

# BOARD OF DIRECTORS

January 24, 2022





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

January 24, 2022 @ Roy Parsons Executive Board Room & Zoom  
5:00 p.m. Work Session – Budget Workshop  
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- A. Carrolls Elementary Student Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from January 3, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. 2021-2022 Salary Schedule Updates

UNFINISHED BUSINESS

- A. Policy 3220/3220P Freedom of Expression (2<sup>nd</sup> Reading & Action) .....Don Iverson
- B. Policy 3411 Accommodating Students with Seizure Disorders (2<sup>nd</sup> Reading & Action) .....Don Iverson

NEW BUSINESS

- A. Construction Update .....Forma/CSG/Integrus
- B. Carrolls School Achievement Presentation ..... Dr. Julie Owens
- C. Health & Safety Update .....Don Iverson
- D. Policy 1805 Ethical Conduct for School Directors (1<sup>st</sup> Reading) .....Mary Beth Tack
- E. Policy 1825 Addressing School Director Violations (1<sup>st</sup> Reading) .....Mary Beth Tack
- F. Policy 3241 Student Discipline (1<sup>st</sup> Reading) .....Don Iverson
- G. Legislative Update .....Leah Moore
- H. Superintendents Report .....Mary Beth Tack

FOR THE GOOD OF THE ORDER

ADJOURN



## Kelso School District Board of Directors

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

# Kelso School District

## Board of Directors Committee Assignments

January, 2022

### Position 1

Director – Leah Moore

- Legislative Representative
- Facilities/Construction

### Position 2

Director - Karen Grafton

- ELL Advisory
- Calendar
- Social & Emotional Learning/Whole Child

### Position 3

President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

### Position 4

Vice President - Mike Haas

- Technology
- Kelso Public Schools Foundation
- 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
<b>September 13</b>  6:00 Regular Board Meeting	<b>October 18</b>  5:00 Executive Session RCW 42.30.110(1)(g) 6:00 Regular Board Meeting	<b>November 1</b>  5:00 Work Session (Seniors & Dual Credit) 6:00 Regular Board Meeting	<b>December 14</b>  5:00 Work Session (SEL) 6:00 Regular Board Meeting
		<b>November 15</b>  5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
<b>January 3</b>  5:00 Work Session (ELA) 6:00 Regular Board Meeting	<b>February 15</b>  5:00 Work Session (Math) 6:00 Regular Board Meeting	<b>March 7</b>  5:00 Work Session (EL) 6:00 Regular Board Meeting	<b>April 18</b>  5:00 Work Session (Special Programs) 6:00 Regular Board Meeting
<b>January 24</b>  5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting		<b>March 21</b>  5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
<b>May 9</b>  5:00 Work Session (HiCap) 6:00 Regular Board Meeting	<b>June 6</b>  5:00 Special Meeting (Graduation Appeals for walking in graduation) 6:00 Regular Board Meeting	<b>July 11</b>  5:00 Regular Board Meeting	<b>August 15</b>  4:00 Work Session (Budget) 5:00 Regular Board Meeting
<b>May 23</b>  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"> <li>• <i>Hilander Highlights</i> for all staff and community</li> <li>• <i>Inside Connections</i> for all staff</li> <li>• Timely and relevant key communications from district departments</li> </ul>	<p>All staff know district mission, vision, goals, and progress</p> <p>Staff feels valued, connected, and honored</p>
<p>Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management</p>	<p>Establish key communicator network and facilitate connections among community leaders</p> <p>Maintain high level of visibility through participation in professional and community events</p> <p>Build and maintain partnerships with local business and community leaders</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community partnerships</p> <p>Increased staff and student connections with community stakeholders and local businesses</p>





# Roadmap EARLY LEARNING

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

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

Section: **BOARD OF DIRECTORS**

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

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

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

## Policy 1430 Continued

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

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

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

Adopted:                January 23, 2006

# Communications, Correspondence & Introductions

# Carrolls Student Recognition

Sky Marzillo

Ezra Huhta

Eliana Anderson

Owen Gabel

Timofey Pisarchuk

Trigger Vickery

Freya Townsend

# CONSENT AGENDA

- A. Minutes from January 3, 2022 Board Meeting & Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. 2021-2022 Salary Schedule Updates

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**1/3/22**

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

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

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**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, Preslee Bloomfeldt, Dawn Smith, Kelly Holter, Sandy DeBruler, Marissa Heffernan TDN, Carmin Clements, michello rulo, Ezekiel Bone, Jesse Wardlow, Michele Jensen, Nicole Jensen, iPhone, William Youngren, Larry Crosby, Rob Schulthies

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS -**

- A. Rose Valley Student Recognition
  - a. Students recognized for achievements in math skills
- B. School Board Appreciation
  - a. Proclamation from Governor Inslee read aloud



## COMMENTS & QUESTIONS –

William Young - A lot of new science and declarations have come out regarding masking and fighting infection. Retired nurse from the board of nursing in Oregon. Shown that masking is not only not helpful, but according to Brown university IQ points have diminished due to long term masking. Looking at numbers from other states to get numbers and information. Concerned for our small community and wants to check in with what schools are doing to help the safety of students.

Director Conrad - We are required to abide by the department of health.

Superintendent Tack - Would be happy to discuss further.



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

**Motion to Approve By: Director Grafton**

**Seconded By: Director Moore**

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

## **Minutes of December 14, 2021 Board Meeting & Work Session**

### **Certificated Employment Recommendations**

#### Leave of Absence:

Pearson, Brianna - Elementary Teacher, Wallace Elementary

1.0 FTE

Personal leave of absence from January 8, 2022 through January 31, 2022

### **Classified Employment Recommendations**

#### New Hires:

Eaton, Shellee - Paraeducator, Transitional Kindergarten, Lexington Elementary

7.0 hrs/day, 190 days/year

Effective January 6, 2022

Gibbs, Kylie - Paraeducator, Sped Resource, Barnes Elementary

6.75 hrs/day, 190 days/year

Effective January 19, 2022

Nelson, Andrea - Payroll Associate, Administration

8.0 hrs/day, 260 days/year

Effective December 27, 2022

Sorenson-Sullivan, Tiffany - Paraeducator, Sped Mod, Butler Acres Elementary

6.50 hrs/day, 190 days/year

Effective January 4, 2022

Tinney, Alma Sue - Case Manager, Administration

8.0 hrs/day, 237 days/year

Effective January 4, 2022

#### Retirements:

Edwards, Paula - Administrative Assistant, Business Office, Administration

8.0 hrs/day, 260 days/year

Effective February 28, 2022

#### Resignations:

Home, Mikayla - Paraeducator, Sped Resource, Barnes Elementary

6.5 hrs/day, 190 days/year

Effective December 18, 2021

Lane, Connor - Paraeducator, Sped SLC, Huntington Middle School

6.75 hrs/day, 191 days/year

Effective December 31, 2021

### **Warrants:**

January 3, 2022			
General Fund	Warrant Date	Amount	Warrant Number
AP- ACH	12/31/2021	\$4,147.56	261294
AP	12/31/2021	\$804,498.12	261295-261458
AP- Comp Tax	12/31/2021	\$996.73	261459
Payroll	12/31/2021	\$1,220.39	261460-261463
AP- Payroll	12/31/2021	\$4,907,026.24	261464-261495
Capital Projects Fund			
AP	12/31/2021	\$77,509.25	3654-3660
ASB Fund			
AP	12/31/2021	\$24,974.84	31043-31068
AP	12/31/2021	\$146.85	31069
AP- Comp Tax	12/31/2021	\$155.46	31070
Trust & Agency Fund			
AP	12/31/2021	\$1,044.29	1683-1684

## Contracts:

For Board Approval: January 3, 2022

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### SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
PBS	Scott Westlund	Proposal for Civil Engineering Services at Lexington Elementary to provide a Certificate of Elevation for Flood Insurance	Cost of \$2,000.00
Washington State University Vancouver	Mary Beth Tack	Data sharing agreement January 3, 2022 - August 31, 2022	Cost estimate is \$31,000.00 plus \$500.00 in reimbursable expenses

**Motion to Approve By: Director Haas**

**Seconded By: Director Grafton**

## UNFINISHED BUSINESS

### **APPROVED POLICY 3432/3432P EMERGENCIES (2ND READING & ACTION) - SCOTT WESTLUND**

Not many changes to what is currently written in state law regarding our safe schools plans. The WSSDA attorney made slight changes to verbiage. The new language runs around Pandemics, and KSD is already well within the parameters of the policy. The procedure is all new language, nothing that KSD isn't already practicing.

**Motion to Approve By: Director Grafton**

**Seconded By: Director Haas**

### **APPROVED POLICY 3520/3520P STUDENT FEES, FINES OR CHARGES (2ND READING & ACTION) - SCOTT WESTLUND**

Only change in the policy itself is language around “designee’s”. The procedure page 2 talks about students’ ability to pay fines as well as consequences. The only thing that schools can withhold are diplomas at this point.

Updates have been made to the price of Middle School students with an ASB Card game entrance fee. It now reflects NO CHARGE.

**Motion to Approve By: Director Moore**

**Seconded By: Director Grafton**

**APPROVED POLICY 4311/4311P SCHOOL RESOURCE OFFICER (2ND READING & ACTION) - SCOTT WESTLUND**

Further clarifications have been added. Kelso Chief of Police is aware of the changes. The school resource officer’s job is not to deal with school disciplinary issues. They are to help with crime type discipline. These changes define the line between the school resource officer and school administration. Yearly outline of duties for the school resource officer. Procedure is new, all coming out of house bill 1214. The big one is training. Any SRO or similar position has to go through training. KSD SRO is currently going through this training. Complaint resolution process.

**Motion to Approve By: Director Haas**

**Seconded By: Director Moore**

**APPROVED POLICY 6800 SAFETY, OPERATIONS & MAINTENANCE OF SCHOOL PROPERTY (1ST READING) - SCOTT WESTLUND**

Adds “or designee” to the policy.

