

# BOARD OF DIRECTORS

February 10, 2020







**Kelso School District No. 458**  
**February 10, 2020 @ Barnes Elementary School**  
**5:00 p.m. Work Session – HiCap & ELL**  
**6:00 p.m. Regular Board Meeting**

**CALL TO ORDER OF REGULAR MEETING**

**FLAG SALUTE**

**COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS**

- A. Barnes Elementary Student Recognition
- B. National Board Certification Recognitions

**COMMENTS/QUESTIONS**

**APPROVAL OF AGENDA**

**CONSENT AGENDA**

- A. Minutes of January 27, 2020 Regular Board Meeting & Work Session
- B. Minutes of January 10, 2020 Board Retreat
- C. Certificated Employment Recommendations
- D. Classified Employment Recommendations
- E. Contracts and Agreements with Kelso School District
- F. Warrants
- G. Transitional Bilingual Instructional Program
- H. Request for Sunday Activity
- I. CTE Overnight Travel Request

**UNFINISHED BUSINESS**

**NEW BUSINESS**

- A. Construction Update .....(Integrus/Forma/CSG)
- B. Barnes Elementary School Achievement Presentation .....Angie Hansen
- C. Approval of School Improvement Plan (SIP) for Reengagement Program (Action) .....Lacey DeWeert
- D. Resolution 2019/20-15 Approval of Construction Documents for Carroll's Elementary School  
Modernization (Action) .....Scott Westlund
- E. Legislative Update .....Leah Moore
- F. Superintendents Report .....Mary Beth Tack

**FOR THE GOOD OF THE ORDER**

**ADJOURN**



## Kelso School District Board of Directors

Leah Moore .....Term Expires: November 2021  
Karen Grafton, Vice President.....Term Expires: November 2021  
Jeane Conrad .....Term Expires: November 2023  
Mike Haas, President .....Term Expires: November 2023  
Ron Hungtingon .....Term Expires: November 2023



# **Kelso School District Board of Directors Committee Assignments**

December, 2019

## **Position 1 Director – Leah Moore**

- Legislative Representative
- Facilities/Construction

## **Position 2 Vice President - Karen Grafton**

- ELL Advisory
- Calendar
- Kelso Public Schools Foundation

## **Position 3 Director - Jeane Conrad**

- Student Rights & Responsibilities
- Highly Capable
- Budget

## **Position 4 President - Mike Haas**

- Technology
- Social & Emotional Learning/Whole Child
- Budget
- Boundary Review

## **Position 5 Director - Ron Huntington**

- CTE
- WIAA
- Council on Learning

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<b>September 9 @ District Office</b>  5:00 Work Session (School Boundary Review) 6:00 Regular Board Meeting	<b>October 7 @ District Office</b>  5:00 Work Session (Math) 6:00 Regular Board Meeting	<b>November 4 @ District Office</b>  5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting	<b>December 16 @ Huntington Middle School</b>  5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting
<b>September 23 @ District Office</b>  5:00 Work Session (Threat Assessment) 6:00 Regular Board Meeting	<b>October 21 @ District Office</b>  5:00 Work Session (Levy Recommendation) 6:00 Regular Board Meeting	<b>November 18 @ Wallace Elementary</b>  5:30 Coffee & Cookies with Board Members 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
<b>January 13 @ District Office</b>  5:00 Work Session (Facility Closure) 6:00 Regular Board Meeting	<b>February 10 @ Barnes Elementary</b>  5:00 Work Session (Hi-Cap & ELL) 6:00 Regular Board Meeting	<b>March 9 @ Coweeman Middle School</b>  6:00 Regular Board Meeting	<b>April 13 @ Kelso High School</b>  6:00 Regular Board Meeting
<b>January 27 @ District Office</b> 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	<b>February 24 @ Butler Acres Elementary</b> 5:00 Work Session (AVID) 6:00 Regular Board Meeting	<b>March 23 @ Rose Valley Elementary</b>  6:00 Regular Board Meeting	<b>April 27 @ Catlin Elementary</b>  5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting
MAY	JUNE	JULY	AUGUST
<b>May 11 @ Beacon Hill Elementary</b>  5:00 Work Session (Math) 6:00 Regular Board Meeting	<b>June 1 @ Carrolls Elementary</b>  5:00 Work Session or Special Meeting (Graduation Appeals) 6:00 Regular Board Meeting	<b>July 13 @ Roy Parsons Board Room</b>  5:00 Regular Board Meeting	<b>August 17 @ Roy Parsons Board Room</b>  5: Regular Board Meeting
	<b>June 15 @ Roy Parsons Board Room</b>  5:00 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.







