staff needs during the time that may elapse before assistance arrives (e.g. four to eight hours).

Schools which lie in mapped lahar or tsunami zones must plan for and implement one walking evacuation drill per year.

The four basic functional responses are adaptable and can be applied to a variety of situations. Some threats or hazards may require the use of more than one basic functional response.

Preparation and Response to Specific Emergencies

Fire:

Fire drills are evacuation drills held to familiarize the occupants of a building with the signals, evacuation routine, and exits so that in case of a fire emergency there will be no hesitation or confusion in leaving the building. These drills are for the safety of all persons involved, and each person must realize that the success of the drill is dependent upon his/her actions and cooperation. Therefore:

- All persons in the building must take part in the fire drill;
- Every fire alarm should be considered as a warning of an actual fire;
- An accidental or otherwise unplanned fire alarm will be considered a real event and not counted as a drill.

Instructions should be given to all students during the first week of school in September. It is particularly important that kindergarten children, representing the one large group of children new to the schools, be given instructions in fire evacuation drill procedures for the building.

Pandemic/Epidemic

If anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic that person will be immediately quarantined pending further medical examination. Local health officials will be notified immediately.

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by the individual's primary care physician or other medical personnel indicating that the risk of that individual transmitting the disease no longer exists.

In the event of prolonged school closings and/or extended absences by staff or students as the result of a pandemic (or other catastrophes) the superintendent will develop a pandemic/epidemic emergency plan that includes at a minimum:

- The chain of command for the emergency plan, and the individuals responsible for specific duties such as quarantine;
- The specific steps the district will take to stop the spread of the disease;
- The process for identifying sick students;
- The transportation plan for sick students;
- Disease containment measures for the district, including possible required use of personal protective equipment and of social distancing;

- A continuing education plan for students, such a plan for remote learning including but not limited to teaching via the internet, providing students with learning packets, assignments via mail, the school district’s web resources, etc.;
- Procedures for dealing with student online safety and privacy;
- A continuity of operations plan (COOP) for central office functions including employee leave, pay, and benefits during a pandemic; and
- An ongoing communication plan for staff, students, and families.

Bomb Threats:

Most bomb threat messages are very brief. When possible, every effort should be made to obtain detailed information from the caller such as: exact location of the bomb, time set for detonation, description of the bomb, and type of explosive used. Details such as: time of call, exact words used, sex, estimated age, identifiable accent, voice description of caller and identifiable background noise should also be noted.

Evacuation Decision

The principal should notify the District office immediately. The principal should be ready to provide specific information regarding the “threatening call” and indicate if the building(s) will be evacuated and/or searched.

The decision of whether or not to evacuate and the manner of evacuation depends on the circumstances of each call. Every call should be handled individually and evaluated separately. If there is, doubt as to what action to take, the safety of students and staff must be paramount.

If the principal determines the threat is a hoax, he/she will conduct a quiet search of the building. No classes will be dismissed. A written report should be submitted to the superintendent.

If the principal determines that the message is a dangerous threat, law enforcement officers and the District office should be contacted. Immediate evacuation of the facility should be initiated as delineated in the site-specific comprehensive safety plan. Evacuation procedures should be modified as needed to ensure the safest possible routes are identified and followed.

Students and staff to be evacuated from the area should be moved to a minimum safe distance as determined by law enforcement personnel. Teaching staff should remain with their classes until such time as the danger of explosion is past. Search procedures should be conducted under the direction of law enforcement officers. A written report should be submitted to the superintendent.

Those evacuated from the area should be moved to a minimum of 300 feet from the point of possible explosion. Power, gas, and fuel lines leading to a danger area should be shut off as soon as practical. All flammable liquids and materials should be removed from the surrounding area as well as any portable materials of value.

Search without Evacuation

If the preliminary decision is to search the building without evacuating the students, the principal should enlist the voluntary aid of the staff to conduct a cursory search of the building. Particular attention should be paid to those areas that are accessible to the public, such as hallways, stairways and stairwells, restrooms, unlocked lockers, unlocked unused classrooms, closets, and the like. A search should also be made on the outside of the building on low window ledges, window wells, and the base of all outside walls.

Search with Evacuation

If the decision is to evacuate staff and students, the principal should have the team conduct a more thorough search of the entire building. When a threat appears to be “dangerous,” the principal should enlist the aid of the local police and fire department in conducting the search. All searchers should vacate the building for a short period of time when the alleged bomb is to detonate. After the search has been made and the danger period is over, the students may then return to their classrooms for resumption of normal activities.

Search with Evacuation during Valid Bomb Threats

When the bomb threat is judged to be valid, the building should be cleared immediately of all personnel so that the police can assume the responsibility of conducting the search. A staff member should be stationed at each entrance to prevent unauthorized persons from returning to the building until the area is declared safe.

What to Look for

All unidentified packages found during bomb searches should be considered dangerous and left untouched, to be examined and identified by a qualified bomb expert. Bombs come in many shapes and sizes. Some are disguised, while others may be as crude as sticks of dynamite held together with twine or tape. One must be suspicious of any package that cannot be identified. Example: a brown paper package found ticking in an unlocked locker should always be considered dangerous.

Disposition of Suspected Bombs

In the event of the discovery of a suspected bomb, the following steps will be taken:

- Do not touch or attempt to move the package in any manner.
- Avoid moving any article or articles that seem to be connected with the bomb in any way that could be a triggering mechanism. Bombs have been set off by turning on a light switch or lifting a telephone receiver;
- Clear the danger area of all occupants; and
- Assign staff at entrances to prevent others from entering.

Additional Emergency and Drill Planning Considerations

Communications:

The delivery of timely and accurate information before, during, and after an incident is a critical component of crisis and emergency management. Ensuring that students, staff members, parents, local response agencies, the media, and the community have information is the joint responsibility of the school and the District Chief Information officer.

Planning for communication and coordination will consider both internal communication and external communication with stakeholders during emergencies and disasters. Planning will also consider the communication of emergency protocols before an emergency and communication after an emergency. If possible, District and school communications system will work to integrate into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff). The goal of integrated communications is to:

- Ensure relevant staff members can operate communications equipment;
- Communicate with students, families, and the broader community before, during, and after an emergency;
- Account for technology barriers faced by students, staff, parents, and guardians;
- Effectively address language access barriers faced by students, staff, parents, and guardians;
- Allow the Chief Information Officer to respond in a timely manner to media inquiries;
- Communicate to the community; and
- Ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with First Responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Accounting for All Persons:

The planning team should consider the following when developing plans to account for all persons, including students, staff, and visitors:

- Who is in attendance at the school site;
- Who is in attendance at the assembly area;
- Actions to be taken when a student, staff member, or guest cannot be located;
- The process for reporting to the assembly supervisor; and
- How and when students will be dismissed or released.