**Motion to Approve By: Director Grafton**

**Seconded By: Director Haas**

**NEW BUSINESS**

**HEARD ROSE VALLEY SCHOOL ACHIEVEMENT PRESENTATION - BROOKE HENLEY**

**“We Are... Excellence in Bloom.  
Rose Valley’s mission is to prepare ALL students for  
college, career, and community success.”**



## DEMOGRAPHICS

- **163 students enrolled**
- **8 classrooms**
- **28 staff members**
- **35.3% low income (2020-2021)**



## AVID ELEMENTARY GOALS

- **Monthly site team meetings**
- **All staff**
- **4 Domains:**



## INSTRUCTION



### QUALITY INSTRUCTION

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

- **Goal: Increase Math Proficiency**
- **Interactive Notebooks**
  - Math & ELA
  - K-5 Progression
- **Core & Intervention**

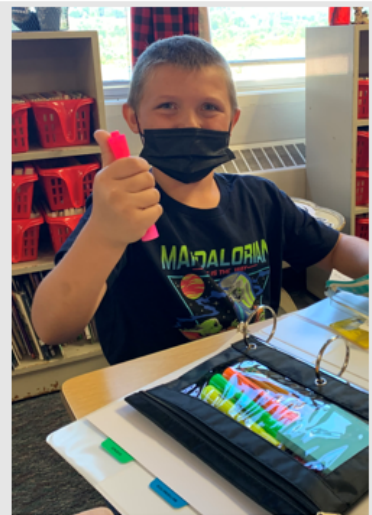
## SYSTEMS



### 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.

- **Goal: Implement Organizational Tools**
  - Backpack Tags
  - Binders
  - Pencil Pouches
  - Classroom Connector Folders
  - Agenda Planners



## LEADERSHIP



### SCHOOL CLIMATE

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

- **Goal: Incorporate School Mission Statement**
  - Email Signatures
  - Bulletins & Newsletters
  - Assemblies
- **Strengthening Climate & Culture**
  - “Living the Panther Way”
  - MTSS



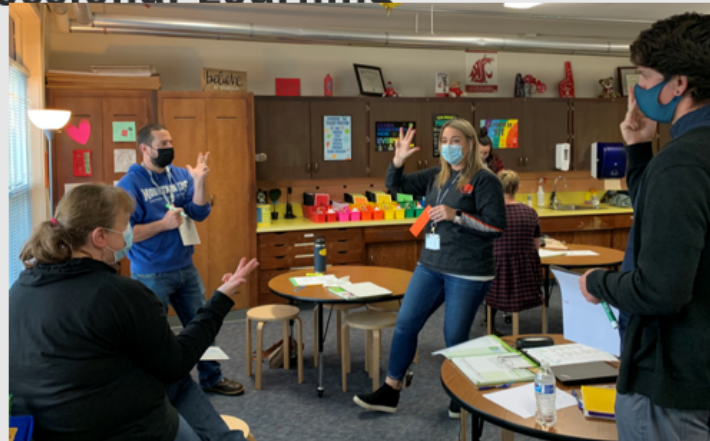
## CULTURE



### EARLY LEARNING

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

- **Goal: Engage in Professional Learning Communities**
  - Grade Band PLCs
  - Carrolls
  - Monthly Data Dives



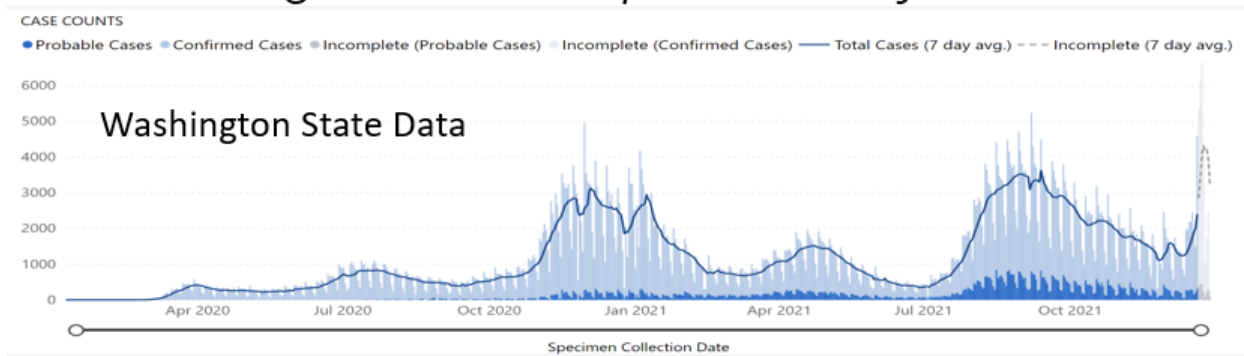
# MOVING FORWARD...

- ★ Recess Team
- ★ AVID
  - Math INBs
  - Vision Statement
  - PLCs
- ★ Bond Improvements
- ★ September - November Math Data

27% to 38% improvement in Math scores from September to November. Small groups and differentiated instruction show great improvement.

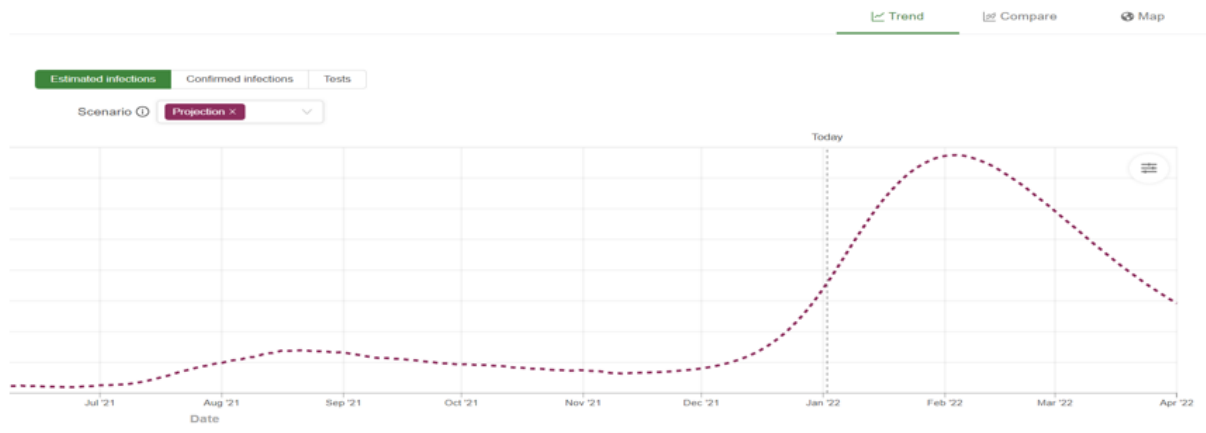
## HEARD HEALTH AND SAFETY UPDATE - DON IVERSON

### *Washington State Department of Health Data*



Cowlitz County Data---not updated at this time

## Washington State---Current estimates Institute for Health Metrics Evaluation



### MITIGATION STRATEGIES

#### Continued Commitment:



- Staying home when sick.
- 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.

## Kelso School District Testing Center

2001 Allen Street

Open from 8:00-4:00 Monday-Friday

**No appointment necessary.**

**NEW** Opens for Kelso School District Staff starting at **7:00 AM!**





**NEW CDC RECOMMENDATIONS (PENDING WASHINGTON STATE DOH APPROVAL FOR SCHOOLS)**

**Pending Washington State DOH approval for schools**

**If You Test Positive for COVID-19 (Isolate)**

Everyone, regardless of vaccination status.

- Stay home for 5 days.
- If you have no symptoms or your symptoms are resolving after 5 days, you can leave your house.
- Continue to wear a mask around others for 5 additional days.

*If you have a fever, continue to stay home until your fever resolves.*

**Pending Washington State DOH approval for schools**

**If You Were Exposed to Someone with COVID-19 (Quarantine)**

If you:

Have been boosted

OR

Completed the primary series of Pfizer or Moderna vaccine within the last 6 months

OR

Completed the primary series of J&J vaccine within the last 2 months

- Wear a mask around others for 10 days.
- Test on day 5, if possible.

*If you develop symptoms get a test and stay home.*

**Pending Washington State DOH  
approval for schools**

**If You Were Exposed to Someone with COVID-19 (Quarantine)**

**If you:**

Completed the primary series of Pfizer or Moderna vaccine  
over 6 months ago and are not boosted

**OR**

Completed the primary series of J&J over 2 months ago  
and are not boosted

**OR**

Are unvaccinated

- Stay home for 5 days. After that continue to wear a mask around others for 5 additional days.
- If you can't quarantine you must wear a mask for 10 days.
- Test on day 5 if possible.


*If you develop symptoms get a test and stay home*

As a parent, who should I contact about quarantine or isolation for my student?

- Consult your family medical provider for questions.
- For testing or quarantine timelines, you can contact:
  - The Health Care Specialist at the school your students attends,
  - Stephanie Toms, Kelso School District Nurse; (360.501.2463).
  - DOH website @ [www.doh.wa.gov](http://www.doh.wa.gov)

**HEARD BUDGET STATUS UPDATE FOR NOVEMBER - SCOTT WESTLUND**

December 17, 2021

TO: Mary Beth Tack, Superintendent  
FROM:  Scott Westlund, Chief Financial and Operations Officer  
SUBJECT: Budget Status Reports for November 30, 2021.

Overall, average annual District enrollment (including Running Start) for the 2021/22 school year was budgeted at 4826 FTE. December 1<sup>st</sup> total average enrollment was 4771 FTE or down 55 FTE from budget, a slight improvement from November.

We added a few kinder students in November, which is great news. I suspect we might see this number rise throughout the year. On a similar note, our transitional kindergarten program will begin in January and will add additional enrollment for half a year.

Beginning fund balance as of September 1, 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. Projected ending fund balance for August 31, 2022, is estimated to be in the range of \$6 million.

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

#### **HEARD POLICY 3220/3220P FREEDOM OF EXPRESSION (1ST READING) - DON IVERSON**

Student opinion is an important part of school systems across America. It's important to make sure this is a safe expression and environment.

