

**MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
11/18/19**

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. in the library at Wallace Elementary School.

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 – Lauren Hendrickson & Ian Hendrickson & Hillary Jensen (Lower Community School Gardens), Graig Collins (Collins Arch Group) Drew Phillips (Forma Construction) Phil Iverson (CSG) Marissa Heffernan (TDN), Dina Iglisios, Jessica Wilks, Chandra Hite, Andy Richards, Becky Richards, Katie Gerley, Heather Holmack, Sue Stange, Laura Countouriotis, Marjorie Humbyrd, Robin Mostiller (Community Members) Jan Routh (KSD Employee)

ABSENT - Lacey DeWeert (excused) Darr Kirk (excused)

COMMENTS & QUESTIONS –

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

Recognition of Wallace Students graduating from the “Check In/Check Out” system.

(Rockie Younger, Jax Gurley, Parker Howard, Bentley Magathan, Rose Putnam, Bella Dupaix, Katelynn Herrera, Juan Negrete, Adrian Serrano, Boston Whitmire, Anthony Moffit, Kaylee Seal, Adam Ali, Bryana Renteria, Piper Harris & Mitchell Barney)

Recognition of Director Howard Sharples & Director Darr Kirk on their service to the Kelso School Board.

Superintendent Tack thanked them for their dedication to both the students and the staff of Kelso School district. Director Kirk came on board to replace Roy Parsons after his sudden passing in December 2018. Director Sharples has been with us for 3 years replacing Bob Simmons. They will be missed and we wish them the best in their new adventures.

APPROVAL OF REVISED AGENDA - Motion Passed

Motion to Approve BY: Director Sharples

Seconded By: Director Grafton

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of Nov 4, Regular Board Meeting and Work Session

Certificated Employment Recommendations

Classified Employment Recommendations

Contracts and Agreements

Warrants

General Fund	Warrant Date	Amount	Warrant Number
AP-Benefits	11/6/2019	\$3,212.72	256050-256056
Capital Projects Fund			
AP	11/7/2019	\$342,286.89	3170

Motion to Approve by: Director Sharples

Seconded by: Director Haas

UNFINISHED BUSINESS

Naming of the Board Room

On October 7, 2019 Superintendent Tack's proposed to name the KSD Board Room after Roy Parsons who served over 37 years on the Kelso School Board. Roy was one of the longest running Board Members at the state level.

The board has taken over the 30 day period to consider the "whenever possible" clause in Policy and Procedure 6970, as current board members were able to serve alongside Roy Parsons. The significance is monumental in naming the Board Room for Roy as he was such a big part of this board and legacy. This can also honor his family for their sacrifice.

Director Sharples made a motion to pass the naming of the board room after Roy Parsons stating that he had served well over 11, 000 hours in his lifetime, not only in board meetings, but in preparation, special events, graduation and committees.

Motion to Approve by: Director Sharples

Seconded by: Director Grafton

Policy 3231 Student Records

The addition of verbiage regarding access to homeless student's records was made. They must be readily available to the enrolling students regardless of outstanding fines or fees.

Motion to Approve by: Director Haas

Seconded by: Director Sharples

Policy 3416 Medication at School

The changes made are just cleaning up the language, there is nothing changing with our current practices.

Motion to Approve by: Director Grafton

Seconded by: Director Sharples

Policy 6112 Rental or Lease of District

At this time KSD has no leases or rental properties. The changes in this policy has changed so that if we did have them, we could put the money into general funds for maintenance of buildings and grounds.

Motion to Approve by: Director Haas

Seconded by: Director Grafton

NEW BUSINESS

LOWER COLUMBIA SCHOOL GARDEN PRESENTATION -Ian Thompson & Lauren Hendrickson

The mission of LCSG is to empower our community by connecting kids and families with real food and hands on learning. Through dynamic garden and cooking programs, we cultivate health, equity, life-long learning, and stewardship of the world around us.

Aside from Wallace and the future Lexington (planning is in the works), every elementary and middle school in Kelso now has a garden.

They offer science/literacy lessons for 1-3 grade students in Kelso each February/March.