Reunification and Student Release:

Planning how students will be reunited with their families or guardians is a critical component of emergency planning. Reunification is part of the Incident Command System. A comprehensive emergency plan needs to include procedures to accomplish the main priority of safety planning, which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/parent reunification. Reunification may be needed if the school is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

As feasible, the planning team will consider the following when developing goals, objectives, and courses of action:

- The location of the reunification site;
- The methods used to inform families and guardians about the reunification process in advance;
- Verification that an adult is authorized to take custody of a student;
- The check-in process between the authorized adult and student at the reunion areas;
- Assurances that students do not leave on their own;
- Privacy protection of students and parents from the media;
- Methods to reduce confusion during the reunification process;
- Frequent updates for families;
- Recognition of technology barriers faced by students, staff, parents, and guardians; and
- Effective resources to address language access barriers faced by students, staff, parents, and guardians.

Adopted:

Revised:

Student Fees, Fines and Charges

Policy 3520

The district ~~shall~~ **will** provide an educational program for the students as free of costs as possible.

The superintendent **or designee** may approve the use of supplementary supplies or materials for which a charge is made to the student so long as the charge does not exceed the cost of the supplies or materials, students are free to purchase them elsewhere, or provide reasonable alternatives, and a proper accounting is made of all moneys received by staff for supplies and materials.

The board delegates authority to the superintendent **or designee** to establish appropriate fees and procedures governing the collection of fees and to make annual reports to the board regarding fee schedules. Arrangements will be made for the waiver or reduction of fees for students whose families, by reason of their low income, would have difficulty paying the full fee. For programs governed by the National School Lunch Act, the USDA Child Nutrition Program guidelines will be used to determine qualification for waiver. The superintendent **or designee** will establish a procedure for notifying parents of the availability of fee waivers and reductions, including eligibility information for free or reduced-price meals.

A student will be responsible for the cost of replacing materials or property which are lost or damaged due to negligence. A student's ~~grades, transcripts or diploma~~ may be withheld until restitution is made by payment or the equivalency through ~~voluntary work~~ **community service**. The student or his/her parents may appeal the imposition of a charge for damages to the superintendent **or designee** and board of directors.

The student and his/her parents will be notified regarding the nature of the violation or damage, how restitution may be made, and how an appeal may be instituted. When the damages or fines do not exceed \$100, the student or his/her parents shall have the right to an informal conference with the principal. As is the case for appealing a short-term suspension (3241), the principal's decision may be appealed to the superintendent **or designee** and to the board of directors. When damages are in excess of \$100, the appeal process for long- term suspension (3241) shall apply.

~~If a student has transferred to another school district that has requested the student's records, but that student has an outstanding fee or fine, only records pertaining to the student's academic performance, special placement, immunization history, attendance, history of violent behavior, violent offenses, sex offenses, inhaling toxic fumes, drug offenses, liquor violations, assault, kidnapping, harassment, stalking or arson, and discipline actions shall be sent to the enrolling school. The content of those records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school shall be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.~~

Policy 3520
Section: 3000 – Students

Cross References:	Policy 3241	Student Discipline
	Policy 2020	Course Design, Selection and Adoption of Instructional Materials
	Policy 3115	Students Experiencing Homelessness – Enrollment Rights and Services
	Policy 3231	Student Records
Legal References:	42 U.S.C. 11431 et seq.	McKinney-Vento Homeless Assistance Act
	RCW 28A.220.040	Fiscal support – Reimbursement to school districts – Enrollment fees – Deposit
	RCW 28A.225.330	Enrolling students from other districts – Requests for information and permanent records – Withheld transcripts – Immunity from liability – Notification to teachers and security personnel – Rules
	RCW 28A.320.230 (f)	Instructional materials – Instructional materials committee
	RCW 28A.330.100	Additional powers of board
	RCW 28A.635.060	Defacing or injuring school property – Liability of pupil, parent or guardian – Withholding grades, diplomas or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected
	AGO 1965-66, — #No. 113	Districts – Schools – Fees – Tuition – Supplies – Authority of school districts to charge tuition fees or textbooks fees
	AGO 1973, No. 11	Districts – Schools – Tuition & and Fees – Authority of school districts to charge various fees
Management Resources:	<i>Policy & Legal News</i>	
	2021 June	
	2018 May	
	1999 June	

ADOPTED: 5.8.06
REVISED: 10.7.19

Student Fees, Fines, and Charges

Procedure 3520P

Student fee schedules for individual buildings must be approved on an annual basis. Each building will submit an annual report which includes a report indicating the fees collected by each department. In establishing fees for classes, the following guidelines will be used:

1. Class registration literature will describe fees for each class or activity and the process for obtaining a waiver or fee reduction;
2. A fee may be collected for any program in which the resultant product is in excess of minimum requirements and, at the student's option, becomes the personal property of the student. Fees may not exceed the cost of the materials. The district will furnish materials for those introductory units of instruction where a student is acquiring the fundamental skills for the course. A student must be able to obtain the highest grade offered for the course without being required to purchase extra materials;
3. A fee may be collected for personal physical education and athletic equipment, apparel and towels or towel service. However, any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety;
4. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the district may be collected;
5. Students may be required to furnish personal or consumable items including pencils, paper, erasers and notebooks;
6. Security deposits for the return of materials or equipment may be collected. Provisions will be made to return the deposit when the student returns the item at the conclusion of the school term; and
7. A fee may be collected for a unit of instruction where the activity necessitates the use of facilities not available on the school premises, and participation in the course is optional on the part of the student. A waiver or fee reduction need not be offered for such activities.

Fees will not be levied for:

1. Field trips required as part of a basic educational program or course;
2. Textbooks (non-consumable) that are designated as basic instructional material for a course of study; or
3. Instructional costs for necessary staff employed in any course or educational program.

Fee waivers and reductions will be granted to students whose families would have difficulty paying by reason of their low income. For students and families participating in the national school lunch program, the school breakfast program, or both, the USDA Child Nutrition Program guidelines will be used to determine qualification for a fee waiver or reduction. The District will annually distribute and collect information and an application for all households of children in kindergarten through grade twelve to determine student eligibility for free or reduce-price meals in compliance with chapter 28A.235 RCW, Policy 6700, and procedure 6700P.

Procedure: 3520P
Section: 3000 - Students

If a student has not paid for five or more previous meals, the school shall follow the procedures and requirements contained in Policy 6700 and Procedure 6700P.