#### **HEARD POLICY 3411 ACCOMMODATING STUDENTS WITH SEIZURE DISORDERS (1ST READING) - DON IVERSON**

Requires a designated school professional to care for students with seizure disorders. KSD has already done this for many years.

#### **HEARD UPDATE TO PROCEDURE 3416P MEDICATION AT SCHOOL - DON IVERSON**

Aligns with house bill 1085. KSD has already done this, we are just now modifying the policy.

#### **MOVED TO FEBRUARY 15TH BOARD MEETING: POLICY 5440 PERSONNEL LEAVES (1ST READING) - HOLLY BUDGE**

WSSDA has proposed new changes to this policy since it was submitted for review. Director Budge is going to look at these changes and bring the updated policy before the board for first reading at the February 15th board meeting.

## **SCHOOL BOARD COMMITTEE ASSIGNMENTS - JEANE CONRAD**

Director Conrad: It's the time of year that we look at the current school board committee assignments and make sure they still fit. Director Huntington has expressed interest in staying on the same committees for the following school year.

Director Moore: Would like to stay on the same committees.

Director Grafton: Would like to swap Director Haas the Social & Emotional Learning/Whole Child committee for Kelso Public Schools Foundation committee to eliminate any appearance of favoritism for her own students.

Director Haas: Accepts proposal of switching.

Director Haas: Is the Boundary Review Committee still needed?

Scott Westlund: Although not necessary at this time, it will still stay in formation as a committee.

Director Conrad: Would like to stay on the same committees.

## **SUPERINTENDENT REPORT**

- School Board Appreciation Month
  - Mike Haas - Thank you for serving as President for the last 2 years (3 C's)
    - Construction
    - COVID
    - Unwavering Commitment
  - Director Haas - It is an honor to serve with such a great district during a couple of wild years. Looking forward to what is to come.
  - Director Conrad adds 4th C -
    - Collaboration
- Transitional Kindergarten started today
  - Added about 75 students to program
  - Director Yore - Amazing support
  - Doctor Owens - Principal over TK
  - Teachers had wonderful things to say about first day!
- Marissa Hefferenan from The Daily News!!
  - The Hero Effect by Kevin Brown
  - Embodies the Hero Effect
    - "Ordinary people showing up in extraordinary ways."
    - Supportive of education
    - Last day with TDN this week

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

- Recognized Student who had technical difficulties earlier

**Adjourn to executive session at 7:05 p.m.**

**Adjourn the executive session at 7:37 pm per President Conrad**

X \_\_\_\_\_

President

X \_\_\_\_\_

Secretary

**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**1/3/22**

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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.

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

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

ENGLISH LANGUAGE ARTS (ELA) - JAN RAUTH, MARILYN MELVILLE-IRVINE, SARAH ECKLUND & KIM YORE

## ✧ TEACHING AND LEARNING: ELA

- + Kim Yore, Director
- + Jan Rauth, Title 1 / LAP / ELA Specialist
- + Marilyn Melville-Irvine, ELA Specialist
- + Sarah Ecklund, Instructional Coach

## ✧ PARAEDUCATOR PROFESSIONAL DEVELOPMENT

- + 96 elementary paraeducators
  - × Special Education (resource, SLC, significant, moderate, preschool, speech)
  - × Title 1 / LAP (reading and math)
  - × SEL (TSEC and SEL Techs)
  - × ELL

These paraeducators represent people who work directly with students and teachers.  
(largest numbers in this order)

Some paraeducators (not SpEd) have more than one job (e.g., instruction and recess or Title 1 and ELL)

No all-school para PD for the last two years.

These have been tough times as students return to school from a difficult time away . . .  
Beacon Hill – which has actually worked really well for other trainings, too.

## ✧ PARA PD

- + Two Required Sessions
  - × Regulate, Relate, Reason
  - × Building Resilience
- + Two Choice Sessions
  - × Content PD (reading and math)
  - × Behavior Related (recess, Love & Logic)

6.5 Hours

Sessions determined by input from school leaders, teachers, Title 1/LAP staff, and paraeducators, themselves.

Exit slip feedback

Required sessions contribute to “Ready to Learn” and “Read to face challenges in learning”

### ✧ BEGINNING EDUCATOR SUPPORT TEAM: BEST

- + 54 First, Second, and Third Year Teachers
- + 26 BEST Mentors
- + 5 BEST Nights
- + Grant Funded

● *“Washington school districts who are fully engaged in the BEST mentoring program retain new educators at a four percentage-point higher rate than school districts who do not use the program, according to a study published this month by the University of Washington (UW) College of Education’s Center of Teaching and Policy.” -Superintendent Chris Reykdal*

### ✧ MAIN COMPONENTS OF BEST

- + Evening PD Sessions
  - × 5 Sessions
  - × Topics are based on teacher needs
- + Ongoing Mentoring
  - × Colleague Mentors
  - × Instructional Coaching

● *THEN: COVID restrictions kept us from meeting in person for professional development, last year there were 3 Zoom sessions offered*

● *NOW: 5 In-Person Evening Sessions based on teacher needs determined through feedback, always includes ELA*

○ *Examples of ELA Sessions: Writing to Learn: AVID Writing; Get your Feet Wet with GLAD (language development), curriculum specific round tables (upcoming)*

● *THEN: Colleague mentors only*

● *NOW: An assigned colleague mentor who makes weekly connections AND district instructional coach who makes monthly connections or provides support whenever needed*



## \* INSTRUCTIONAL COACHING AND PLCs

+ New Teachers

+ Veteran Teachers

● *New Teachers- have the additional support of BEST and are also included in any offerings extended to veteran teachers*

● *Veteran Teachers- working with K-3*

● *THEN: ELA support was offered through 2 individuals*

● *NOW: ELA coaching is offered through 3 individuals, allowing more time to be dedicated to the different groups of teachers*

## \* K-3 TEACHERS ELA SUPPORT

+ School Level

+ Grade Level

+ Individual Level

● **School Level-** ELA centered PD (Open Court trainings for Rose Valley, Carrolls, Lexington)

○ When there is a major theme playing out across grade levels, school level PD can be utilized

○ Theme: Foundational Skills

● **Grade Level-** ELA Planning Sessions

○ Held the first sessions

○ Each grade level will have 3 more opportunities to collaborate this year

○ Meet in a host classroom to work together to intentionally plan ELA units

● **Individual Level**

○ Goal of meeting with every teacher, once/trimester

○ Support options: collaborative planning, demo lessons, side-by-side teaching, observations

## \* 4-5 TEACHERS ELA SUPPORT

+ Grade Level

+ Individual Level

- District -Grade Level- Monthly ELA Planning/Sharing Sessions
  - Will begin in January
  - Each grade level will have 5 opportunities to collaborate this year
  - Meet in a host classroom to work together to intentionally plan ELA units
- Building -Grade level and Individual Level
  - Meetings held with all 4-5 grade level teams in all buildings
  - Support options: collaborative planning, demo lessons, side-by-side teaching, observations

## \* MIDDLE SCHOOL

- + Department Level
- + Grade Level
- + Individual Level
- + Additional focus on 6<sup>th</sup> grade this year as students transition from ReadyGEN to *my*Perspectives

- ELA department meetings – COI with Huntington
- Meetings held primarily with sixth grade teachers
- Individual planning, observing, modeling, conferencing
- Transition from elementary requires understanding of both 5<sup>th</sup> and 6<sup>th</sup> grade teachers.

## \* MIDDLE SCHOOL AREAS OF FOCUS

Early	Current
+ Early implementation on whole group instruction	+ Small group instruction
+ Reading comprehension	+ Writing about the reading
+ Finding evidence for responses	+ Independent learning

Curriculum design – emphasis on small group instruction  
 Greater writing demands because of absence of Edgenuity writing.  
 Small group instruction requires social skills that middle schoolers are missing this year.

## \* HIGH SCHOOL

- + Pathways to Graduation
- + Rigorous Courses
- + Additional Staff Support
  - × Coaches
  - × BEST
  - × After Hours

## \* DISTRICT LEVEL SUPPORT AND PD

- + School Improvement Plans
- + Hit the Ground Running
- + District Opening Day PD
- + Wednesday Early Release Days
- + Early Literacy Screening

### ●SIP

#### ●August 24: ELA offerings

#### ●October 27 Elementary WER – ELA focus (Jan, K-2; Sarah, 3-4; Marilyn 4-5)

#### ●Required – Beacon Hill

#### ●Early Literacy Screening tied to OSPI's Dyslexia Council requirements for Grades K-2 (K-1 training this year)

## \* TITLE I / LAP

- + Monthly Coordinators Meetings
  - × MTSS-A
  - × High-Impact Literacy Interventions
  - × Parent and Family Engagement
- + Teacher and Para trainings on Site
  - × Data-Driven Service

### ●MTSS-A Implementation

- Trainings with vetted intervention materials
- Parent-Family Engagement: How will the family engagement activities increase the likelihood of academic success? What outcomes are expected?
- Coordinators work in isolation in their buildings (except for Lexington), so we need to keep connections strong (share ideas, expectations, strengths, problem solving)
- They also do a lot of subbing for paras when there are no subs available
- Kinderpalooza –already planning for May 3, 2022 – also TK sign-up for prospective families
- Early Learning Screener – Assessment training for RAN coming up at the end of January

## ✧ SPECIAL EDUCATION CONNECTIONS

- ✦ Resource and SLC Teachers
  - ✧ Core Connections
- ✦ SpEd Paraeducator PD
  - ✧ On Site (Vetted Materials)
  - ✧ District Elementary Para PD
- Then: Disconnect between what was happening in SpEd and what was happening in Core Classrooms
- Now: Trying to make more connections, so students have smooth transition and support between Core and SpEd
- Provided digital connections to all ReadyGEN instructional materials

“ There are two ways of  
spreading light:  
to be the candle or  
the mirror that reflects it.”  
--Edith Wharton



Started the year with recognizing the Light . . .with Amanda Gorman's wonderful piece, "The Hill We Climb."

In the first lines . . . " . . . where can we find light?"

And ends with . . . "For there is always light, if only we're brave enough to see it. If only we're brave enough to be it."

