

MINUTES
KELSO SCHOOL DISTRICT
WORK SESSION MEETING OF THE BOARD OF DIRECTORS
11/4/19

The work session of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. in the boardroom of the Ruth B. Clark Administration Building.

Board Members:

Leah Moore – President
Karen Grafton – Vice President
Howard Sharples
Mike Haas
Darr Kirk

Cabinet Members:

Scott Westlund – Chief Financial Officer
Tim Peterson – Director of Human Resources
Don Iverson – Director of Student Services
Holly Budge – Director of Special Programs
Kim Yore – Director of Teaching & Learning
Lacey DeWeert – Associate Director of Teaching & Learning

Superintendent:

Mary Beth Tack

Asst. Secretary:

Molly Guler

OTHERS PRESENT – Jake Alibiso (SEL), Bob Johansen (SEL), Jan Routh (ELA), Marilyn Melville (ELA)

ABSENT - Lacey DeWeert, Kim Yore, Tim Peterson, Scott Westlund (all excused)

COMMENTS & QUESTIONS –

English Language Arts (ELA) Standards and Implementation (Jan and Marilyn)

Quality Instruction Goal

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

Core and Intervention Support

- ▶ ELA Materials Implementation
 - ReadyGEN K-5
 - Open Court K-1
 - myPerspectives 6-8
 - 95 Percent Group
 - Passports and LANGUAGE! Live

The focus is to push for more than “standard” for KSD students with curriculum that is more intense and rigorous. That includes targeted plans to fill gaps for students who are having a hard time getting it. We are looking to “lay the groundwork” in Kindergarten through 2nd grade, before the kids get to 3rd grade and begin testing.

2019–20 ELA Priorities

- › Continue ELA materials implementation
- › Continue Quality Instruction Coaching and Support
 - Individuals, Teams, Walk-Throughs, WERs
- › Add new modules and assessments at each grade level
- › Focus on writing, small group reading, and assessment in response to teacher feedback
- › Data-based decisions
- › Develop ELA leaders

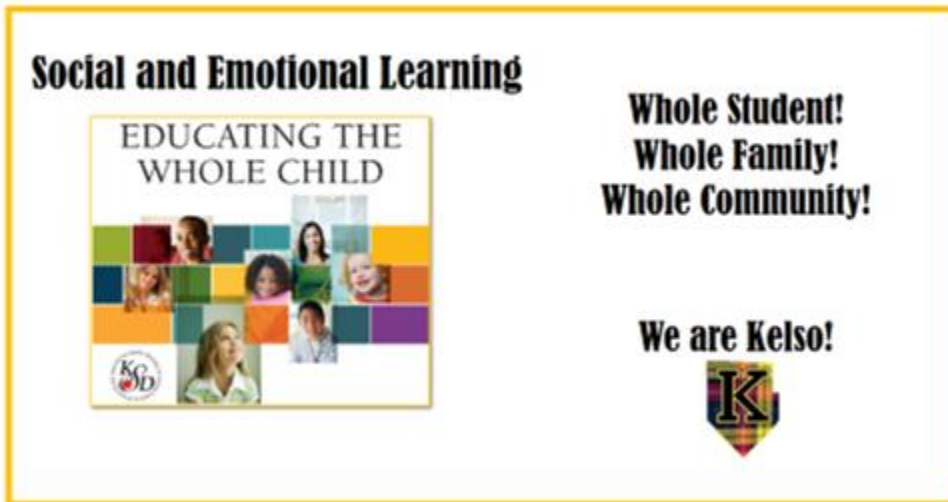
A main obstacle facing teachers is time and how to fit it all in. KSD is commingling standards to reach all students at different levels at the same time. With consistent support from Jan & Marilyn, teachers are able to find a style that fits with their particular class of students, allowing for a more rigorous approach. They are also able to meet with our Paraeducators to support them in the work that they do for our students.