## 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.

### ★ 2019-20 PRIORITY:

English Language Arts standards and materials implementation

Mathematics standards and adoption

## 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



## 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.



## 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.

### ★ 2019-20 PRIORITY:

Whole Child/Social Emotional Learning (SEL) systems implementation

## 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 bound

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 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 as measured by the Academic Rigor Index

Increase in high school graduation rates and decrease in dropout rates

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 plans

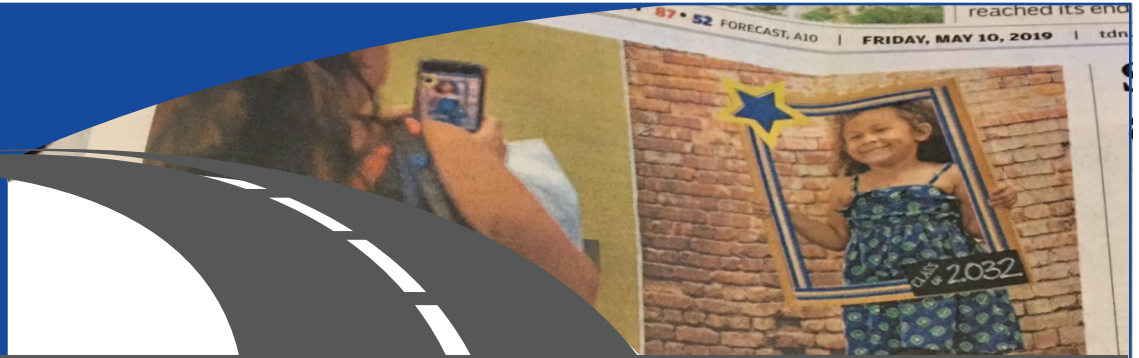




# Roadmap QUALITY INSTRUCTION

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	<p>Develop partnerships with local universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable practices	<p>Ensure that all students have access to rigorous, standards-based curriculum</p> <p>Provide professional development to ensure instructional strategies are differentiated to meet the learning needs of each student</p>	<p>100% of students enroll in academic rigorous course work as measured by Academic Rigor Index</p> <p>100% of students experience differentiated instruction in their classrooms</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to rigorous coursework and highly skilled teachers</p> <p>100% of staff advocates for fair and equitable practices for all students</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
Utilize a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Maintain and update information on district media, including district websites and printed materials</p> <p>Maintain proactive media relations practices</p> <p>Utilize 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>
Establish an effective employee communication plan to improve internal communication and employee engagement	<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>
Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management	<p>Establish key communicator network and facilitate connections among: city officials, first responders, and the school district</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>Develop and implement Transitional Kindergarten for children that do not qualify for ECEAP and Head Start</p> <p>Develop and 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>Promise Kindergarten is developed and implemented to support at least thirty students and families not currently accessing preschool</p> <p>JumpStart is developed and 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 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 create a KSD wellness team 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>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 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
<p>Promote budgetary and fiscal transparency to ensure open communication and community engagement</p>	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>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</p>
<p>Allocate district resources effectively to support academic and operational needs</p>	<p>Annual budget approved by Kelso School Board</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</p>