Fines or damage charges may be levied for lost textbooks, library books or equipment. In the event the student does not make proper restitution, ~~the student's grades, transcripts, and/or diplomas will~~ **may** be withheld. ~~If a student is unable to pay the fine or charge, A the student may make restitution through community service a voluntary work program. If a student has transferred to another school that has requested the student's records without paying an outstanding fine or fee, only records pertaining to the student's academic performance, special placement, immunization history and discipline actions will be sent to the enrolling school. This information will be communicated to the enrolling district within two school days and the confirming records will be sent as soon as possible. The official transcript will not be sent until the outstanding fee or fine is discharged. The enrolling school will be notified that the official transcript is being withheld due to an unpaid fee or fine. However, for students who meet the definition of homeless, the district will make all the student's records readily available to the enrolling school regardless of outstanding fees or fines.~~

A charge for lost or damaged materials or equipment may be appealed to the superintendent **or designee**. The superintendent's **or designee's** decision may be appealed to the board. Care will be exercised by advising students and their parents, in writing, regarding the nature of the damages, how restitution may be made, and how a student or his/her parents may request a hearing. When damages are \$100 or less, a parent and/or student has a right to appeal the imposition of a fine in a manner similar to that specified for a short-term suspension. When damages exceed \$100, the parent and/or student may request a hearing in the manner provided for in a long-term suspension.

When the district withholds students' diplomas for failure to pay a fine or charge related to lost or damaged school property, the district will publish and maintain the following information on its website: the number of diplomas withheld, by graduating class, during the previous three school years; and the number of students with withheld diplomas who were eligible for free or reduced-price meals during their last two years of enrollment in the district.

All fees will be deposited with the business office on a regular basis. The respective departments and schools will be credited by the amount of their deposit.

Fees collected from students shall be limited to those listed in this regulation and/or those authorized in writing by the Superintendent.

No one other than persons designated by the building principal of each school may collect any student fees.

REQUIRED FEES AND CHARGES

- A. Outdoor School
- B. Lost School Property
- C. Damaged School Property
- D. Library Fines

Estimated Current Value
Estimated Damage
(see school handbook)

Procedure: 3520P
Section: 3000 - Students

E. Damaged textbooks/library books/instructional material	Estimated Damage
F. Early Entrance Screening Fee	\$75
G. Musical Instrument	\$20

Students are required to provide basic materials, i.e. pencils, paper, crayons, physical education clothing, football shoes and socks, rally squad uniforms. Employees may require students to provide only those materials authorized by the building principals.

WAIVER OF REQUIRED FEES

A waiver of required fees may be allowed for those students whose families meet the USDA Child Nutrition Program Income Guidelines. These guidelines are based on the federal income poverty guidelines and are revised annually. The eligibility criteria is 130% of the income poverty guidelines for free and 185% for reduced-price meals. An application for waiver of student fees is available in each school office.

OPTIONAL FEES AND CHARGES

An optional fee is one that may or may not be paid according to the discretion of the student and one that does not represent payment for a portion of the student's basic educational program.

ELEMENTARY SCHOOLS

A. Breakfast	
1. Student	1.70
2. Student – Reduced	Free
3. Adults	2.10
B. Lunches	
1. Type “A” Lunch	2.90
2. Type “A” Lunch – Reduced K-3	Free
3. Type “A” Lunch – Reduced 4-5	.40
4. Adult Lunch w/o Milk	3.70
5. Milk	.35
C. Student Insurance	As Per Vendor Charge
D. Paperback/School Book Club	As Per Vendor Charge
E. School Pictures	As Per Photographer Charge

MIDDLE SCHOOLS

A. Breakfast	
1. Student	1.70
2. Student – Reduced	Free
3. Adults	2.10
B. Lunches	
1. Type “A” Lunch	3.15
2. Type “A” Lunch – Reduced	.40
3. Adult Lunch w/o Milk	3.70
4. Milk	.35

Procedure: 3520P
Section: 3000 - Students

C.	Student Insurance	As Per Vendor Charge
D.	Student Pictures	As Per Photographer Charge
E.	ASB Card	
	Middle School Event Only	15.00
	All District Card	25.00
F.	Athletic Events	No Charge
	Football, Volleyball, Basketball, Wrestling & Track	
	Adults	3.00
	Students w/ASB Card	2.00
	Students w/o ASB Card	3.00
	Seniors over 62	2.00
G.	Yearbook	
1.	With ASB Card	23.00 (28.00 After Winter Break)
2.	Without ASB Card	27.00 (32.00 After Winter Break)
H.	Student Newspaper	No Charge
I.	Student Organization Dues	Varies w/Club or Activity
J.	Football Mouthpieces	No Charge
K.	Class Material	Designated in Course Catalog
L.	Athletic/Activity Participation Fee	20.00 per sport/activity

KELSO HIGH SCHOOL

A.	Cap, Gown & Tassel	As Per Vendor Charge
B.	Graduation Announcements & Name Cards	As Per Vendor Charge
C.	ASB Card	45.00
D.	Varsity Athletic Events	
1.	Visiting Students w/ASB Card	4.00
2.	KHS Student w/o ASB Card	6.00
3.	Adult	6.00
4.	Students, K-8	4.00
5.	Family Pass (Fall Season)	70.00
6.	Family Pass (Winter Season)	70.00
7.	Employee Pass (Annual)	30.00
E.	Breakfast	
1.	Student	1.70
2.	Student – Reduced	.40
3.	Adults	2.10
F.	Lunches	
1.	Type “A” Lunch	3.15
2.	Type “A” Lunch – Reduced	.40
3.	Adult Lunch w/o Milk	3.70
4.	Milk	.35
G.	Student Insurance	
H.	Student Pictures	
1.	Graduation Pictures	As Per Photographer Charge
2.	Other	As Per Photographer Charge

Procedure: 3520P
Section: 3000 - Students

I.	Yearbook	
1.	With ASB Card	50.00 (55.00 After Spring Break)
2.	Without ASB Card	55.00 (60.00 After Spring Break)
J.	Student Newspaper	No Charge
K.	Student Organization Dues	Varies w/Club Activity
L.	Football Mouthpieces	No Charge
M.	Class Material	Designated in Course Catalog
N.	Transcripts	2.00 (First 2 are free)
O.	Athletic/Activity Participation Fee	50.00 per sport/activity

ADOPTED: 11.4.73

REVISED: 1983 | 1986 | 1988 | 1989 | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 |
1999 | 2000 | 2002 | 2002 | 2003 | 2004 | 2005 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014
2015 | 2018 | 2019 | 10.7.19

APPLICATION FOR STUDENT FEE WAIVER

Name of Student: _____

School: _____ Type of Fee: _____

Regular Fee Charge: _____ No. in Family: _____

Reason for requested fee relief: _____

Parent/Guardian Signature: _____

Date: _____

Reference: Procedure 3520

KELSO SCHOOL DISTRICT NO. 458

Dear _____,

Date: _____

This is to verify that your application for a student fee waiver on behalf of

_____ in regard to the _____
(Name of student)

fee has been received and ☐ approved ☐ disapproved.