204 Kelso students in 12 classes received garden-based lessons during their school day in 2019.

2025 Kelso elementary students participate in the October Harvest Festivals every other year.

K-5 students at Rose Valley and Carrolls receive 30 minute garden based lessons once per week.

Over 150 Kelso kids participated in after school garden clubs in 2018. LCSG held 48 garden club sessions in 2018.

Students cook every week in garden club.

Other ways students interact with their gardens:

1. Teacher brings class out to observe, taste, read, etc.
2. Garden Recess
3. LCSG partners with Youth and Family Link
4. Summer weekly "open garden" and produce sale.








HEAL in School Settings: *Beacon Hill Garden Curriculum Pilot*

KEY FINDINGS

1. Students' knowledge about science standards improved after garden lessons.
2. Students' self-reported emotions improved during and after the garden lessons.
3. One-third of students who reported positive emotional states AFTER the garden lesson attribute that positive emotional state to the garden experience.
4. A majority of teachers believe the garden is a valuable resource for teaching core standards and intend to teach garden lessons next year.

KEY FINDING 3:

One-third of students who reported positive emotional states AFTER the garden lesson attribute that positive emotional state to the garden experience.

 Calm/Relaxed	 Garden Activity	 Learning	 Eating	 Outdoors	 Happy	 Fun
<p><i>I'm calm because after being in the garden it is so relaxing.</i></p> <p><i>I felt relaxed because the rosemary smell.</i></p> <p><i>I felt relaxed because a garden is a great place to be.</i></p> <p><i>In the garden, I felt calm because I was outside, planting something.</i></p>	<p><i>I felt happy because we got to plant a plant. It was a fun activity that I would never forget.</i></p> <p><i>I felt happy because I got to see how my plant was doing.</i></p> <p><i>The reason why I feel happy was because we learned a new song...</i></p>	<p><i>I feel this way because we learned new things in the garden.</i></p> <p><i>Because I like to learn about these things so I can help with more things in my garden.</i></p> <p><i>Because I get to learn about consumers, producers, energy, and the sun is all important to the ecosystem.</i></p> <p><i>I feel focused because we were learning about interesting things in the garden.</i></p>	<p><i>Because I got to plant thyme today! and I got to try an onion flower and parsley!</i></p> <p><i>I feel happy because I loved trying the parsley it was yucky at first and then it was yummy.</i></p> <p><i>I feel this way because I got to taste carrots parsley and kale.</i></p> <p><i>I am happy because all our class got to eat veggies.</i></p>	<p><i>Because, whenever I explore nature, I'm calm, focused, relaxed and happy.</i></p> <p><i>Because flowers and plants make me calm.</i></p> <p><i>Because there is natural nature. I love being outdoors and the smell of nature.</i></p> <p><i>I love wildlife so I am happy.</i></p>	<p><i>Because I feel happy that we get to have a wonderful garden at our school.</i></p> <p><i>I am happy because I went to the garden and ate produce.</i></p> <p>“</p> <p>”</p>	<p><i>I feel happy because the garden is fun.</i></p> <p><i>Because we just got done with a super fun lesson about energy.</i></p>

LCSG Budget Snapshot

- LCSG's budget for 2019 garden programs in Kelso Schools: \$135,000
- LCSG's main support is in the form of private donations and grants (roughly 40/60)
- Kelso School District provides significant in-kind support: the land to house gardens, the water to sustain them. Thank you!