Thank you for sharing this journey with us, for being the lights, for reflecting the lights, and for supporting Kelso students and staff.

January: Today is the first day of National School Board Recognition Month, but we want you to know we appreciate you every month.

Thank you.

**Adjourn at 5:5 p.m.**

X

\_\_\_\_\_  
President

X

\_\_\_\_\_  
Secretary

**CERTIFICATED PERSONNEL**  
**January 24, 2022**

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**Retirement:**

Dieter, Zoe - Counselor, Huntington Middle School

1.0 FTE

Effective August 31, 2022

**Resignation:**

Bishop, Yolanda - Special Education Teacher, Butler Acres Elementary

1.0 FTE

Effective January 24, 2022

\* = Leave Replacement

TBD = To Be Determined

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

**KELSO SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACTS ISSUED  
December 8, 2021 to January 18, 2022**

<b>Date Issued</b>	<b>Employee</b>	<b>Position</b>	<b>Bldg</b>
1/3/2022	Caron, John	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	Ganieany, Lance	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	Johnson, Andrew	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	Mahitka, Michelle	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	McWilliam, Joseph	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	Rood, Benjamin	Additional Period Contract - Second Trimester	Kelso High School
1/3/2022	Thomas, Megan	Additional Period Contract - Second Trimester	Kelso High School
1/7/2022	Messinger, Roylan	Intramural Module - 4th Grade Chior	Lexington Elementary School
1/7/2022	Messinger Roylan	Intramural Module - 5th Grade Chior	Lexington Elementary School
1/7/2022	Shoddy, David	Excess Students (4 Over)	CMS
1/7/2022	Andrechak, Rachel	Intramural Module - Running Club	Lexington Elementary School
1/7/2022	Schill, Sarah	Intramural Module - Running Club	Lexington Elementary School
1/7/2022	Allais, Hailey	Intramural Module - Running Club	Lexington Elementary School
1/7/2022	Birdsell, Roberta	Excess Students (4 Over)	CMS
1/7/2022	Saccio, Jasmine	Excess Students (4 Over)	CMS
1/7/2022	Andrechak, Rachel	Intramural Module - LES Student Leadership	Lexington Elementary School
1/7/2022	Rothwell, Cami	Intramural Module - LES Student Leadership	Lexington Elementary School

**KELSO SCHOOL DISTRICT  
SUPPLEMENTAL CONTRACTS ISSUED  
December 8, 2021 to January 18, 2022**

<b>Date Issued</b>	<b>Employee</b>	<b>Position</b>	<b>Bldg</b>
1/7/2022	Schill, Sarah	Intramural Module - LES Student Leadership	Lexington Elementary School
1/7/2022	Liden, Erin	Excess Students (4 Over)	CMS
1/7/2022	Mitchell, Amy	Intramural Module - Junior Librarians	Rose Valley



## CLASSIFIED PERSONNEL

January 24, 2022

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### **New Hires:**

Dalton-Bowers, Mark - Paraeducator, SpEd/Resource, Kelso High School

6.5 hrs/day, 191 days/year

Effective January 20, 2022

Nolan, Kristen - Paraeducator, SpEd/Resource, Lexington Elementary

6.25 hrs/day, 190 days/year

Effective January 20, 2022

Woodard, Ellie - Paraeducator, Transitional Kindergarten, Barnes Elementary

7.0 hrs/day, 190 days/year

Effective January 20, 2022

### **Resignations:**

Schmitz, Karen - Paraeducator, SpEd/Significant, Kelso High School

6.75 hrs/day, 191 days/year

Effective January 2, 2022

Stephenson, Makenzie - Paraeducator, SpEd/Resource, Lexington Elementary

6.25 hrs/day, 190 days/year

Effective December 18, 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
FORMA Construction	Scott Westlund	<b>Construction Change Directives for Huntingt Middles School</b> <b>CCD-033 REV 1</b> - Revisions to accoustical tile celings in boiler boiler room <b>CCD-040</b> - Revisions to HVAC Ducts & Casings <b>CCD-041</b> - Revisions to site water utility distribution piping <b>CCD-042</b> - Revisions to Cafeteria Stair/Ramp <b>CCD-043</b> - Remove concrete protrusions under existing locker base for install of flooring & casework benches <b>CCD-045</b> - Revisions to Wood Athletic Flooring <b>CCD-046</b> - Revisions to accoustical tile ceilings <b>CCD-048</b> - Revisions to outside paint of Library & Admin Area	As provided by Article 7.3 and 7.5  As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5  As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5 As provided by Article 7.3 and 7.5
FORMA Construction	Scott Westlund	<b>Change Orders for Huntington Middle School Project</b> <b>CO-02</b> Various revisions as noted on attached change order <b>CO-03</b> Various revisions as noted on attached change order	Approximate cost \$50,563.00 Approximate cost \$102,323.00
FORMA Construction	Scott Westlund	<b>Construction Change Directive for Lexington Elementary</b> <b>CCD-039</b> - Add 120V power & interface to fire alarm system	As provided by Article 7.3 and 7.5
Garret Sign	Scott Westlund	To provide sign for Kelso High	Cost estimate is \$62,892.58
Hultz BHU Engineering	Scott Westlund	To provide mechanical & electrical engineering srvs KHS Stadium	Proposed fees \$45,400.00
Integrus Architecture	Scott Westlund	Allocation of Energy-Efficient Building Deductions of Designer of Government-Owned Building - Lexington Elementary	Non-financial
Integrus Architecture	Scott Westlund	Allocation of Energy-Efficient Building Decuctions of Designer of Government-Owned Building - Wallace Elementary	Non-financial
PBS	Scott Westlund	<b>Consultant services Change Order for Huntington Project</b> <b>CO1</b> - Additional labor costs	\$15,000.00 Increase

QED Lab	Scott Westlund	To provide window testing at Huntington Middle School	Cost estimate is \$7,350.00
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## ESD CONTRACTS

BEST Grant	Kim Yore	Admendment #1 - Increases funds by \$2,307.69	Amended Agreement total is \$67,115.38
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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 January 3, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,624.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261496 through 261497, totaling \$1,624.33

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

Check Nbr	Vendor Name	Check Date	Check Amount
261496	HCA-SEBB BENEFITS	01/05/2022	1,513.00
261497	METROPOLITAN LIFE	01/05/2022	111.33

2	Computer	Check(s) For a Total of	1,624.33
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## General Fund

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

As of January 3, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$4,326.35. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261498 through 261498, totaling \$4,326.35

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

Check Nbr	Vendor Name	Check Date	Check Amount
261498	US BANK EQUIPMENT FINANCE	01/07/2022	4,326.35

1	Computer	Check(s) For a Total of	4,326.35
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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 January 3, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$541.96. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261499 through 261499, totaling \$541.96

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

Check Nbr	Vendor Name	Check Date	Check Amount
261499	Kuning, Katey Mae	01/14/2022	541.96

1	Computer	Check(s) For a Total of	541.96
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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 January 3, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$23,025.30. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 261500 through 261500, totaling \$23,025.30

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

Check Nbr	Vendor Name	Check Date	Check Amount
261500	SERVPRO	01/14/2022	23,025.30

1	Computer	Check(s) For a Total of	23,025.30
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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 January 3, 2022, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$1,547,917.33. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3661 through 3661, totaling \$1,547,917.33

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

Check Nbr	Vendor Name	Check Date	Check Amount
3661	FORMA CONSTRUCTION CO	01/18/2022	1,547,917.33

1	Computer	Check(s) For a Total of	1,547,917.33
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**KELSO SCHOOL DISTRICT  
ASB & CASUAL WORKER PAY RATES:  
EFFECTIVE: January 1, 2021**

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		<u><b>District Funds</b></u>
<b>MIDDLE SCHOOL</b>	*Timers	\$27.38 per contest
	*Scorekeepers	\$27.38 per contest
	*Announcers	\$27.38 per contest
	*Lines People	\$27.38 per contest
	*Chain Crew	\$27.38 per contest
	**Announcer	\$27.38 per contest
	**Scorekeeper	\$27.38 per contest
	**Starter	\$27.38 per contest
	**Head Finish Judge	\$27.38 per contest
	Supervision	\$27.38 per contest
		*Football, Volleyball, Wrestling, Basketball, Gymnastics
		**Middle School track meets only
		Supervision covers Football, Volleyball, Wrestling, Basketball, Gymnastics, Track, Social Events

		<u><b>ASB Funds</b></u>
<b>HIGH SCHOOL</b>	FB Scorekeeper	\$27.38 per contest
	VB Scorekeeper	\$27.38 per contest
	SW Scorekeeper	\$27.38 per contest
	SW Timer	\$27.38 per contest
	FB Chain Crew	\$27.38 per contest
	VB Line Judge	\$27.38 per contest
	Ticket Sellers/Takers	\$40.00 per event
	Supervision	\$40.00 per event
	Elevator Operator	\$40.00 per event
	Head Supervision	\$45.00 per event

Board Approval

By: \_\_\_\_\_ Date: \_\_\_\_\_  
School Board President

ASB & Casual Worker Pay Rates

**NON-REPRESENTED SALARY SCHEDULE**

**2021-22 SCHOOL YEAR**

**Effective January 1, 2022**

		Step 1	Yr 2-6	Yr 7-9	Yr 10-12	Yr 13-19	Yr 20-24	Yrs 25-26	Yrs 27+
300	<b>Administrative Assistant to Sup't</b>	\$ 33.29	\$ 33.71	\$ 34.16	\$ 34.60	\$ 35.03	\$ 35.47	\$ 36.50	\$ 36.87
301	<b>Administrative Assistant to Director</b>	\$ 26.57	\$ 27.00	\$ 27.44	\$ 27.86	\$ 28.28	\$ 28.73	\$ 29.56	\$ 29.86
302	<b>HR Generalist</b>	\$ 26.57	\$ 27.00	\$ 27.44	\$ 27.86	\$ 28.28	\$ 28.73	\$ 29.56	\$ 29.86
303	<b>HR Specialist/Benefit Specialist</b>	\$ 30.30	\$ 31.82	\$ 33.42	\$ 35.10	\$ 36.31	\$ 37.60	\$ 38.91	\$ 39.30
304	<b>HR Associate</b>	\$ 23.82	\$ 24.39	\$ 24.98	\$ 25.55	\$ 26.16	\$ 26.73	\$ 27.51	\$ 27.78
305	<b>Payroll Associate</b>	\$ 27.17	\$ 28.45	\$ 28.76	\$ 29.08	\$ 29.41	\$ 29.70	\$ 30.57	\$ 30.88