Therefore, the fee to be charged shall be. \$ _____

If you have any questions, please inquire at the school office.

Sincerely,

Comments: _____

Reference: Procedure 3520
White: Parent/Guardian

Pink: Office

Yellow: District Office

BO-041

5/91

~~School Resource Officer~~ **Safety and Security Services Program** **Policy 4311**

At the beginning of each school year, if the district has safety and security staff working on school property, the district must present to and discuss with students, and distribute to students' families, information about the role and responsibilities of safety and security staff.

"Safety and security staff" means a school resource officer, a school security officer, a campus security officer, and any other commissioned or noncommissioned employee or contractor, whose primary job duty is to provide safety or security services for a public school.

"School resource officer" (SRO) means a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to build positive relationships with students and address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools. School resource officers should focus on keeping students out of the criminal justice system when possible and should not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the educational system.

Purpose, Mission, and Role

~~A School Resource Officer (SRO) is a commissioned law enforcement officer in the state of Washington with sworn authority to make arrests, deployed in community-oriented policing, and assigned by the employing police department or sheriff's office to work in schools to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around K–12 schools.~~

The ~~mission~~ **purpose** of the Kelso School District ~~SRO~~ **safety and security services** program is to improve school safety and the educational climate at the school. ~~The role of the SRO on campus typically involves three parts: educator, informal counselor, and law enforcer. The focus of any SRO working in the district is to keep students out of the criminal justice system when possible.~~ The ~~SRO~~ **safety and security staff** shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate. ~~SROs~~ **They** shall support a positive school climate by developing positive relationships with students, parents, and staff, and by helping to promote a safe, inclusive, and positive learning environment. ~~The SRO~~ **Safety and security staff are** is a valuable team member of School Based Threat Assessment Teams, which are preventative in purpose. ~~The SRO is~~ **They are** encouraged to participate consistent with Policy and Procedure 3225 – School Based Threat Assessment.

Limitations

The primary responsibility for maintaining proper order and conduct in the schools resides with school principals or their designee, with the support of other school staff. ~~This may include minor violations of the law occurring during school hours or at school activities. The SRO program does not diminish the district's authority and shall not be used to attempt to impose criminal sanctions in matters that are more appropriately handled within the district. Principals or their designee maintain order and handle all student discipline matters consistent with Student Discipline Policy and Procedure 3241. SROs appropriately interact with students informally to reinforce school rules.~~ **A school resource officer is prohibited from becoming involved in formal school discipline situations that are the responsibility of school administrators.**

Requests for Intervention

Teachers and school administrators may ask an SRO **safety and security staff** to intervene if a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat of material and substantial disruption of the educational process or in other emergency circumstances consistent with 3432 – Emergencies. SROs **Safety and security staff** do not need to be asked before intervening in emergencies.

Law Enforcement Activity and Immigration Enforcement

As a general rule, law enforcement activity should take place at a location other than school premises. However, there are circumstances where ~~formal~~ law enforcement intervention/activity at school **premises** is warranted and may be conducted by an SRO. These law enforcement activities may include interviews and interrogations; search of a student's person, possessions, or locker; citations, filing of delinquency petitions, referrals to a probation officer, actual arrests, and other referrals to the juvenile justice system, consistent with 3226 – Interview and Interrogations of Students on School Premises and 3230 – Student Privacy and Searches, **and effective January 1, 2022, consistent with state law regarding a juvenile's access to an attorney when contacted by law enforcement.**

The SRO duties do not extend to immigration enforcement and the SRO will not inquire into or collect information about an individual's immigration or citizenship status, or place of birth. Neither will the SRO provide information pursuant to notification requests from federal immigration authorities for the purposes of civil immigration enforcement, except as required by law, consistent with 4310 – District Relationship with Law Enforcement and Other Government Agencies.

Annual Review and Adoption of Agreements with Law Enforcement Agencies or Security Guard Companies, Training, and Program Review

If a law enforcement agency or security guard company supplies safety and security staff to work on school property when students are expected to be present, the district must annually review and adopt an agreement with the law enforcement agency or security guard company. The agreement must:

- A. Include a clear statement regarding safety and security staff duties and responsibilities related to student behavior and discipline that: prohibits a school resource officer from becoming involved in formal school discipline situations that are the responsibility of school administrators; recognizes that a trained safety and security staff knows when to informally interact with students to reinforce school rules and when to enforce the law; clarifies the circumstances under which teachers and school administrators may ask safety and security staff to intervene with a student; explains how safety and security staff will be engaged in creating a positive school climate and positive relationships with students; and describes the process for families to file complaints with the school and, when applicable, the local law enforcement agency or the company that provides the safety and security staff on contract related to safety and security staff and a process for investigating and responding to complaints;
- B. Include a jointly determined hiring and placement process and a performance evaluation process; and
- C. Either confirm that the safety and security staff have completed training series documentation provided by the educational service district or describe the plan for safety and security staff to complete the training series required by law.

The agreement review and adoption process must involve parents, students, and community members.

Policy 4311
Section: 4000 – Community Relations

The district and the Kelso Police Department will adopt an agreement and annually review the SRO program using a process that involves parents, students and community members. Law enforcement agencies are responsible for training their employees, including SROs, therefore, the law enforcement agency will confirm in the agreement that SROs have been trained in all the topics required by law. Additionally, the agreement will include a process for families to file complaints with the district and local law enforcement agency related to the district SROs and a process for investigating and responding to complaints. The agreement will incorporate an annual collection and reporting of data regarding calls for law enforcement service and the outcome of each call. In addition, the agreement will also incorporate the SRO's duties and the limitations thereof consistent with this policy, other related governing policies, and the governing regulations.

The superintendent or designee will develop additional procedures to implement this policy.

Cross Reference:	Policy 2121	Substance Abuse Program
	Policy 2145	Suicide Prevention
	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 3143	District Notification and Dissemination of Juvenile Offenders Information about Student Offenses and Notification of Threats of Violence or Harm
	Policy 3144	Release of Information Concerning Student Sexual and Kidnapping Offenders
	Policy 3225	School Based Threat Assessment
	Policy 3226	Interviews and Interrogations of Students on School Premises
	Policy 3230	Student Privacy and Searches
	Policy 3241	Student Discipline
	Policy 3246	Restraint, Isolation, and Other Uses of Reasonable Force
	Policy 3432	Emergencies
	Policy 4210	Regulation of Dangerous Weapons on School Premises
	Policy 4310	District Relationships with Law Enforcement and other Government Agencies
Legal References:	Policy 4314	Notification of Threats of Violence or Harm
	RCW 10.93.160	Immigration and citizenship status – Law enforcement agency restrictions
	RCW 26.44.030	Interviews of children Reports—Duty and authority to make—Duty of receiving agency—Duty to notify—Case planning and consultation—Penalty for unauthorized exchange of information—Filing dependency petitions—Investigations—Interviews of children—Records—Risk assessment process
	RCW 26.44.050	Abuse or neglect of child – Duty of law enforcement agency or department of social and health services children, youth and families — Taking child into custody without court order, when
	RCW 26.44.110	Information about rights – Custody without court order – Written statement required – Contents
	RCW 26.44.115	Child taken into custody under court order – Information to parents