LCSG Needs and Opportunities

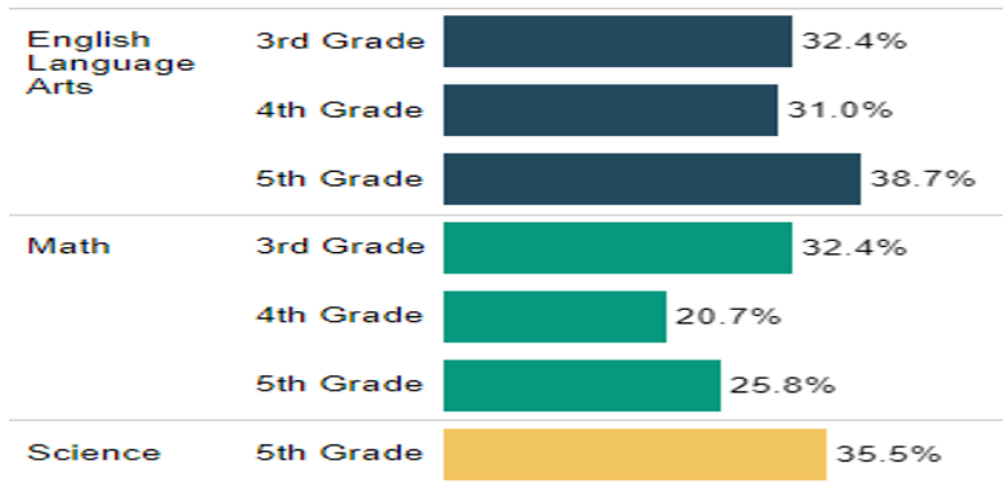
#1: On-going, sustainable funding sources that allow adequate staffing of each garden

#2: Dedicated office space and cooking/teaching facility

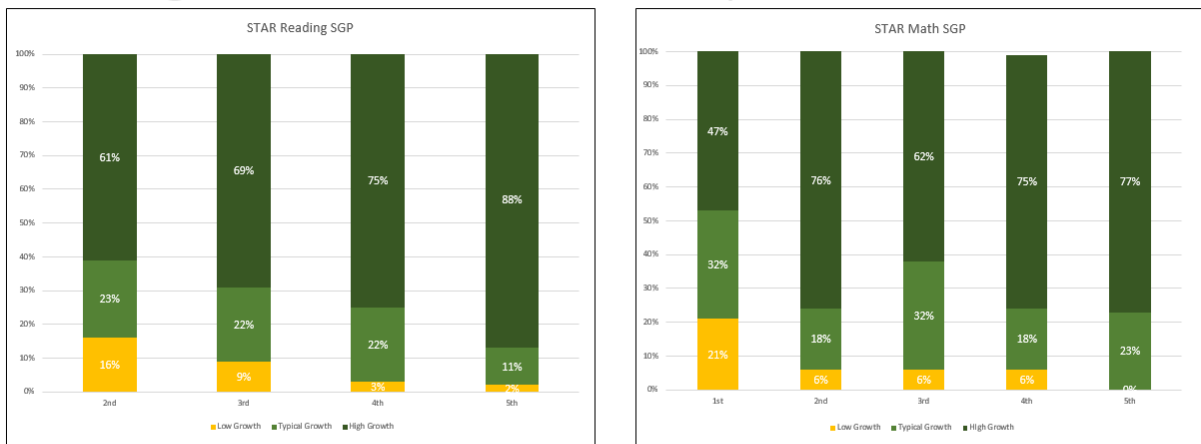
#3: Enhanced connections with teachers and administrators to provide more access to more kids during the school day, and more support for teachers who can use their school garden for teaching anything, anytime

The mission of Wallace Elementary is to prepare every student for success in middle school and beyond, both socially and academically.