		Step 1	Step 2	Step 3
306	<b>Supervisor, Facilities and Operations</b>	\$ 108,636	\$ 110,830	\$ 113,021
307	<b>Assistant Supervisor, Operations</b>	\$ 56,765	\$ 60,966	\$ 74,693
308	<b>Supervisor, Transportation</b>	\$ 95,687	\$ 98,158	\$ 100,629
309	<b>Supervisor, Nutrition, Info &amp; Tech Svcs</b>	\$ 93,217	\$ 95,687	\$ 98,158
310	<b>Public Relations Officer</b>	\$ 84,864	\$ 90,168	\$ 95,472
311	<b>Department Manager</b>	\$ 73,053	\$ 75,600	\$ 82,052
312	<b>Fiscal Coordinator/Budget Analyst</b>	\$ 67,500	\$ 70,000	\$ 73,500
313	<b>Case Manager - Grant Funded Position*</b>	\$ 54,180	\$ 56,680	\$ 59,180

\*This position is a 237 day/year position\*

Board Approval

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

School Board President

**Schedule A - Kelso 1**  
**Kelso School District**  
**September 1, 2021 to August 31, 2022**

<b>SECRETARIAL</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Level I -- Administrative Secretary	\$ 20.75	\$ 21.41	\$ 22.67	\$ 22.80	\$ 22.93	\$ 23.10	\$ 23.53	\$ 23.68	\$ 24.37	\$ 24.60
Level II -- Assessment Assistant/Inst Tech Support Spec	\$ 18.51	\$ 19.21	\$ 20.20	\$ 20.32	\$ 20.49	\$ 20.66	\$ 21.07	\$ 21.24	\$ 21.84	\$ 22.06
Level III -- Assistant Secretary	\$ 18.02	\$ 18.40	\$ 19.45	\$ 19.61	\$ 19.75	\$ 19.86	\$ 20.29	\$ 20.47	\$ 21.06	\$ 21.27
Level IV -- Clerk	\$ 16.83	\$ 17.29	\$ 18.02	\$ 18.15	\$ 18.31	\$ 18.43	\$ 18.89	\$ 19.24	\$ 19.57	\$ 19.77
Level V -- Library Clerk	\$ 16.90	\$ 17.99	\$ 18.70	\$ 18.84	\$ 18.99	\$ 19.17	\$ 19.57	\$ 19.74	\$ 20.29	\$ 20.49

<b>ACCOUNTING</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Accounting Specialist I	\$ 18.51	\$ 19.21	\$ 20.20	\$ 20.32	\$ 20.49	\$ 20.66	\$ 21.07	\$ 21.24	\$ 21.84	\$ 22.06
Accounting Specialist II	\$ 20.28	\$ 20.76	\$ 21.24	\$ 21.69	\$ 22.16	\$ 22.65	\$ 23.10	\$ 23.52	\$ 24.21	\$ 24.46
Associate Accountant	\$ 27.17	\$ 27.60	\$ 28.12	\$ 28.45	\$ 28.76	\$ 29.08	\$ 29.41	\$ 29.70	\$ 30.57	\$ 30.88

<b>STUDENT RECORDS MANAGER</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Level I -- Student Records Manager	\$ 23.53	\$ 24.29	\$ 25.02	\$ 25.82	\$ 27.09	\$ 28.45	\$ 31.29	\$ 34.61	\$ 35.64	\$ 36.00
Level II -- Student Enrollment and Administrative Support Specialist	\$ 22.15	\$ 22.86	\$ 23.85	\$ 24.29	\$ 24.75	\$ 25.22	\$ 25.81	\$ 26.24	\$ 27.00	\$ 27.27

<b>POST-SECONDARY CAREER COORDINATOR</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 27.17	\$ 27.60	\$ 28.12	\$ 28.45	\$ 28.76	\$ 29.08	\$ 29.41	\$ 29.70	\$ 30.57	\$ 30.88

<b>PRINT SHOP</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Technician	\$ 19.90	\$ 20.21	\$ 20.49	\$ 20.78	\$ 21.06	\$ 21.35	\$ 21.63	\$ 21.94	\$ 22.59	\$ 22.82
Bindery Leader	\$ 19.90	\$ 20.21	\$ 20.49	\$ 20.78	\$ 21.06	\$ 21.35	\$ 21.63	\$ 21.94	\$ 22.59	\$ 22.82

<b>PARAEDUCATOR</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Significant/SLC/Moderate	\$ 16.96	\$ 17.31	\$ 17.67	\$ 17.98	\$ 18.32	\$ 18.66	\$ 19.02	\$ 19.34	\$ 19.88	\$ 20.07
Resource/Lifeskills	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
SEL	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
Basic Ed/Title/LAP	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
ELL	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
Tutor	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
Technician Assistant	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56

<b>POOL</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Pool Aquatics Lead/Manager	\$ 18.97	\$ 19.33	\$ 19.68	\$ 20.03	\$ 20.33	\$ 20.69	\$ 21.05	\$ 21.37	\$ 21.98	\$ 22.20
Pool Aquatics Aide	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56

<b>AIDE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Playground	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
Bus Duty	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56
Accompanist	\$ 16.45	\$ 16.80	\$ 17.16	\$ 17.47	\$ 17.81	\$ 18.15	\$ 18.51	\$ 18.83	\$ 19.37	\$ 19.56

**Schedule A - Kelso 1**  
**Kelso School District**  
**September 1, 2021 to August 31, 2022**

<b>COMPUTER</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Technology Support Specialist	\$ 23.70	\$ 24.23	\$ 24.71	\$ 25.18	\$ 25.69	\$ 26.21	\$ 26.69	\$ 27.17	\$ 27.98	\$ 28.25

<b>ACTIVITIES FACILITATOR</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 15.76	\$ 15.98	\$ 16.19	\$ 16.42	\$ 16.67	\$ 16.88	\$ 17.12	\$ 17.35	\$ 17.84	\$ 18.02

<b>INTERPRETER</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 20.23	\$ 20.49	\$ 20.75	\$ 21.00	\$ 21.26	\$ 21.51	\$ 21.76	\$ 22.04	\$ 22.68	\$ 22.91
With American Sign Language or Braille certification	\$ 22.11	\$ 22.36	\$ 22.63	\$ 22.87	\$ 23.15	\$ 23.38	\$ 23.65	\$ 23.88	\$ 24.57	\$ 24.82

<b>CAMPUS SECURITY</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 19.77	\$ 20.06	\$ 20.29	\$ 20.60	\$ 20.83	\$ 21.11	\$ 21.38	\$ 21.61	\$ 22.23	\$ 22.45

<b>TRANSITION SPECIALIST</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Juvenile Justice Education Advocate*	\$ 23.53	\$ 24.29	\$ 25.02	\$ 25.81	\$ 26.55	\$ 27.30	\$ 28.03	\$ 28.81	\$ 29.65	\$ 29.94
Level I -- Transition Specialist	\$ 19.74	\$ 19.85	\$ 20.04	\$ 20.15	\$ 20.28	\$ 20.47	\$ 20.62	\$ 20.75	\$ 21.34	\$ 21.55
Level II -- Truancy Specialist	\$ 18.27	\$ 18.59	\$ 19.00	\$ 19.18	\$ 19.31	\$ 19.45	\$ 19.75	\$ 19.88	\$ 20.46	\$ 20.67
*Grant funded position										

<b>HEALTH CARE SPECIALIST</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 23.06	\$ 23.53	\$ 24.01	\$ 24.52	\$ 24.98	\$ 25.46	\$ 25.95	\$ 26.46	\$ 27.22	\$ 27.50

<b>CERTIFIED THERAPIST'S ASSISTANT</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Certified Occupational Therapist's Assistant (COTA)	\$ 22.04	\$ 22.29	\$ 22.52	\$ 22.78	\$ 23.01	\$ 23.26	\$ 23.50	\$ 23.74	\$ 24.41	\$ 24.66
Certified Physical Therapist's Assistant (CPTA)	\$ 22.04	\$ 22.29	\$ 22.52	\$ 22.78	\$ 23.01	\$ 23.26	\$ 23.50	\$ 23.74	\$ 24.41	\$ 24.66

<b>INTERVENTION SPECIALIST</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 23.44	\$ 24.75	\$ 24.92	\$ 25.02	\$ 25.20	\$ 25.35	\$ 25.63	\$ 25.79	\$ 26.53	\$ 26.80

<b>ASSISTANT INTERVENTION SPECIALIST</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
	\$ 19.81	\$ 20.73	\$ 20.88	\$ 21.01	\$ 21.15	\$ 21.30	\$ 21.58	\$ 21.72	\$ 22.34	\$ 22.56

<b>NUTRITION SERVICES</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Operations Site Specialist	\$ 18.06	\$ 18.59	\$ 18.72	\$ 18.89	\$ 19.17	\$ 19.41	\$ 19.70	\$ 19.85	\$ 20.41	\$ 20.61
Nutrition Services Courier	\$ 17.28	\$ 17.78	\$ 17.94	\$ 18.07	\$ 18.23	\$ 18.37	\$ 18.66	\$ 18.80	\$ 19.34	\$ 19.53
Building Lead	\$ 16.61	\$ 17.41	\$ 17.58	\$ 17.70	\$ 17.85	\$ 18.01	\$ 18.28	\$ 18.42	\$ 18.95	\$ 19.15
Department Head	\$ 16.28	\$ 16.61	\$ 16.78	\$ 16.89	\$ 17.05	\$ 17.21	\$ 17.49	\$ 17.73	\$ 18.23	\$ 18.41
Helper/Cashier	\$ 15.53	\$ 15.77	\$ 16.01	\$ 16.24	\$ 16.49	\$ 16.76	\$ 16.96	\$ 17.16	\$ 17.64	\$ 17.81