RCW 28A.300.640-645 School based threat assessment program—Model policy and procedure
Chapter RCW 28A.320.124 School resource officer programs
SHB 1140, Chapter 328 Laws of 2021 Law Enforcement Contact with Juveniles- Access to Attorney
20 U.S.C. 1232g; 34 CFR Family Educational Rights and Privacy Act
Part 99

Management *Policy & Legal News*

Resources:

2020-May

Adopted: 05.17.21

Revised:

School Safety and Security Services Program

Procedure 4311P

Safety and Security Staff Training

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

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

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

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

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

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

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

expected to be present.

Complaint Resolution Process

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

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

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

Step One

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

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

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

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

Step Two

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

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

Annual Data Collection and Reporting

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

- A. The total number of safety and security staff working in the district and in each school building, and number of days per week that each staff works;
- B. The name of any law enforcement agency or private organization with which the district has an agreement for safety and security services;
- C. A description of each incident where safety and security staff were involved that resulted in student discipline, use of force against a student, or a student arrest. For each student involved in the incident, the description must include:
 - (i) The student's race, ethnicity, and other demographics; and
 - (ii) Whether the student has an individualized education program or plan developed under section 504 of the rehabilitation act of 1973;
- D. The number of complaints related to job duties and student interactions filed against safety and security staff; and
- E. Other school safety and security information required by the office of the superintendent of public instruction.

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

Adopted:

Revised:

Nutrition, Health, and Physical Education

Procedure 6700P

Wellness Policy

The wellness policy must include, but is not limited to:

- Goals for nutrition education, nutrition promotion and other school-based activities to promote wellness;
- The Smart Snacks in School standards for all foods and beverages sold to students on campus during the school day, including access to water;
- Standards consistent with federal regulations for school meal programs and the Smart Snacks in School standards for other foods available to students (e.g. food brought from home for classroom events/parties and food used as rewards or incentives);
- Policies for marketing only food and beverages that meet the Smart Snacks in School standards;
- Standards for quality physical education and nutrition education programs aligned to state learning standards that help students develop lifelong health behaviors;
- Promotion of activities that provide students opportunities to be physically active before, during and after school;
- Engagement of the community in support of the District's work in creating continuity between school and other settings for students and staff to practice lifelong health habits;
- Establishment of a wellness committee that includes representatives from the school and that permits participation from members of the community;
- Designation of one or more school official(s) to ensure compliance of each school; and
- Direct committee review and assessment of the wellness policy every three years.

Wellness Committee

The District will convene a wellness committee to establish goals for the District-level wellness policy and to oversee its development, implementation, periodic review and updating. The membership of the committee will represent all school levels (elementary and secondary schools). The following parties must be permitted to participate as committee members:

- Parents and caregivers;
- Students;
- Representatives of the school nutrition program (e.g., school nutrition director);
- Physical education teachers;
- School health professionals (e.g. health education teachers, nurses, physicians dentists, health educators, and other allied health personnel who provide school health services, school counselors, psychologist, social workers, or psychiatrists);
- School administrators (e.g., superintendent, principal, vice principal),
- School board members
- Health professionals (e.g. dietitians, doctors, nurses, dentists); and
- Members of the general public.

The wellness committee is responsible for:

- Establishing committee membership and operating protocol;
- Understanding wellness policy compliance requirements;
- Developing an implementation plan for the wellness policy;

- Recordkeeping;
- Annual public notification of the wellness policy;
- Triennial progress assessments;
- Revising the wellness policy; and
- Leading community involvement, outreach and communications initiatives regarding the wellness policy.

Wellness Policy Implementation Plan

The wellness committee will develop and maintain a plan for implementation, management and coordination of the wellness policy. The District will use online tools or other resources to review and consider evidence-based strategies (e.g., Centers for Disease Control and Prevention’s School Health Index) in determining goals for nutrition promotion and education, physical activity and other school-based activities (e.g., school vegetable garden) for each school.

The plan will include:

- Roles, responsibilities, actions and timelines specific to each school;
- The District official designated to oversee the wellness policy; and
- An action plan to implement all required elements of the wellness policy.

Annual Notification

The District will notify families and the public, on annual basis, of the availability of the wellness policy and provide information that would enable interested households to obtain more details. The District is encouraged to provide as much information as possible about the school nutrition environment.

Triennial Progress Assessments

At least once every three years, the District will evaluate its compliance with the wellness policy. The triennial assessment will consider;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy.
- The extent to which the District’s wellness policy compares to the Alliance for a Healthier Generation’s model wellness policy.
- The extent to which progress has been made in attaining the goals of the District’s wellness policy.

The assessment report will include the position/person responsible for managing the triennial assessment and their contact information.

Updates to the Policy

The wellness committee will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as priorities change and new federal or state guidance or standards are issued.

Community Involvement, Outreach and Communications

The District will actively communicate ways in which members of the wellness committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, the availability of child nutrition

programs and how to apply for those programs, and District compliance with Smart Snacks in School nutrition standards.

Recordkeeping

The District will maintain and make available for public inspection records documenting compliance with the wellness policy.

Records will include, but will not be limited to:

- The written wellness policy.
- Documentation demonstrating that the document has been made available to the public [District note – this is obviously not necessary if posted on a website providing public access]
- Documentation of the triennial assessment.
- Documentation to demonstrate compliance with the annual notification.

Nutrition and Food Services Program

Meal Applications and Eligibility for School Meals

As a sponsor of the National School Lunch Program and School Breakfast Program, the District will provide free and reduced-price breakfasts and lunches to students who qualify in accordance with the programs. The District will distribute the Letter to Households and Free and Reduced-Price Meal Applications to all households at the beginning of each school year. The District will protect the identity of students eligible for free and reduced-price meals in accordance with USDA guidelines for confidentiality and disclosure of student eligibility for such meals.

Students in prekindergarten through twelfth grade who qualify for reduced-price lunches will not be required to pay a lunch copay.

Meal Patterns and Menu Planning

The District will follow the USDA meal patterns for the National School Lunch Program, School Breakfast Program, and Smart Snacks in School standards for all food and beverages sold to students on school campus during the school day.

