

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
12/14/21

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

Board Members: Leah Moore (Zoom)
Karen Grafton (In-Person)
Jeane Conrad - Vice President (In Person)
Mike Haas - President (In-Person)
Ron Huntington (Absent- approved)

Cabinet Members: Scott Westlund – Chief Financial Officer (Zoom)
Holly Budge – Director of Human Resources (Zoom)
Don Iverson – Director of Student Services (In Person)
Heather Ogden – Director of Special Programs (Zoom)
Kim Yore – Director of Teaching & Learning (Absent)

Superintendent: Mary Beth Tack (In Person)

Asst. Secretary: Molly Guler (In Person)

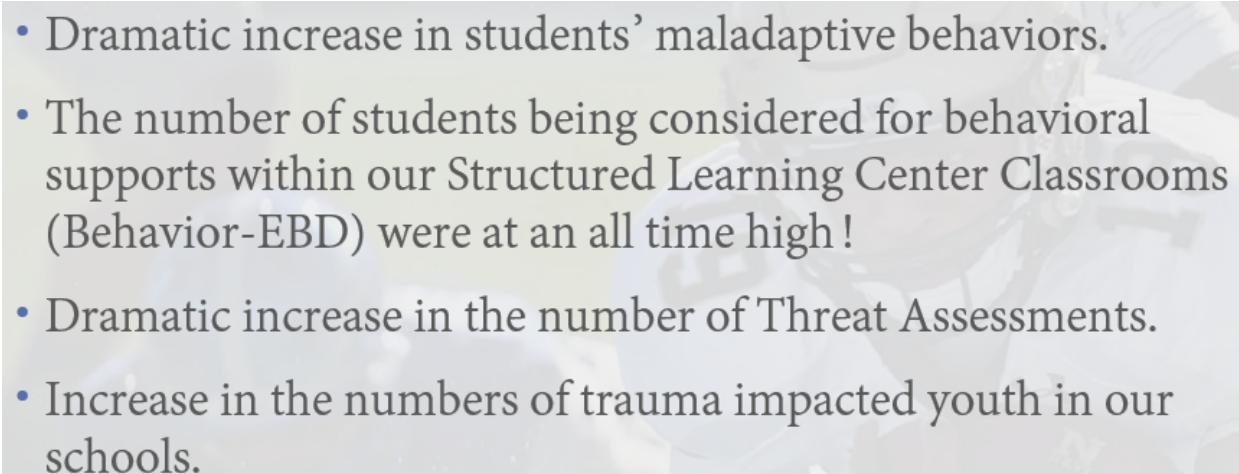
OTHERS PRESENT – This meeting was held remotely and in person. Not all of the names of people in attendance were available, or partial names were listed. The names of people in attendance are listed as they were shown and included: Gunnar Guttormsen, Laverne Dollarhyde, Bob Johanson, Veronica LaRose, Becky Davis, Kizzie Higgins, Sara Richmond, Jake Alabiso, 5 Tangi Bennett, Julie Toney, and Kains Gutierrez

SOCIAL AND EMOTIONAL LEARNING - DON IVERSON

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- Jake Alabiso -District SEL Coordinator
 - Bob Johanson -District SEL Coach
 - Colleen Brand -SEL Technician
 - Shawnda Macie -SEL Technician

Director Iverson - The Department of Social and Emotional Learning was formally founded in May of 2018 with the mission to foster the social and emotional learning that intentionally promotes a student's social and emotional growth that is necessary for college, career and life.

Why was this department needed?

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- Dramatic increase in students' maladaptive behaviors.
 - The number of students being considered for behavioral supports within our Structured Learning Center Classrooms (Behavior-EBD) were at an all time high !
 - Dramatic increase in the number of Threat Assessments.
 - Increase in the numbers of trauma impacted youth in our schools.

All that to say, we were seeing high numbers of kids with intense social and emotional learning deficits.

- Teachers not being able to teach.
- Loss of instructional learning time.
- Lack of academic progress.
- Principals that cant focus on instructional leadership.
- Higher levels of stress across staff.
- Higher turnover rates for staff.

Our work centers on:

Director Iverson - Making dramatic changes in a system that isn't working for challenging students, parents, teachers and schools, and how to go about making those changes across the entire district.



Why the need at Wallace?



- Rome Was Burning!
- Room clears were common.
- 10 provisional teachers (5 first year teachers)
- Our work with students was reactive and punitive.
- 24 students in SLC at one point.
 - Isolation/restraints were common.
- No way for me to hold a meeting during the school day without being called out for behavioral support.

Mr. Cattin - We tried to consequence students into better behavior. That didn't work.