Smarter Balanced Scores



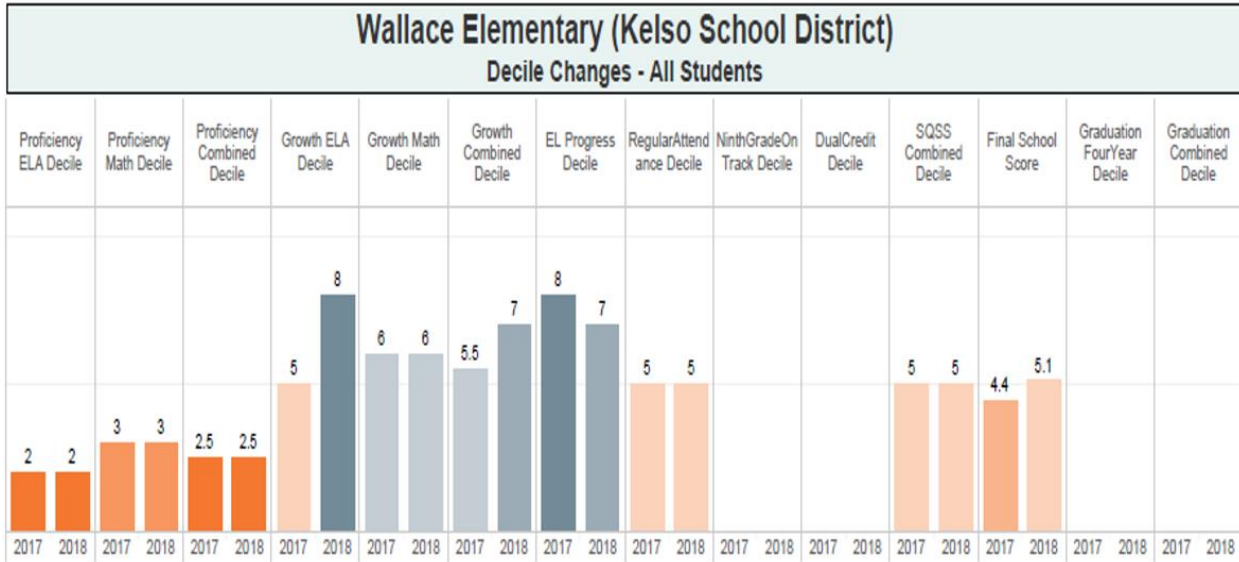
Closing the Achievement Gap: STAR SGP



Student Growth Percentile (SGP) describes a *student's growth* compared to other students with similar prior test scores (their academic peers).

The Washington School Improvement Framework (WSIF) is a combination of academic indicators with school quality and student success indicators over three years ('16, '17, '18). These indicators are combined into a weighted score for all student which was used to identify schools for Comprehensive or Targeted supports.

ESSA Washington School Improvement Framework for Wallace Elementary



ELA Goals

- ReadyGEN will be taught with fidelity in all grades at Wallace. In addition, Open Court Foundational Skills will be taught with fidelity in kindergarten and first grade.
- 100% of literacy instruction in Tiers I, II and III will be designed to support individual student needs as evidenced by routine use of: systematic, explicit, and differentiated skill-based instruction. Teachers will also continue to incorporate AVID instructional strategies (specifically, WICOR).

Math Goals

- **Current fifth grade students will improve from 20.7% meeting standard on their 2019 fourth grade Smarter Balanced Math Assessment to 30% meeting standard on the spring 2019 fifth grade Smarter Balanced Math Assessment (cohort growth of 10%).**
- **Current fourth grade students will improve from 32% meeting standard on their 2019 third grade Smarter Balanced Math Assessment to 40% meeting standard on the spring 2019 fourth grade Smarter Balanced Math Assessment (cohort growth of 8%).**
- **100% of math instruction in Tiers I, II, and III will be designed to support individual student needs as evidenced by routine use of: flexible and strategically designed grouping and increased use of manipulatives to address targeted skill needs.**

Instructional Goals: AVID

- By June 2020, Wallace will achieve all four AVID site team goals:
- **Instruction**-Teachers will routinely use WICOR strategies in at least one or more content area. Teachers will also continue to increase focused note-taking in at least one subject area using the 2 or 3 column note-taking assessment tool monthly. Students will continue use of planners and binders daily throughout the school year to improve organizational skills and communication between parents and teachers.
- **Culture**-Increase family participation through enrichment activities that promote shared cultural experiences, as well as increasing awareness of college and career possibilities. Some examples of this are/will be: "College Wear Wednesdays," college pennants in all classrooms, informative writing about a college or university, career path surveys. We will also organize family events, a cultural night with cultural stories and snacks, add cultural displays and posters, invite families to join the PTO (with translated information), and celebrate cultural heritage with a family event by June 2020.

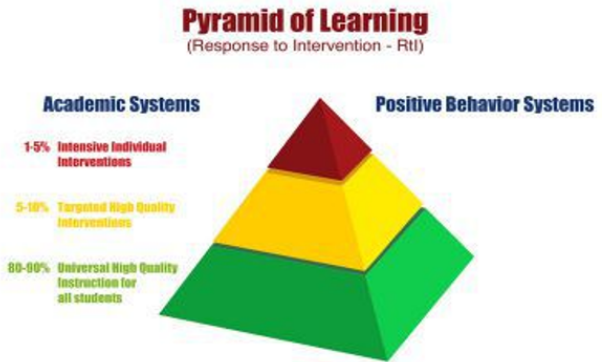
AVID Goals (cont.)