Meal Times

The District will set meal times to allow breakfast to be served as close to the start of the school day as possible and lunch to be served between 10 a.m. and 2 p.m. The length of the meal period will allow enough time for students to be served and eat a complete meal as well as take care of personal hygiene needs. The district will strive to identify and remove barriers to every student receiving 20 minutes of seated lunch time and scheduling recess before lunch for elementary students. The Superintendent or designee will periodically monitor district schools for progress in implementing these provision to the extent appropriate and feasible and report to the board.

Food Safety Plan

The District will establish a Food Safety Plan based on Hazard Analysis and Critical Control Points. Because of the potential liability of the District, the food services program will not accept donations of food other than as provided in this policy without board approval. Should the board approve a food donation, the superintendent or designee shall establish inspection and handling procedures of the food and determine that the provision of all state and local laws have been met before selling the food as part of the school lunch menu.

Meal Pricing

The Board of Directors shall determine paid meal prices annually and for the National school Lunch Program and follow Paid Lunch Equity regulations. Adult meal prices shall be set to allow teachers, administrators, and parents to demonstrate their support for school meal programs by occasionally eating with students. The price must be the price charged to students paying the full meal price plus the value of federal reimbursement for paid meals and the USDA Food value.

USDA Foods

The District will use the full entitlement of USDA Foods made available under the Federal Food Distribution Program for school meal programs.

Non-Profit School Food Service Account

The District will maintain a non-profit school food service account. All revenues shall be used solely for the school meal programs and to improve the quality of the food service program for the students being served. Food sold a la carte and food sold to other school entities will be priced to recover, at a minimum, food costs.

Meal Charge Policy

In order to allow students to receive nutritious meals, prevent over-identification of students with insufficient funds to pay for school means, and maintain the financial integrity of the nonprofit school nutrition program, the District will establish a written meal charge process for students eligible for reduced price meals and students that are not eligible for meals. The meal charge policy will be communicated to households each year so that school district employees, families and students have a shared understanding of expectations regarding meal charges.

Unpaid Meal Charges

The District's Meal Charge Policy will also address unpaid meal charges. Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt will be allowed to purchase a meal if the students pays for the meal when it is received.

The District will make reasonable, discrete efforts to notify families when meal account balances are low through use of email, letters, and phone calls. Families will be notified of an outstanding negative balance once the negative balance reaches \$25.

Negative balances of more than \$[insert dollar amount] not paid prior to end of the school year will be considered delinquent debt and will be turned over to the superintendent or designee for collection. The District will make a reasonable, discrete efforts to collect delinquent (overdue) unpaid meal charges, which is an allowable use of National School Food Service Account (NSFSA) funds, and will coordinate communications with families to resolve the charges. Options may include collection agencies, small claims court or any other collection method permitted by law and consistent with the Fair Debt Collection Practices Act.

Children with Special Dietary Needs

The District will establish procedures to accommodate children with special dietary needs when a diet prescription form is signed by a licensed medical authority. The District food service department will work with the school 504 Coordinator to accommodate student special dietary needs.

Civil Rights

The District will follow USDA Food and Nutrition Civil Rights and nondiscrimination policies.

Procurement

The District will follow all state and Federal guidelines when procuring food for the Federal School Meal Programs and as part of District procurement procedures, establish a procurement plan and Code of Conduct consistent with the Uniform Grant Guidance; 2 CFR 200, Food specifications shall be written in a manner to procure food products that meet the school meal pattern requirements.

Smart Snacks Standards in School

All foods and beverages sold to students on campus during the school day (e.g., vending machines, DECA school stores, bake sales, and other school fundraiser) must meet USDA Smart Snacks standards. No food or drink items will be sold unless they have been approved by the principal or school official responsible for oversight of the Smart Snacks standards or, as designated in the wellness policy.

Best Practices for Meal Service

The Superintendent or designee will make reasonable efforts to ensure:

- Student participation in the breakfast and lunch programs is encouraged;
- Any student may eat in the school cafeteria or other designated place;
- Schools provide varied and nutritious food choices consistent with the applicable school meal program guidelines.
- Healthy foods are competitively priced;
- Meal prices are conspicuously posted in each cafeteria or designated meal area;
- Seating for meals is uncrowded and occurs in a pleasant and safe environment;
- Supervision during mealtime is appropriate and rules for mealtime behavior are consistently enforced;
- Implement recess before lunch;
- Bus schedules allow students to arrive in time for participation in the School Breakfast Program;
- Alternate breakfast service models are implemented so that students have access to breakfast meals; and
- Community Eligibility Provision or Provision 2 Special Assistance Program is implemented in qualifying schools.

On testing days the District may provide free, nutritious meals to all students, including those who do not qualify for free or reduced priced federal school meal benefits. However, the District must use non-Federal funds to cover the cost of providing such meals.

Water

To promote hydration, free, safe, and unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring with them and carry throughout the day approved water bottles (filled only with water).

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including:

- Foods brought for celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

- Classroom snacks brought by parents. The District will provide to parents a list of foods and beverages that meet Smart Snack nutrition standards.
- Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

Fundraising

Foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas.

- Schools will use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, Jump Rope for Heart, fund runs, etc.)
- Fundraising during and outside school hours will sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards.

Nutritional Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community. Instruction for marketing nutritious foods and healthy lifestyle will, as resources allow, be incorporated into DECA courses.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through;

- Implementation of at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques,
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at <http://www.foodplanner.healthiergeneration.org/>.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search or training that meets their learning needs.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the school principal is responsible for ensuring:

- A. Nutrition education materials and meal menus are made available to parents;
- B. Parents are encouraged to promote their child's participation in the school meals program. If their children do not participate in the school meal program, parents should provide their children with healthy snacks/meals;
- C. Families are invited to attend exhibitions of student nutrition projects or health fairs;

- D. Nutrition education curriculum includes homework that students can do with their families (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc);
- E. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student projects related to nutrition, as appropriate; and
- F. School staff consider the various cultural preferences in development of nutrition education programs and food options.

Nutrition Education

- The District's K-12 nutrition education instructional learning material will align with the Washington State Health and Physical Education K-12 Learning Standards and will be designed to provide students with the knowledge and skills necessary to promote healthy behavior.
- The District's nutrition education K-12 instructional learning material should include, but not be limited to, the following concepts:
- Age-appropriate, developmentally-appropriate, and culturally relevant nutritional knowledge, including:
 - The relationship of nutrition and food nutrients to physical performance and body composition;
 - The benefits of healthy eating;
 - Essential nutrients;
 - Nutritional deficiencies;
 - The principles of healthy weight management;
 - The use and misuse of dietary supplements;
 - Safe food preparation, handling, and storage; and
 - Appreciation of cultural diversity related to food and eating.
- Age-appropriate nutrition-related skills, including how to:
 - Gather and analyze health information;
 - Analyze nutrition information to plan and prepare a healthy meal;
 - Understand and use food labels
 - Evaluate nutrition information, misinformation, and commercial food and advertising; and
 - Assess one's personal eating habits, set goals for improvement, and achieve those goals.