**Schedule A - Kelso 1**  
**Kelso School District**  
**September 1, 2021 to August 31, 2022**

<b>CUSTODIAL</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
District Lead Custodian	\$ 25.82	\$ 26.46	\$ 26.84	\$ 27.23	\$ 27.61	\$ 28.02	\$ 28.41	\$ 28.84	\$ 29.68	\$ 29.97
Head Custodian										
Class I -- High School	\$ 23.28	\$ 23.93	\$ 24.30	\$ 24.68	\$ 25.08	\$ 25.49	\$ 25.89	\$ 26.32	\$ 27.07	\$ 27.35
Class II -- Middle School	\$ 22.62	\$ 23.15	\$ 23.62	\$ 24.11	\$ 24.58	\$ 25.05	\$ 25.51	\$ 25.90	\$ 26.28	\$ 26.54
Class III -- Elementary	\$ 21.91	\$ 22.47	\$ 22.85	\$ 23.26	\$ 23.66	\$ 24.06	\$ 24.45	\$ 24.88	\$ 25.58	\$ 25.84
Class IV -- One Person School	\$ 21.41	\$ 21.82	\$ 22.21	\$ 22.59	\$ 22.95	\$ 23.35	\$ 23.73	\$ 24.15	\$ 24.86	\$ 25.10
Class V -- Large Elementary School	\$ 22.62	\$ 23.15	\$ 23.62	\$ 24.11	\$ 24.58	\$ 25.05	\$ 25.51	\$ 25.90	\$ 26.28	\$ 26.54
Night Lead Custodian										
High School	\$ 21.00	\$ 21.38	\$ 21.76	\$ 22.15	\$ 22.52	\$ 22.90	\$ 23.30	\$ 23.69	\$ 24.38	\$ 24.61
Middle School	\$ 19.85	\$ 20.24	\$ 20.64	\$ 21.01	\$ 21.39	\$ 21.80	\$ 22.16	\$ 22.53	\$ 23.19	\$ 23.43
Custodian (Including Sweeper/Trainee)	\$ 19.17	\$ 19.52	\$ 19.91	\$ 20.32	\$ 20.73	\$ 21.13	\$ 21.53	\$ 21.94	\$ 22.59	\$ 22.82
Permanent Custodial/Maintenance Relief	\$ 18.66	\$ 19.07	\$ 19.47	\$ 19.85	\$ 20.25	\$ 20.66	\$ 21.06	\$ 21.49	\$ 22.12	\$ 22.34

<b>MAINTENANCE</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Senior Maintenance Specialist	\$ 25.55	\$ 26.88	\$ 27.01	\$ 27.14	\$ 27.95	\$ 28.36	\$ 28.79	\$ 29.17	\$ 30.03	\$ 30.33
Maintenance Specialist	\$ 23.49	\$ 24.49	\$ 24.62	\$ 24.77	\$ 25.51	\$ 25.95	\$ 26.38	\$ 26.79	\$ 27.55	\$ 27.83
Maintenance Assistant	\$ 20.80	\$ 21.69	\$ 21.86	\$ 22.00	\$ 22.90	\$ 23.27	\$ 23.62	\$ 24.00	\$ 24.69	\$ 24.94
Maintenance Helper	\$ 16.89	\$ 17.78	\$ 17.94	\$ 18.07	\$ 18.94	\$ 19.31	\$ 19.69	\$ 20.11	\$ 20.69	\$ 20.89
Warehouse Specialist	\$ 23.05	\$ 24.21	\$ 24.35	\$ 24.51	\$ 25.37	\$ 25.73	\$ 26.12	\$ 26.51	\$ 27.27	\$ 27.54
Mail Courier	\$ 16.89	\$ 17.78	\$ 17.94	\$ 18.07	\$ 18.94	\$ 19.31	\$ 19.69	\$ 20.11	\$ 20.69	\$ 20.89
Temporary Seasonal Maintenance/Grounds	\$ 16.89	\$ 17.78	\$ 17.94	\$ 18.07	\$ 18.94	\$ 19.31	\$ 19.69	\$ 20.11	\$ 20.69	\$ 20.89

<b>TECHNICIAN</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEARS 4-6</b>	<b>YEARS 7-9</b>	<b>YEARS 10-12</b>	<b>YEARS 13-19</b>	<b>YEARS 20-24</b>	<b>YEARS 25-26</b>	<b>YEARS 27+</b>
Behavior Technician	\$ 18.51	\$ 19.21	\$ 20.20	\$ 20.32	\$ 20.49	\$ 20.66	\$ 21.07	\$ 21.24	\$ 21.84	\$ 22.06
Homeless Liaison	\$ 18.51	\$ 19.21	\$ 20.20	\$ 20.32	\$ 20.49	\$ 20.66	\$ 21.07	\$ 21.24	\$ 21.84	\$ 22.06

<b>OUTDOOR SCHOOL STIPEND</b>	<b>PER NIGHT</b>
	\$ 55.00

<b>APPRENTICESHIP STIPENDS</b>	<b>PER HOUR</b>
Complete 270-399 Clock Hours	\$ 0.50
Complete 400-800 Clock Hours	\$ 0.50
AA Degree	\$ 0.50
BA/BS Degree or Higher	\$ 0.75

**Substitutes subbing in PSE 1 positions will be paid at Step 1 of Schedule A appropriate for the position being subbed.**

Board Approved

By: \_\_\_\_\_  
School Board President

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

## **STUDENT SALARY SCHEDULE**

EFFECTIVE: January 1, 2022

<b><u>Gaither Pool Students</u></b>	<b><u>Pay Rate, per hour</u></b>
Cashier	\$14.49
Aide	\$14.49
Guard	\$14.49
Instructor	\$14.49
Instructor/Guard	\$14.80
Head Guard	\$15.05
Head Instructor	\$15.55

Each certification listed below will be paid at \$.25 per hour over listed "position" wage up to a maximum of four certifications.

For each successive year, add \$.25 per hour (up to 4 years maximum)

A year is comprised of a minimum of 250 hours worked (January-December)

1. Water Exercise Instructor Certificate
2. Synchronized Swimming Instructor Certificate
3. Canoeing Instructor Certificate
4. Certified Pool Operator Certificate
5. PADI or NAUI SCUBA Instructor Certificate
6. CPR for the Professional Rescuer Instructor Certificate
7. Water Safety Instructor Trainer Certificate
8. Lifeguard Training Instructor Trainer

<b><u>Other Student Help</u></b>	<b><u>Pay Rate, per hour</u></b>
High School Students *	\$14.49
College Students (when attending college) **	\$14.80

\* For each successive year, add \$.25 per hour (Based on hire date)

\*\* For each successive year, add \$.50 per hour (Based on hire date)

NOTE: Minimum wage is \$14.49 per hour effective January 1, 2022.

KELSO SCHOOL DISTRICT #458

Board Approval

By: \_\_\_\_\_ Date: \_\_\_\_\_  
School Board President

# UNFINISHED BUSINESS

- A. Policy 3220/3220P Freedom of Expression (2<sup>nd</sup> Reading & Action) .....Don Iverson
- B. Policy 3411 Accommodating Students with Seizure Disorders (2<sup>nd</sup> Reading & Action) .....Don Iverson

## Freedom of Expression Policy 3220

~~The free expression of student opinion is an important part of education in a democratic society. Students' verbal and written expression of opinion on school premises is to be encouraged so long as it does not substantially disrupt the operation of the school. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.~~

~~The superintendent will develop guidelines assuring that students are able to enjoy free expression of opinion while maintaining orderly conduct of the school.~~

### A. ~~Student Publications~~

~~Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. They are operated and substantively financed by the district. Material appearing in such publications should reflect all areas of student interest, including topics about which there may be controversy and dissent. Controversial issues may be presented provided that they are treated in depth and represent a variety of viewpoints. Such materials may not: be libelous; obscene or profane; cause a substantial disruption of the school; invade the privacy of others; demean any race, religion, sex, or ethnic group; or, advocate the violation of the law or advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.~~

~~The superintendent will develop guidelines to implement these standards and will establish procedures for the prompt review of any materials which appear not to comply with the standards.~~

### B. ~~Distribution of Materials~~

~~Publications or other materials may be distributed on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.~~

~~Students responsible for the distribution of material which leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.~~

~~Materials shall not be distributed on school grounds by non-students and non-employees of the district.~~

The free expression of student opinion is an important part of education in a democratic society. The district encourages students' verbal and written expression of opinion on school premises so long as it does not substantially disrupt the operation of the school or otherwise violate this policy. Students are expressly prohibited from the use of vulgar and/or offensive terms in classroom or assembly settings.

### **Student Publications**

Student publications produced as part of the school's curriculum or with the support of the associated student body fund are intended to serve both as vehicles for instruction and student communication. Although substantively financed and operated by the district, student editors of school-sponsored media are responsible



for determining the news, opinion, feature, and advertising content of the media, consistent with chapter 28A.600 RCW. Material appearing in such publications may reflect various areas of student interest, including topics about which there may be controversy and dissent. When engaging with a controversial issue, student publications should strive to provide in-depth treatment and represent a variety of viewpoints. Such materials may not:

- Be libelous or slanderous;
- Be an unwarranted invasion of privacy;
- Be obscene or profane, such that it would violate federal or state laws, rules or regulations or incites others to violate federal or state laws, rules or regulations, including the standards established by the federal communications act or applicable federal communication commission rules or regulations;
- Incite students so as to create a clear and present danger of the material and substantial disruption of the school;
- Violate district policy or procedure related to harassment, intimidation, bullying, or related to the prohibition on discrimination pursuant to RCW 28A.642.010.
- Violate federal or state laws, rules, regulations, or incite the violation of such laws; or
- Advertise tobacco products, liquor, illicit drugs, or drug paraphernalia.