- **Systems**-Our site team will create a matrix that illustrates both horizontal and vertical articulation of AVID strategies, utilizing backward mapping beginning with middle school expectations.
- **Leadership**-We will create and communicate the school’s mission and vision statements and communicate these to our stakeholders-- students, families, community members, and staff.

Social-Emotional (SEL) Goal (from last year)

- By June 2019, Wallace Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 7% decrease in the number of Tier 3 students (more than 6 documented behavior incidents).

- Tiered system for behavior
- 2017-18 data at Wallace
 - Tier 3 = 22%
 - Tier 2 = 15%
 - Tier 1 = 63%



SEL/Climate Goal

- **Wallace Elementary School will increase positive student behaviors that promote learning and respectful interactions. This will be evidenced by a reduction in the number of students identified as needing Tier 2 or Tier 3 support (more than 2 documented behavior incidents). Our goal is to increase the percentage of Tier 1 students from 65.63% to 70%.**

Mr. Cattin took the Board to the Wallace “Data Den”, where he explained their effort to keep the data close at hand, looking at it as well as their goals and strategies often. This process has kept everyone on the same path as they find ways to improve the data trends.

APPROVAL OF RESOLUTION 2019/20-09 BUTLER ACRES & CARROLLS MODERNIZATION- Motion Passed

The board saw schematic designs of both Carrolls and Butler Acres Elementary Schools and approved the designs proposed.

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

APPROVAL OF RESOLUTION 2019/20-10 GUARANTEED MAXIMUM PRICE FOR LEXINGTON & WALLACE ELEMENTARY SCHOOLS WITH AMENDMENT #3 (LEXINGTON)- Motion Passed

Amendment # 3 for Lexington establishes the new maximum allowable construction cost and GMP of \$68,884,392 for both Wallace and Lexington projects. It also addresses the potential for small cost savings related to a few bids still under negotiations and value engineering considerations.

BE IT RESOLVED that for the purpose of compliance with WAC 392-344-110, the Kelso School District Board of Directors recommends approval of the negotiated Maximum Allowable Construction Cost from FORMA Construction for the construction of the Lexington Early Site Packages (Amendment 1, Amendment 2, Amendment 3), and the Wallace Elementary School Replacement (N/L) project as follows:

MMACC #1 (Amendment 1) Early Site Package	\$3,917,280
MMACC #2 – (Amendment 2) Remainder of Base Bid with Accepted Alternates	<u>\$23,848,625</u>
Total GMP Wallace	\$27,765,905
MMACC #1 (Amendment 1) Early Site Package Soils	\$4,645,720
MMACC #2 – (Amendment 2) Early Site Package Civil	\$1,582,826
MMACC #3 (Amendment 3) Remainder of Base Bid with Accepted Alternates	<u>\$34,889,941</u>
Total GMP Lexington	\$41,118,487
TOTAL COMBINED GMP TO DATE	<u>\$68,884,392</u>

Dated this 18th day of November, 2019, at a regular meeting of the Board of Directors, Kelso School District No. 458.

Final stage on Wallace & Lexington. Anticipate on budget.
 Director Haas - Thank tax payers for making this possible.

Motion to Approve by: Director Sharples
Seconded by: Director Grafton

APPROVAL OF SCHOOL IMPROVEMENT PLANS (SIP) - Motion Passed

What is a School Improvement Plan?

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

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

District Goal

During the 2019-2020 academic year, K-12 district ELA staff will be provided professional development opportunities to increase their knowledge & implementation of the Washington State Learning Standards for English Language Arts, as well as in the use of district-adopted instructional materials, to maximize student achievement.