Health and Physical Fitness

The District will provide students with physical education, using age-appropriate, sequential physical education learning materials. The physical education program will promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

Physical Education Requirements and Waiver Policy

The district may excuse a student from this fitness requirements under RCW 28A.230.050 on account of physical disability, employment, religious belief, participation in directed athletics or military science or tactics, or for other good cause. Such excused students will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written District policy.

Although physical disability can be used as a rationale for excusing a student from participation in Physical Education, the district will provide Adapted Physical Education that is aligned to Washington state K-12

Physical Education Learning Standards if physical education is set out in that student's IEP and is specially designed to meet the unique needs of a student with a disability.

Professional Learning

The District will, subject to available resources, offer ongoing in-service and professional learning opportunities for staff in the area of health education, physical education and physical activity. Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing District reform or academic improvement plans/efforts. Professional learning opportunities related to health and fitness are available at: <https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/training-and-staff-development>.

Physical Activity in Schools

All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program which includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others, and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Physical Activity during the School Day

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods (e.g., physical activity clubs, intramurals, sports, etc.).

Recess

Each school will offer physically active daily recess opportunities that align with state and national recess recommendations and maintain safe and age-appropriate equipment to use during recess. Recess monitors or teachers will encourage students to be active. Recess will compliment, not substitute for, physical education class. Physical activity during the school day (including but not limited to brain boosters/energizers, or physical education) will not be used or withheld as punishment for any reason. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Family and Community Engagement

The District will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- Schools should identify safe and active routes to school and promote alternative methods for children to travel to and from school, such as walking and bicycle programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Active Transport

The District will identify safe and active routes to and from school to promote alternative transport methods for children, such as walking and bicycle programs. The District will encourage this behavior by engaging and promoting activities such as:

- Designing of safe or preferred routes to school;
- Promotional activities such as participation in International Walk to School Week, National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area);
- Instruction on walking/bicycling safety provided to students;
- Promotion of safe routes program to students, staff, and parents via newsletters, websites, local newspaper;
- Use of crossing guards;
- Ensuring crosswalks exist on streets leading to schools;
- Documentation of the number of children walking and/or biking to and from school; and
- Creating and distribution of maps of the school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.).

School District Facilities

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy, community college, and municipal joint use agreements and partnerships with youth organizations so additional opportunities are available for all youth in the community to participate in quality physical activity, fitness, sports, and recreation programs.

Adopted: 6.07

Revised: 8.08 | 8.11 | 5.12 | 6.12.17 | 5.17.21

Safety, Operations and Maintenance of School Property

Policy 6800

Facilities Maintenance

The superintendent **or designee** will provide for a program to maintain the district physical plant and grounds by way of a continuous program of repair, maintenance and reconditioning.

Budget recommendations will be made each year to meet these needs and any such needs arising from an emergency.

Infrastructure Management

The Kelso Board of Directors also desires to maintain the infrastructure of district facilities.

In order to assure state funding, for facilities constructed new or new in lieu after 1994, the board will adopt an asset preservation program (APP). The APP will preserve the district facilities by employing a system of predictive, preventative, and proactive processes. Annually, the superintendent **or designee** will report to the board on the condition of facilities and the effectiveness of the APP. Every sixth year an independent assessment will be conducted and reported to the board and the Office of Superintendent of Public Instruction.

Additionally, the superintendent **or designee** will develop a process to evaluate all pre-1994 facilities for possible participation in the asset preservation program.

For initial participation in the APP, the board will submit a resolution to the Office of Superintendent of Public Instruction committing the district to implement the program.

The superintendent **or designee** will develop procedures for the asset preservation program.

Playground Equipment

The board recognizes that playground equipment is an essential part of a complete school facility. All playground equipment, whether purchased by the district or donated by a community or school-related group, should be assessed in terms of suitability and durability and for possible health or safety hazards. Consideration will also be given to potential hazards when the playground is unsupervised during non-school hours.

The superintendent, or ~~his/her~~ designee, will develop specifications for playground equipment and related play surfaces. These specifications will serve as criteria for the selection of playground equipment. Selection and installation of playground equipment will be based upon safety and contribution to child development.

Chemical and Laboratory Safety

The board recognizes the potential health and safety hazards that exist as a result of chemical storage and handling. Instruction will be emphasized in the safe and proper use of chemicals and substances and proper laboratory techniques. All students and staff are to wear safety glasses or goggles whenever they are working under potentially hazardous conditions. Laboratories should be ventilated sufficiently enough to provide a healthful, non-hazardous environment.

Section: 6800 – Management Support

The superintendent, or his/her designee, is directed to establish safety guidelines and procedures that will minimize the hazards inherent in the science classes and laboratories in the schools.

Cross Reference:	Policy 2151	Interscholastic Activities
	Policy 3520	Student Fees, Fines, or Charges
	Policy 6511	Staff Safety
	Policy 6605	Student Safety Walking, Biking to School and Riding Buses
Legal References:	RCW 28A.335.300	Playground matting
	RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent, or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
Management Resources:	WAC 392-34-023	State funding Assistance in post 1993 facilities
	<i>Policy & Legal News</i>	
	2021 - June	
	2011 – October	
	2009 – June	

Adopted: 2.12.07

Revised: 4.25.16

**RESOLUTION OF ACCEPTANCE OF
BUILDING COMMISSIONING REPORT**

KELSO SCHOOL DISTRICT NO. 454

RESOLUTION 2021/22--01

**A Resolution of the Board of Directors accepting the Building Commissioning Report for the
Carrolls Elementary Modernization Project.**

WHEREAS, the Kelso School District Board of Directors has received the final Building Commissioning Report from Construction Services Group ESD 112 regarding the Carrolls Elementary School Modernization project; and

WHEREAS, the Superintendent and Board have reviewed this report in its entirety and have noted the recommendations by the district's construction manager;

THEREFORE, BE IT RESOLVED by the Kelso School District Board of Directors, that the Building Commissioning Report for the Carrolls Elementary School Modernization project is hereby approved.

Dated this 14th day of December, 2021, at a regular meeting of the Board of Directors, Kelso District No. 454.

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board

**RESOLUTION OF ACCEPTANCE OF
BUILDING COMMISSIONING REPORT**

KELSO SCHOOL DISTRICT NO. 454

RESOLUTION 2021/22--02

**A Resolution of the Board of Directors accepting the Building Commissioning Report for the
Wallace Elementary New in Lieu project.**

WHEREAS, the Kelso School District Board of Directors has received the final Building Commissioning Report from Construction Services Group ESD 112 regarding the Wallace Elementary School New In Lieu project; and

WHEREAS, the Superintendent and Board have reviewed this report in its entirety and have noted the recommendations by the district's construction manager;

THEREFORE, BE IT RESOLVED by the Kelso School District Board of Directors, that the Building Commissioning Report for the Wallace Elementary School New in Lieu project is hereby approved.