The superintendent will develop guidelines, assuring that students are able to exercise freedom of expression so long as it does not present a material and substantial disruption of the orderly operation of the school, implementing the standards above, and establishing procedures for the prompt review of any materials that appear not to comply with the standards.

#### **Distribution of Materials**

Students and district staff may distribute student publications or other materials on school premises in accordance with procedures developed by the superintendent. Such procedures may impose limits on the time, place, and manner of distribution including prior authorization for the posting of such material on school property.

Students responsible for the distribution of material that leads to a substantial disruption of school activity or otherwise interferes with school operations will be subject to corrective action, including suspension or expulsion, consistent with student discipline policies.

No one who is neither a student nor a district employee may distribute materials on school grounds.

Cross Reference:	Policy 2340 Policy 3241	Religious-related Activity and Practices <del>Classroom Management, Discipline and Corrective Actions</del> Student Discipline
Legal References:	WAC 180-40-215 RCW 28A.600	Student rights
Management Resources:	<i>Policy &amp; Legal News</i> 2021 – October 2015 – July 2001 – August	

ADOPTED: 5.8.06  
REVISED: 10.5.15

## Freedom of Expression Procedure 3220P

Students will enjoy the privilege of free verbal and written expression providing such expression does not disrupt the operation of the school. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards for verbal and written expression will be subject to corrective action or punishment.

For purposes of verbal and written expression, the following guidelines are in effect:

- A. ~~Distribution of written materials or presentation of an oral speech in an assembly or classroom setting may be restricted:~~
  - 1. ~~Where there is evidence which reasonably supports a forecast that the expression is likely to cause material and substantial disruption of, or interference with, school activities, which disruption or interference cannot be prevented by reasonably available, less restrictive means;~~
  - or,
  - 2. ~~Where such expression unduly impinges upon the rights of others.~~

In order for a student publication or speech to be disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial disruption to normal school activity would occur if the material were published and distributed. Disruption includes, but is not necessarily limited to: student riots; destruction of property; widespread shouting, or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out or other related form of activity.
- B. ~~Distribution of written material or presentation of an oral speech which are construed to be unsuitable for minors will not be permitted. Rules for determining unsuitability for minors should be consistent with those as applied to instructional materials.~~
- C. ~~Libelous material or speech may be prohibited. Libelous material will be defined to include defamatory falsehoods about public figures or governmental officials. In order to be libelous, the defamatory falsehood must be made with actual malice; that is, with knowledge that it is false, or with reckless disregard of whether it was false or not.~~
- D. ~~Material may be considered profane when the language does not meet the standards of professional journalism as evidenced by the daily newspapers commonly distributed in the district. Sanctions may be imposed on a student when he/she engages in offensively "lewd and indecent speech."~~
- E. ~~Publications may not "invade the privacy" of individuals. Such occurrences may include: exploitation of one's personality; publications of one's private affairs with which the public has no legitimate concern; or, wrongful intrusion into one's private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities.~~
- F. ~~Publications or oral speeches which criticize school officials or advocate violation of school rules may be prohibited when there is evidence that supports a forecast that substantial disruption of school may develop.~~
- G. ~~Publications or oral speeches which advocate racial, religious, or ethnic prejudice or discrimination or seriously disparage particular racial, religious, or ethnic groups are prohibited.~~

### **Student Publications**

The student publications instructor or advisor will have the primary responsibility for supervising student publications and to see that provisions incorporated into the policy and procedures are met. The principal may request to review any copy prior to its publication. Such copy will be returned to the

~~student editors within 24 hours after it has been submitted for review. Any dispute that cannot be resolved at the building level will be submitted to the superintendent for further consideration. When appropriate, the superintendent will seek legal counsel. If the complaint cannot be resolved at that level, the board, upon request, will consider the complaint at its next regular meeting.~~

~~While the district believes that students should be encouraged to exercise good judgment in the content of the student publication program, such expressive writing must be in keeping with the school's instructional mission and values. Material must be free of content that: runs counter to the instructional program; invades the privacy of individuals; demeans or otherwise damages individuals or groups; supports the violation of school rules or, is inappropriate for the maturity level of the students. Such publication activities must also teach respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.~~

### **Distribution of Materials**

~~Students' constitutional rights of freedom of speech or expression provide for the opportunity to distribute written materials on school premises. However, distribution of materials by students will not cause disruption of or interference with school activities. Systematic distribution of materials may not occur during instructional time, unless other similar non-instructional activities are permitted. Students will be subject to corrective action or punishment, including suspension or expulsion, depending on the nature of the disruption or interference resulting from distribution of materials.~~

Students will enjoy freedom of expression, whether verbal or written, providing such expression does not constitute a material and substantial disruption of the orderly operation of the school or otherwise violate this policy. The principal will have the authority to monitor student verbal and written expression. Students who violate the standards established by this policy and chapter 28A.600 RCW for verbal and written expression may be subject to corrective action or punishment.

### **Definitions**

For purposes of this policy and procedure, the following definitions apply:

(a) "School-sponsored media" means any matter that is prepared, substantially written, published, or broadcast by student journalists, that is distributed or generally made available, either free of charge or for a fee, to members of the student body, and that is prepared under the direction of a student media adviser. "School-sponsored media" does not include media that is intended for distribution or transmission solely in the classrooms in which they are also produced.

(b) "Student journalist" means a student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

(c) "Student media adviser" means a person who is employed, appointed, or designated by the school to supervise, or provide instruction relating to, school-sponsored media.

For purposes of verbal and written expression, the following guidelines are in effect:

A. Distribution of written materials or presentation of an oral speech in an assembly or classroom setting may be restricted:

1. Where there is evidence which reasonably supports a forecast that the expression is likely to cause material and substantial disruption of, or interference with, school activities,

- which disruption or interference cannot be prevented by reasonably available, less restrictive means; or,
2. Where such expression unduly impinges upon the rights of others.

A school official must base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

B. Distribution of written material or presentation of an oral speech will not be permitted if such material or speech would be in violation of the federal communications act or applicable federal communication commission rules or regulations, or otherwise in violation of district policies regarding patently lewd, vulgar, and indecent conduct or communication.

C. Libelous or slanderous material or speech may be prohibited. Libelous material will be defined to include defamatory falsehoods about public figures or governmental officials. In order to be libelous, the defamatory falsehood must be made with actual malice; that is, with knowledge that it is false, or with reckless disregard of whether it was false or not.

D. Publications that involve an unwarranted invasion of privacy will not be permitted. Such occurrences may include: exploitation of one's personality; publications of one's private affairs with which the public has no legitimate concern; or, wrongful intrusion into one's private activities in a manner that can cause mental suffering, shame, or humiliation to a reasonable person of ordinary sensibilities.

E. Publications or oral speeches that incite the commission of unlawful acts on school premises, the violation of law, or the violation of lawful school district policies and procedures may be prohibited.

F. Publications or oral speeches that violate the district's policy or procedure related to the prohibition of harassment, intimidation, or bullying, or that advocate discrimination or discriminatory disparagement in violation of chapter 28A.642 RCW and district policy are prohibited.

### **Student Publications**

The student publications instructor or advisor will have the primary responsibility for supervising student publications and to see that provisions incorporated into the policy and procedures are met. The instructor or advisor will also have the primary responsibility for teaching professional standards of English and journalism to the student journalists. Publication activities should instill respect for the sensitivity of others and standards of civility as well as the elements of responsible journalism.

Student editors of school-sponsored media are responsible for determining the news, opinion, feature, and advertising content of the media subject to the limitations of this policy and procedure as set forth above.

The principal may request to review any copy prior to its publication. The principal will return such copy to the student editors within 24 hours after it has been submitted for review. Any dispute that cannot be resolved at the building level will be submitted to the superintendent for further consideration. When appropriate, the superintendent will seek legal counsel. If the complaint cannot be resolved at that level, the board, upon request, will consider the complaint at its next regular meeting. In addition, any student, individually or through his or her parent or guardian, enrolled in a public high school may file an appeal

of any alleged violation of chapter 28A.600 RCW related to school-sponsored media pursuant to the provisions of chapter 28A.645 RCW.

Political expression by students in school-sponsored media shall not be deemed the use of public funds for political purposes for purposes of the prohibitions of RCW 42.17A.550.

Expression made by a student in the school-sponsored media is not necessarily the expression of school policy. Pursuant to chapter 28A.600 RCW, neither a school official nor the governing board of the school or school district may be held responsible in any civil or criminal action for any expression made or published by students in school-sponsored media.

**Distribution of Materials**

Students' constitutional rights of freedom of speech or expression provide for the opportunity to distribute written materials on school premises. However, distribution of materials by students will not cause disruption of or interference with school activities. Systematic distribution of materials may not occur during instructional time, unless other similar non-instructional activities are permitted. Students will be subject to corrective action or punishment, including suspension or expulsion, depending on the nature of the disruption or interference resulting from distribution of materials.

ADOPTED: 6.2007

REVISED: 8.2001 | 10.5.15

## Accommodating Students with Seizure Disorders or Epilepsy

### Policy 3411

The district will develop and follow an individual health plan for each student with seizure disorder or epilepsy. Each individual health care plan will include an individual emergency plan element. The health plans will be updated annually, and more frequently as needed.

The board of directors shall designate a professional person licensed under chapter 18.71, 18.57, or 18.79 RCW as it applies to registered nurses and advanced registered nurse practitioners, to consult and coordinate with the student's parents and health care provider, and train and supervise the appropriate school district personnel in proper procedures for care for students with epilepsy or other seizure disorders to ensure a safe, therapeutic learning environment. Training required may also be provided by a national organization that offers training for school nurses for managing students with seizures and seizure training for school personnel.

In addition to adhering to the requirements of each individual health care plan, for the general care of students with seizure disorder or epilepsy, the district will:

- A. Acquire necessary parent requests and instructions for treatment;
- B. Acquire monitoring and treatment orders from licensed health care providers prescribing within the scope of their licensed authority;
- C. Provide sufficient and secure storage for medical equipment and medication provided by the parent;
- D. Establish school policy exceptions necessary to accommodate students' needs related to epilepsy or other seizure disorders, as described in the individual health plan;
- E. Ensure the development of individual emergency plans;
- F. Ensure the possession of legal documents for parent-designated adults to provide care, if needed;
- G. Ensure each individual health plan at least annually; and
- H. Ensure each student's individual health care plan will be distributed to appropriate staff based on the student's needs and the staff member's contact with the student.