Focus on English Language Arts: K-5

Barnes Elementary

K-5 teachers will design and deliver 105 minutes of ELA instruction as prescribed in the 5D+ Model, and integrate Guided Language Acquisition Design (GLAD) and AVID instructional strategies within the lessons

K-5 teachers will receive support from building ELA instructional coach as well as district ELA coaches, Dr. Jan Rauth and Marilyn Melville-Irvine

Beacon Hill Elementary

K-5 teachers will design and deliver their instruction as prescribed in the CEL 5D+ Model

K-5 teachers will instruct standards based English Language Arts using [ReadyGen](#) curriculum

Butler Acres Elementary

K-5 teachers will design and deliver their instruction as prescribed in the CEL 5D+ Model

K-5 teachers will teach with fidelity the [ReadyGen](#) materials

Focus on English Language Arts: K-5

Carrolls Elementary

K-5 teachers will design and deliver their instruction as prescribed in the 5D+ Model

Data Team reviews of monthly student growth reports, student performance data spread sheets, implementation of differentiated instruction, and implementation of [ReadyGen](#)

Catlin Elementary

K-5 teachers will design and deliver instruction in a manner that strictly adheres to the domains enumerated in the CEL 5D+ Model

[ReadyGen](#) curriculum will be fully implemented in alignment with District expectations becoming the first resource used by all K-5 staff to address grade level ELA standards

Rose Valley Elementary

K-5 teachers will deliver instruction in accordance with the CEL 5D+ Model

K-5 teachers will instruct English Language Arts standards using the [ReadyGen](#) curricular program with fidelity

Focus on English Language Arts: K-5

Wallace Elementary

K-5 teachers will design and deliver their instruction as prescribed in the 5D+ Model, and all teachers will integrate AVID instructional strategies

K-5 teachers will utilize KSD resources of Dr. Jan Rauth and Marilyn Melville-Irvine for support during the implementation of [ReadyGen](#) ELA materials, including but not limited to modeled lessons, team support meetings, and check-in meetings throughout the year

District Goal

During the 2019-20 academic year, K-12 district mathematics staff will be provided with professional development opportunities to increase their knowledge of the Washington State Learning Standards for Mathematics to maximize student achievement. Grades K-8 adoption teams will analyze and pilot vetted, researched based instructional materials with the hope to adopt quality materials for all K-8 teachers to utilize in 2020-21 in core instruction.

Focus on Mathematics: K-5

Barnes Elementary

K-5 teachers will participate in professional development provided by a WEA Math Consultant four days throughout the year on Washington State Learning Standards

K-5 teachers will provide at least 60 minutes of quality math instruction to students a day

Beacon Hill Elementary

K-5 teachers will design and deliver their instruction as prescribed in the CEL 5D+ model

K-5 teachers will implement differentiated instruction to students

Butler Acres Elementary

K-5 teachers will design and deliver their instruction as prescribed in the 5D+ Model

K-5 teachers will provide differentiated instruction including the use of AVID strategies

Focus on Mathematics: K-5

Carrolls Elementary

K-5 teachers will apply AVID instructional and organizational strategies in every instructional setting

The principal will look for examples of differentiated instruction while doing walk-throughs and will share this information during staff meetings and conversations throughout the year

Catlin Elementary

K-5 teachers will design and deliver instruction as prescribed in the CEL 5D+ Model

Catlin's school-wide schedule allows for common planning time within grade levels and instructional block for a minimum of 60 minutes of math per day

Rose Valley Elementary

K-5 teachers will deliver instruction in accordance with the CEL 5D+ Model

Teachers will instruct using Washington State Learning Standards for mathematics and starting in January, administer, analyze, and use SBA Interims for instruction

Focus on Mathematics: K-5

Wallace Elementary

Supporting teachers by finding examples of differentiated instruction within math lessons and utilizing the district math coach, Gunnar Guttormsen

SBA Interims and unit assessments will be analyzed by grade level PLC's in order to determine lesson plan construction and targeting student need by skill

District Goal

During the 2019-20 academic year, every classroom teacher will implement newly adopted SEL materials in a classroom meeting setting for 30 minutes a day to increase positive climate and culture. Lesson emphasis will be placed on the Social Emotional Benchmark Standards.

Focus on SEL: K-5

Barnes Elementary

Tier 1 Strategies implemented with climate/culture/PBIS monthly team meetings, PBIS manuals/guides, Bear Paws, Classroom Behavior Matrix, etc.