ELA Instruction and Materials Support

- › Instructional support / model lessons
- › Big picture of lessons and lessons broken down into standards
- › Provide feedback based on both instruction and student responses
- › Learning (and planning) / thought partner
- › District web resources
- › Building capacity for independent implementation of the new practices

ESD 112 recommends Kelso School district as a model for their English Language Arts implementation approach. We are paying attention to what is making a difference for teachers and sharing what is working with other teachers and educational staff.

Social Emotional Learning (SEL) Update (Don, Jake & Bob)



District Department of Emotional Learning Team Members

Jake Alabiso - District SEL Coordinator

Bob Johanson - District SEL Coach

Colleen Brand - District SEL Technician

Shawnda Macie - District SEL Technician

Background

552 days ago

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

552 days ago our district became aware of the need to fix the “problem” of social and emotional health if they were going to be able to reach the students academically. There was a dramatic increase in:

- Behavior issues
- number of students being considered for behavioral supports within our Structured Learning Center Classrooms (Behavior-EBD)

- Threat Assessments
- Trauma impacted youth in our schools
- Kids with intense social and emotional learning deficits

All of these things were leading to problems in the following areas:

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

Our work now centers on 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.

What is being done in Kelso is **WORKING!**



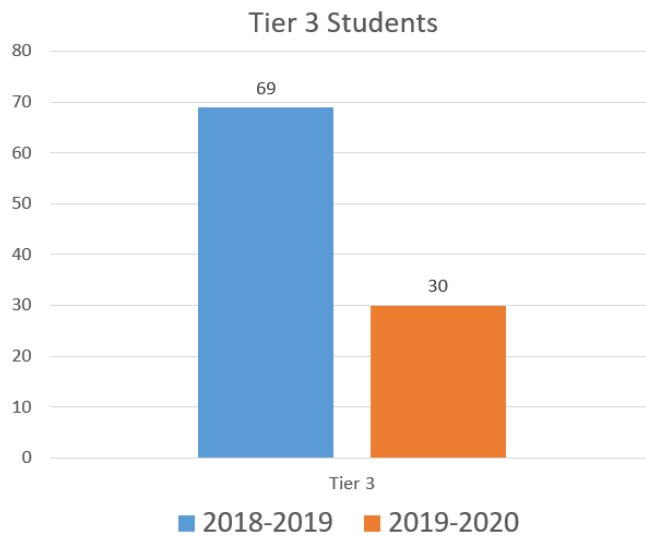
• Tier 1

- 2200 students, K-5, are now receiving CORE Social and Emotional Learning 5 days a week in their classrooms.
- SEL is a CORE curriculum that has Washington State Standards and Benchmarks (Effective Jan, 2020)



•Tier 2

- 2200 K-5 students have been provided a social and emotional screener in order to identify targeted supports and interventions.
- 20% of students screened are now receiving specific and intentional Tier 2 supports.



- 21 Tier 3 students move from T3 to T2
- 2 Tier 3 students move from T3 all the way to T1
- Only 1 student has been moved to a structured learning center (SLC)..

SEL Department Truths

- Adequate time for the right people, to ask the right questions, leads to improved outcomes for adults and children.
- Relentless focus on building resilience and autonomy for students and staff.
- The entire school must support Tier 3 students. These are all our kids!
- Individual Tier 3 schedules are a primary component of Tier 3 success and leads to resiliency for students and staff..
- Implement; (1) Values, Philosophies and Beliefs, (2) Based on Brain Science, (3) Evidence based structure, systems and strategies (4) Evidence based materials
- We only ask people to do what we know what can be done and is evidence based.
- We trust teachers to do the work!

What is new for the 2019-2020 School Year



Implementing MTSS at the Middle Schools (Tier 1-2-3)



Support implementation of our CORE SEL materials
K-5.



SEL collaboration and support into Resource and SLC
classrooms K-5.



Increase our School based Counseling and Mental Health
Services for families; K-12



Continue to refine Tier 2 K-5 so that we do not over
identify students

Adjourn 5:55

X

President

X

Secretary