Wallace Tier 2



- Historical note from the counselor
- Today – Tier 2 services have become an intentional proactive support for students;
 - Benchmark Screening
 - Tier 2 Meeting Framework
 - Addition of second TSEC Para Educator

Lavern Dollarhyde - Was the solo person dealing with social/emotional learning. It wasn't talked about much. On her own. The new system gave her a team to collaborate with. People with the same mission. The whole school is on board, secretary/custodian/food services as well as teachers and administrators. Recently getting student feedback on what needs to happen. Feels like the "PACK" is her family with the support of Bob and Jake. Now feels that designated times show that her time is valued. Set up guidance for intentional work rather than putting out fires all the time.

Becky Davis - After COVID kids needed more help with the check in/check out process. This is where the seed of desire started for the work. Was looking to retire, however this program called her and she is so glad because she believes so much in this system and what it is doing. The connection with these kids is life changing. Seeing the impact she is able to

make when following this system has made a difference in her own life. This role and team give her a sense of purpose at this time in her life.

Ray Cattin - Ms. Davis is a dynamite addition to the TSEC team. A real game changer. With her help Wallace has had one, half day of suspension the entire school year.

Wallace Tier 3



- Matrix
- Whole Child
- Individualized Schedule
- Working collaboratively with ALL staff
- Ms. Higgins!

Veronica LaRose - was in the planning room, overwhelmed and putting out fires. Then the district came with all these new systems and structures, she is a believer! The team holds each other accountable. Everything is always based on the Matrix, not a bad day or person's perspective. There is very little focus on behavior, more on what is driving that behavior. Find meaningful work for students to be successful. A Tier 3 student is EVERYBODY'S student. Learned when the right people are doing the right work, you see positive outcomes for students and staff. Being proactive has made a huge difference.

Kizzie Higgins - Long term sub in 3rd grade. Sees a theme that people come and don't plan on staying at Wallace, but everyone wants to stay because the students and staff win them over. Staff is so for the students that they make it a great place to be.

When first started job it was obvious that one student would take most of her time. She tried talking, then pulling from class time but the behavior got worse. She then reached out to the TSEC team. Started dropping him off with Mrs. Davis where behavior got better, then when he was back behavior got worse. We weren't addressing the reason there was a problem. The team got together and discussed his strengths rather than his weaknesses. This allowed them to see the student as a whole person. Giving them the opportunity to teach him how to be successful by

bringing out the positives. Finding where he thrives and going there before behaviors begin. When they find what works they seek to continue that. He is showing huge improvement after just a few weeks. After years of teaching, this is the first time ever seeing anything like this. It has gone from 8-10 incidents a day to 1 outburst in 3 weeks. Mom even sees the difference. Praising her “team” for the help the Wallace staff is giving her to raise her son. Great, calm leadership gives the staff what they need to pour out the same to the students.

Wallace Tier 1



- 2018-2019
 - Our team began developing School Wide Belief/Expectations (PBIS), Common Area Guidelines, Student Recognition.
- 2019-present
 - Opportunity to strengthen our Wolf PACK Culture; “Respecting the PACK”
 - Development of Common Area Guidelines,
 - Teaching beliefs; Scope & Sequence Signage and Videos
 - PACK Paws Recognition.
 - Collective Teacher Efficacy!
 - A staff’s shared belief that through their collective action they can positively influence student outcomes, including those of students who are disengaged and/or disadvantaged!

Seth Peck- when we started this we lived in Tier 2 and 3. Started at a staff level. Moving to the new building allowed the staff a time to really brand themselves with looks on the outside and who they were on the inside. This has been a game changing practice as a deeply rooted system.

Don Iverson- Great team that could make changes nationally with what they have built. They have each made connections and work as a unified team at the same level. They have bought into what was brought to them and made it something incredible.



Jake Alabiso - "If the right people are given the right amount of time to ask the right questions we can come up with the right answers." They own the system. Their engagement has made the difference.

What's to come? Secondary here we come :) Starting during a pandemic has been slow, now working with the middle schools and high school. "We teach it. We teach it. We teach it." All kids over all services is the goal. Partnering with the community supports.

Director Conrad - incredibly touched and want to stand up and shout with excitement.

Director Grafton- How do you assign how many Tier 1 and Tier 2 kids are in each classroom?

Jake Alabiso - it is about working together to get it more manageable to make it work. The numbers came to a place where it can all be done.

Seth Peck - It is a process done collaboratively to make sure all students are where they belong. Trying to provide equity.

Adjourn at 5:56 p.m.

X

President

X

Secretary