Tier 2 Strategies to identify at risk behavior through universal screener 3 times a year to identify Fresh Start, Individual group counseling, lunch buddies, T-sec scheduled breaks and specific skill groups

Beacon Hill Elementary

Structured classrooms that support school-wide PBIS systems and build on student strengths, needs, interests, and learning styles

SEL Teacher Leaders support for classroom meetings as needed

Butler Acres Elementary

K-5 teachers implementation of daily class meetings utilizing Second Step curriculum and newly adopted materials in all general education classrooms

Implementation of PBIS teams for students in Tiers 1, 2, and 3 to provide intentional supports, preventions, and interventions for students

Focus on SEL: K-5

Carrolls Elementary

Utilize universal screener data to inform student needs and put Multi Tiered Support System (MTSS) practices in place for students in Tier 1, 2, and 3

K-5 teachers will hold daily class meetings as an aspect of our Tier 1 intervention

Catlin Elementary

Align matrices, guides, expectations, and systems to the revised STAR beliefs, Super Responsible, Truly Respectful, Always Safe, Really Kind

K-5 teachers will fully implement classroom meeting structures 5 days a week with a focus on Second Steps materials and teaching expectations related to beliefs

Rose Valley Elementary

Establish a multi-tiered system of support for social and emotional learning

K-5 classroom teachers will implement daily classroom meetings that integrate Second Step lessons, PBIS school beliefs, a flex day, and a community building day

Focus on SEL: K-5

Wallace Elementary

Master schedule changed to allow for 30 minutes of SEL instruction daily in all classrooms

Differentiate Lesson Plans with scope and sequence provided for Tier 1/PBIS school wide expectations

Coweeman

Goal Area	Department Goals
ELA	ELA teachers will collaborate throughout the year to improve student understanding of text structures and summaries through the use of scaffolding and common 4-point rubrics

Goal Area	Department Goals
Math	Math teachers will collaborate this school year to facilitate meaningful discourse among our students. This will help to build shared understanding of mathematical ideas allowing them to analyze and compare their approaches and arguments

Coweeman

Goal Area	A School-wide Focus on PBIS
SEL	<p>Tier 1: This year the new PBIS team is adding student input and more opportunities for recognition. CMS is looking to add student of the week (displayed in hallways) and positive paws for lockers. CMS will also be utilizing Skyward behavior tracking until we are able to get SWIS to help build supports for our students struggling to meet expectations. CMS will continue to recognize students who demonstrate being responsible, reasonable, and respectful by rewarding students with PRIDE Paws.</p> <p>Over the course of the 2019-20 school year, CMS will identify and develop a more cohesive system of Tier 2 and Tier 3 behavior supports. CMS has started implementing Tier 2 supports which were put in place at elementary feeder schools to support students.</p>

Huntington

Goal Area	Department Goals
ELA	With some guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Partner talk instructional practices will be utilized to help students clarify their own thinking and see different viewpoints. Students will demonstrate a 20% improvement rate by the end of our cycle on the five items which each student performed lowest during the pre-assessment.
Goal Area	Department Goals
Math	Students will show growth in their understanding of math content standards through the use of student discourse. Teachers will implement various strategies which may include Turn and Talks; Stand, Talk, Sit; Philosophical Charis; and doing a problem together, then having volunteers defend their thinking – including time for students to respond or counter. Through the intentional use of discourse, students will be forced to formulate and express their thinking. This will give opportunity for students and teachers to identify and address misconceptions. Students will improve their depth and retention of understanding through clarifying discourse. Collaboration with math department and the SpEd department will occur weekly. District Math Coach, Gunnar Guttormsen will facilitate group and individualized professional development around student discourse strategies.

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Kelso High School

AVID	Domain 1: Instruction
Goal Statement	In order to provide access to rigorous content for all students, KHS teachers will increase planned differentiation that meets the differing needs of the students in their classes. KHS will use WICOR, and/or other best instructional strategies as frameworks to focus on sound lesson design concentrating on planned differentiation. Planned differentiation should include consideration of time, space, structure of the lesson, and materials.
AVID	Domain 2: Systems
Goal Statement	In the 2019-20 school year, all KHS teacher will improve their collaborative PLC work. To reach this goal, all teachers will participate in 9 or more data driven PLC meetings to support the instructional goal of improving planned differentiated instruction that meets the various needs of all learners, with a focus on those who have historically underperformed including students identified in special education, ELL and low income.