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

"Parent-designated adult" means a parent-designated adult who is not licensed under chapter 18.79 and: (A) Volunteers for the designation; (B) receives additional training from a health care professional or expert in care for epilepsy or other seizure disorders selected by the parents; and (C) provides care for the child consistent with the individual health plan.

A parent-designated adult may be a school district employee. Parent-designated adults who are school employees will file a voluntary, written, current, and unexpired letter of intent stating their willingness to be a parent-designated adult. Parent-designated adults who are school employees are required to receive training in caring for students with seizures from the (insert title of appropriate staff member) or from a parent-selected health care professional or appropriate personnel from a national epilepsy organization that offers seizure training and education for school nurses and other school personnel. If a school district employee who is not licensed under chapter 18.79 RCW chooses not to file a letter under this section, the employee may not be subject to any employer reprisal or disciplinary action for refusing to file a letter.

Parent-designated adults who are not school employees are required to show evidence of comparable training and meet school district requirements for volunteers. Parent-designated adults must receive additional training from a parent-selected health care professional or expert in seizure care to provide the care requested by the parent. The (insert appropriate staff member) is not responsible for the supervision of procedures authorized by the parents and carried out by the parent-designated adult.

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

Cross References:	Policy 5630	Volunteers
	Policy 3416	Medication at School
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	42.U.S.C. §§ 12101et seq.	Americans with Disabilities Act
	RCW 28A.210.350	Students with diabetes or epilepsy or other seizure disorders
Management Resources:	Policy & Legal News	
	2021 – October	

Adopted:  
Revised:



# NEW BUSINESS

A. Construction Update .....	Forma/CSG/Integrus
B. Carrolls School Achievement Presentation .....	Dr. Julie Owens
C. Health & Safety Update .....	Don Iverson
D. Policy 1805 Ethical Conduct for School Directors (1 <sup>st</sup> Reading) .....	Mary Beth Tack
E. Policy 1825 Addressing School Director Violations (1 <sup>st</sup> Reading) .....	Mary Beth Tack
F. Policy 3241 Student Discipline (1 <sup>st</sup> Reading) .....	Don Iverson
G. Legislative Update .....	Leah Moore
H. Superintendents Report .....	Mary Beth Tack

# CONSTRUCTION UPDATE

**CARROLLS  
SCHOOL  
ACHIEVEMENT  
PRESENTATION**

# HEALTH AND SAFETY UPDATE

Ethical Conduct for School Directors  
Policy 1815

Policy Statement

Each board director has taken an oath of office to support the Constitutions of the United States and Washington state. The Kelso School Board and each of its school directors is committed to upholding the oath of office and to ethical behavior.

Ethical behavior is an individual responsibility. Each school director and the board as a whole will base their conduct on these core ethical principles:

- Objectivity* – School directors must place the public’s interest before any private interest or outside obligation – choices need to be made on the merits.
- Selflessness* – School directors should not take actions or make decisions in the performance of their position in order to gain financial or other benefits for themselves, their family, or their friends.
- Stewardship* – School directors should conserve public resources and funds against misuse and abuse.
- Transparency* – School directors must practice open and accountable government. They should be as open as possible about their decisions and actions, while protecting truly confidential information.
- Integrity* – School directors should not place themselves under any financial or other obligation to outside individuals or organizations that might inappropriately influence them in the performance of their official duties.

Failure to adhere to these core ethical principles or failure to comply with other policies adopted by the board or the law may result in the school board taking formal censure of the offending school director in accordance with **1825 – Addressing School Board Director Violations**.

Cross References:	Policy 1111	Oath of Office
	Policy 1220	Board Officers and Duties of Board Members
	Policy 1610	Conflicts of Interest
	Policy 1825	Addressing School Board Director Violations
	Policy 5271	Reporting Improper Governmental Action
Legal References:	RCW 28A.320.040	Bylaws for board and school government
	RCW 28A.635.050	Certain corrupt practices of school officials
	RCW 42.20	Misconduct of Public Officers

Management  
Resources:

Policy & Legal News

2021 – October Issue

Adopted:

Revised:

## Addressing School Director Violations

### Policy 1825

**Purpose**

The \_\_\_\_\_ School Board and each of its school directors are committed to faithful compliance with the law, provisions of the Board’s policies, and exercising good judgment.

**Policy Statement**

The Board recognizes that failure to deal with deliberate or continuing violations of the law, Board policies, or lapses in good judgment by its school board members risks the loss of community confidence and damages the Board’s ability to govern effectively. Therefore, in the event of a Board member’s willful and/or continuing violation of law, policy, or judgment the Board will address the issue through the following process, which is intended to escalate only as necessary:

1. Conversation in a private setting between the offending School Director and the Board Chair or another individual School Director, identified by the Board;
2. Discussion in a properly convened executive session between the offending School Director and the full Board;
3. Possible removal of the offending School Director from any leadership or committee positions to which the offending School Director has been appointed or elected to by the Board;
4. Censure of the offending School Director by adopting a resolution in an open meeting as a means of separating the Board’s focus and intent from those of the offending School Director.

Cross References:	Policy 1111	Oath of Office
	Policy 1220	Board Officers and Duties of Board Members
	Policy 1610	Conflicts of Interest
	Policy 1815	Ethical Conduct for School Directors
Legal References:	RCW 28A.320.040	Bylaws for board and school government
	RCW 28A.635.050	Certain corrupt practices of school officials
Management Resources:	Policy & Legal News	
	2021 – October Issue	

Adopted:

Revised:

## Student Discipline Policy 3241

The Board Kelso School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. “Discipline” means any action taken by the school district in response to behavioral violations. ~~Discipline is not necessarily punitive, but can take~~ including exclusionary as well as positive and supportive forms of discipline. ~~The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities.~~

The purposes of this policy and accompanying procedure include:

- Engaging with ~~families and the community and striving to understand and be responsive to cultural context~~ school personnel, students, parents, families, and the community in decisions related to the development and implementation of discipline policies and procedures;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents and families;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need ~~during suspension and expulsion to complete their education without disruption;~~
- Facilitating collaboration between school personnel, students, and parents, and families to support and ~~thereby supporting~~ successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- ~~Providing~~ Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success;
- Providing a safe environment for all students and for district employees.

### Rights and Responsibilities/District Commitment

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction;

The District will observe students’ fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the



student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right;

3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

~~The Superintendent shall establish and make available rules of student conduct.~~ This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and procedure the district's rules of student conduct, including behavioral expectations standards that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with Board Policy 3112 – Social Emotional Climate.

#### **Minimizing exclusion, engaging with families, and supporting students**

~~Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension. Before imposing a long-term suspension or expulsion, the district must first consider other forms of discipline.~~

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.~~

~~As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.~~

#### **Staff authority**

~~District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.~~

**Ensuring fairness, providing notice, and an opportunity for a hearing**

~~When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.~~

~~The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.~~

**Development and review**

Accurate and complete reporting of all disciplinary actions, including the **associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted that led to them**, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will **periodically collect and review data on disciplinary actions taken against students administered** in each school-. ~~The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in school and short term suspensions, and long term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.~~ **and any additional data required under other district policies and procedures.**

**The District will ensure that school principals confer with certificated building employees at least annually to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff will develop written school procedures for administering discipline at their school with the participation of other school personnel, students, parents, families, and the community. Each school will:**

- 1. Establish behavioral expectations with students and proactively teach expectations across various school settings.**

2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by district superintendent or designee.

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under RCW [28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with RCW [28A.300.042\(1\)](#) and [CEDARS](#) Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency expulsion, and expulsion.

The District will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The District will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters [28A.640](#) and [28A.642](#) RCW, however, the District will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

The District will support each school SEL Tier 1 Team to:

- set at least one goal annually for improving equitable student outcomes;

- create an actions plan or plans;
- evaluate previous goals and action plans; and
- revise goals and action plans, based on evaluations.

Schools will share identified goals and action plans with all staff, students, parents, families, and the community.

#### **Distribution of policies and procedures**

The school district will make the current version of this discipline policy and procedures available to families and the community. The district will annually provide its discipline policies and procedures to all district personnel, students, and parents, and families which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

Cross References: 2121 - Substance Abuse Program

2161 - Special Education and Related Services for Eligible Students

2162 - Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

3122 - Excused and Unexcused Absences

~~3200 - Rights and Responsibilities~~

3210 - Nondiscrimination

3240 – Student Conduct Expectations and Reasonable Sanctions

3244 - Prohibition of Corporal Punishment

3520 - Student Fees, Fines, or Charges

4210 - Regulation of Dangerous Weapons on School Premises

4218 - Language Access Plan

Legal References: 42 U.S.C. 2000d et seq. Civil Rights Act of 1964

34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964

Chapter 392-400, WAC, Student Discipline ~~Pupils~~

WAC 392-190-048 Access to course offerings – Student discipline

Chapter 28A.600 RCW, Students

RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills

RCW 28A.400.100 Principals and vice principals — Employment of — Qualifications — Duties

Chapter 28A.320, RCW Provisions applicable to all districts

Chapter 28A.225, RCW Compulsory school attendance and admission

RCW 28A.150.240 Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty

RCW 9A.16.280 Possessing dangerous weapons on school facilities — Penalty — Exceptions

~~RCW 9A.16.100 Use of force on children — Policy — Actions presumed unreasonable~~

Management  
Resources:

**2021 – February Issue**

2019 - April Policy Alert

2010 - June Issue

2014 - August Issue

2014 - December Issue

2016 - July Policy Issue

2018 - August 2018 - August Policy Issue

Adopted: 5.8.06

Revised: 6.9.08 | 6.15.09 | 5.19.14 | 3.9.15 | 2.21.17 | 12.17.18 | 5.11.20

# LEGISLATIVE UPDATE

# SUPERINTENDENTS REPORT