Dated this 14th day of December, 2021, at a regular meeting of the Board of Directors, Kelso District No. 454.

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board

**RESOLUTION OF FINAL ACCEPTANCE OF
CONSTRUCTION COMPLETION**

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION 2021/22—03

A Resolution of the Board of Directors certifying the Carrolls Elementary School Modernization project as complete.

WHEREAS, the Kelso School District Board of Directors has received notification from Integrus Architecture that the Carrolls Elementary School Modernization project is complete in accordance with contract specifications and documents; and

WHEREAS, the Superintendent and Board have walked through the project and concur;

THEREFORE, BE IT RESOLVED by the Kelso School District Board of Directors, that the work of the contractor, FORMA Construction Company is now complete.

Dated this 14th day of December 2021, at a regular meeting of the Board of Directors, Kelso School District No. 458

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board



ARCHITECT'S CERTIFICATION OF COMPLETION

November 30, 2021

Mary Beth Tack,
Superintendent Kelso
School District No. 458
501 Crawford Street
Kelso, WA 98626

RE: CARROLLS ELEMENTARY MODERNIZATION
Certification of Completion

Dear Superintendent Tack:

Collins Architecture has reviewed the project documents and a final walkthrough has been completed, accompanied by yourself and Mike Hass, President of the Kelso School Board.

At this time, we recommend final acceptance of this project as complete.

The Kelso School District has modernized 16,090 square feet of space within the Carrolls Elementary School and added a total of 201 new square feet. The scope of the project included new lighting, new HVAC, a new roof, upgraded electrical, new interior finished and new insulated perimeter walls with new insulated windows.

In addition, we would like to take the opportunity to thank the Kelso School District for the opportunity to work on this project.

Sincerely,
Craig Collins

A handwritten signature in blue ink, appearing to read 'Craig Collins', is written over the printed name.

COLLINS ARCHITECTURAL GROUP, p.s.

**RESOLUTION OF FINAL ACCEPTANCE OF
CONSTRUCTION COMPLETION**

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION 2021/22—04

**A Resolution of the Board of Directors certifying the Wallace Elementary School New In Lieu
project as complete.**

WHEREAS, the Kelso School District Board of Directors has received notification from Integrus Architecture that the Wallace Elementary School New In Lieu project is complete in accordance with contract specifications and documents; and

WHEREAS, the Superintendent and Board have walked through the project and concur;

THEREFORE, BE IT RESOLVED by the Kelso School District Board of Directors, that the work of the contractor, FORMA Construction Company is now complete.

Dated this 14th day of December 2021, at a regular meeting of the Board of Directors, Kelso School District No. 458

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board



November 30, 2021

Mary Beth Tack, Superintendent
Kelso School District No. 458
501 Crawford Street
Kelso, WA 98626

RE: *Wallace Elementary Replacement (N/L) Certification of Completion*
Wallace Elementary
Integrus Project No. 21815

117 S. Main St., Suite 100
Seattle, WA 98104
206.628.3137 | office
206.628.3138 | fax

10 S. Cedar Street
Spokane, WA 99201
PO Box 1482 (99210)
509.838.8681 | office
509.838.2194 | fax

Dear Superintendent Tack:

Integrus Architecture has reviewed the project documents. A final walkthrough has been completed, accompanied by yourself and Mike Hass, President of the Kelso School Board.

At this time, we recommend final acceptance of this project as complete.

The Kelso School District has constructed 58,347 square feet of space as part of the Wallace New In-Lieu Elementary School project. The completed replaced the now demolished original Wallace Elementary building that consisted of 42,284 State-eligible square feet. The newly constructed Wallace elementary has an additional 16,063 sf more than the State-eligible area. The in excess area was constructed to provide needed student capacity and for anticipated future growth.

In addition, we would like to take the opportunity to thank the Kelso School District for the opportunity to work on this project.

Sincerely,

INTEGRUS ARCHITECTURE, P.S.

A handwritten signature in blue ink that reads "Amy Vanderhorst".

Amy Vanderhorst
Associate Principal

document1

pc: Kelso School District, CSG

KELSO SCHOOL DISTRICT NO. 458
RESOLUTION NO. 21/22-5

WHEREAS, Kelso School District No. 458 has a need to provide a service of convenience for travel and other District related expenses, and

WHEREAS, one way to provide said service is to allow designated school personnel to utilize a bankcard in order to pay for authorized travel and lodging expenses, conference registrations and District business related expenses,

WHEREAS, said use of a bankcard by authorized personnel of a municipality is allowable under RCW.42.24.115, and

THEREFORE, BE IT RESOLVED, that Kelso School District be authorized and empowered to apply for and receive Bank of America Mastercards for Kelso School District No. 458 in the names of:

Mary Beth Tack – Superintendent	\$ 7,500
Scott Westlund – Chief Financial and Operations Officer	\$ 7,500
Lacey DeWeert – Kelso High School Principal	\$ 10,000
Kim Yore – Director of Teaching & Learning	\$ 25,000
Don Iverson – Director of Programs & Assessment	\$ 15,000
District Card – Title and LAP Programs	\$ 15,000
Greg Gardner – Principal Coweeman Middle School	\$ 5,000
Kim Allais – Principal Huntington Middle School	\$ 5,000
Rob Birdsell – Assistant Principal / ASB Advisor	\$ 10,000
Holly Budge – Director of Human Resources	\$ 5,000
Molly Guler – Executive Assistant to Superintendent	\$ 5,000
District Card – Fiscal Office	\$ 15,000
Paul Richie – Facilities/Maintenance Supervisor	\$ 5,000
Heather Ogden – Director of Special Education	\$ 5,000
David McDaniel – Transportation Supervisor	\$ 5,000
Kaydee Harris – Food Services Supervisor	\$ 5,000
District Card – Maintenance Department	\$ 5,000
Melissa Boudreau, CTE Administrator	\$ 7,500
Jason Coburn, Athletic Director	\$ 7,500

DATED this 16th day of August, 2021.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary



December 6, 2021

TO: Mary Beth Tack, Superintendent
FROM: Scott Westlund, Chief Financial and Operations Officer
RE: Board Acceptance of Donation to Kelso School District.

We have received an equipment donation valued at \$6,499 from Tara Penter, parent of a Kelso student. The donation was secured through Special Education Director Heather Ogden. The speech-generating device belonged to Ms. Penter's son. She desires for the device to serve other students with communication needs in the future.

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

Report from the WSSDA Conference

Election of Board Officers

Superintendents Report