Kelso High School

AVID	Domain 3: Leadership
Goal Statement	In the 2019-20 school year, staff will be encouraged to lead professional development in a variety of arenas (small group, within PLC's, department, school, secondary) surrounding best instructional practices and/or differentiation strategies to help further our focus on sound lesson design that differentiates for the varying needs of all learners.

AVID	Domain 4: Culture
Goal Statement	Kelso High School staff will provide at least 3 dedicated instructional times during the 2019-20 school year to inform, promote, and encourage exploration of a variety of post-secondary opportunities for all students.

KVA Focus on ELA, Math, and SEL

KVA Focus on English Language Arts and Math
Teachers will design and deliver their instruction as prescribed in the CEL 5D+ Model
Teachers will provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, Tier 2 and Tier 3 interventions, etc.

KVA Focus on Social Emotional Learning
Teachers will structure collaborative classrooms that build on students strengths, needs, interests and learning styles
Data Team reviews of monthly student reflection reports, student performance data spread sheets, implementation of differentiated instruction

Loowit Focus on ELA, Math, and SEL

<u>Loowit</u> Focus on English Language Arts and Math
Teachers will design and deliver their instruction as prescribed in the CEL 5D+ Model
Teachers will provide additional support for students performing below benchmark. Support may include, modified instruction, classroom environment changes, extended learning time, Tier 2 and Tier 3 interventions, etc.

<u>Loowit</u> Focus on Social Emotional Learning
Teachers will structure collaborative classrooms that build on students strengths, needs, interests and learning styles
Teachers will utilize the Character Strong curriculum to provide SEL support during advisory time.

Motion to Accept by: Director Sharples

Seconded by: Director Haas

APPROVAL OF RESOLUTION 2019/20-08 NEW MEMBERS ELECT ATTENDING WASSDA- Motion Passed

The board approved the resolution to pay for new members elect who will be attending WSSDA before they are sworn into office. This is in the best interest of the district as they will be attending workshops and orientation programs at the Conference, furthering their knowledge on board work.

**Motion to Accept by: Director Haas
Seconded by: Director Sharples**

FIRST READING OF POLICY 2410 & 2410P GRADUATION REQUIREMENTS - Superintendent Tack

There are 3 areas of change within policy 2410 and 2410P:

1. High School and Beyond Plan will be ongoing from 7th grade to 12th grade.
2. Automatic credits will be granted to 8th graders when a high school level course is taken and passed. This will be placed on student's transcript. It will not be reflected if a student fails the course.
3. Students may choose to pursue one or more of 8 pathway options to demonstrate college and career readiness.
 - a. Statewide High School Assessment
 - b. Dual Credit Courses
 - c. High School Transition Courses
 - d. AP Courses and International Baccalaureate Programs
 - e. SAT or ACT Scores
 - f. Combination of Options
 - g. Armed Services Vocational Aptitude Battery (ASVAB)
 - h. Career and Technical Education Courses

FIRST READING OF POLICY 2418,2418F & 2418P WAIVER OF GRADUATION CREDITS - Superintendent Tack

There have been minor language and verbiage changes.

SUPERINTENDENT UPDATE

Superintendent Tack took another moment to note her appreciation for Director Sharples and Director Kirk and their service. The district is 99% self-signed up for SEBB (state benefits) with a big thank you to HR and Payroll for all their help in that process. She also took a moment to acknowledge how this is a very challenging time of year for teachers and students and gives words of encouragement to continue strong.

FOR THE GOOD OF THE ORDER

Director Moore once again thanks Director Sharples for his time and service. She also took a moment to congratulate our athletics and extracurricular activities for fall achievements

Adjourn to executive session RCW 42.30.110(1)(g) at 8:32pm

Adjourn 8:52pm

X _____

President

X _____

Secretary