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

# Barnes Elementary

# Student

# Achievements

Sarai Alanis Villegas

Abrianna Hammack

Amelia Roland

Vilde Manley

Magdalena Guajardo

Elijah Machuca-Everette

Benjamin Russell

Chloe Tarabochia

Bree Robbins

Aliyah Williamson

Miles Sommerville

# 2019 National Board Certified Teachers

**Sarah Marlow**

**Jillane Baros**

# **All of Kelso School Districts Nationally Certified Board Teachers**

Baros, Jillane  
Carlson, Lynda  
Dalton, Kali  
Droke, Wendy  
Dunlap, Jennilee  
Farnham, Kerry  
Forsman, Sheryl  
Gribskov, Deborah  
Gustafson, Kevin  
Hinderman, Karen  
Iverson, Deborah  
Johnson, Jacquelyn  
Jones, Lisa

Keller, Joann  
Klayum, Keri  
Kooiman, Peter  
Leinweber, Rachel  
Marlow, Sarah  
Miner, Antoinette  
Megli, Jennifer  
Morrow, Susan  
Muir, Elizabeth  
Musgrove, Kolene  
Sause, Signe  
Toney, Julie  
Trafelet, Tamatha



# Consent Agenda

- A. Minutes of January 27, 2020 Regular Board Meeting & Work Session
- B. Minutes of January 10, 2020 Board Retreat
- C. Certificated Employment Recommendations
- D. Classified Employment Recommendations
- E. Contracts and Agreements with Kelso School District
- F. Warrants
- G. Transitional Bilingual Instructional Program
- H. Request for Sunday Activity
- I. CTE Overnight Travel Request



**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**MEETING OF THE BOARD OF DIRECTORS**  
**1/27/20**

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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 the Roy Parsons Executive Board Room.

**Board Members:**

Leah Moore  
Karen Grafton – Vice President  
Jeane Conrad  
Mike Haas - President  
Ron Huntington

**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

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**OTHERS PRESENT** – Community Members - Chris Turner, Diane Dick, Doris Disbrow, Robert Loren, Norman Dick & Linda Horst. KEA Members - Sandy DeBruler & Sean Scattergood. Media - Marissa Heffernan & Ray Byers.

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**ABSENT** - Kim Yore (sick)

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**COMMENTS & QUESTIONS –**

Chris Turner - Concern about decision for natural gas use.

- Living on a fault line raises concerns
- Referenced Scott Burns presentation on fault lines at Kalama McMenamins
- Personal experience with gas in an earthquake at California home.

Diane Dick - Concern about decision for natural gas use.

- Thanks staff and board for all their hard work

- Concern about safety
- Earthquake hazard
- The need to reduce greenhouse gas emissions
- Students around the globe have expressed concerns on threats to the planet
- There is no excuse
- Energy analyses for Lexington and Wallace show gas is the least energy efficient of alternatives

Robert Loren - Concern about the decision for natural gas use.

- Concern for greenhouse gasses
- Pollution of atmosphere
- Perceives it to be the most expensive option

Norman Dick - Concern about the decision for natural gas use.

- Not faulting the board
- Considers electricity to be less expensive
- Concerned about the cost to the environment

Linda Hurst - Concern about the decision for natural gas use.

- Grateful for the diligence of the school board and directors.
- Impacts on climate warming - burn less NOT more fossil fuels
- Natural Gas is 87%-90% methane. Methane is 87% more warming to our climate than CO<sub>2</sub>
- Sites are on high risk soils
- Safety hazards greatly increase when gas rather than electricity is used in liquefaction prone soils
- When compromised, gas will burn, explode or release toxic fumes
- Gas alternative #5 was \$72,000 more expensive than the electrical alternative #1, plus half a million more for social cost of carbon
- Gas alternative 5 was the least energy efficient of all the alternatives
- gas alternative #5 at Wallace was even worse equalling more than 2 electrical alternatives together
- Electrical alternative #1 was the most energy efficient
- Electricity is presently available at the Lexington site. To acquire gas service to this site requires a quarter mile gas pipeline extension costing \$481,500!
- Never too late to do the right thing.

## **COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS**

Dr. Jillane Baros and Mr. Rob Birsell presented certificates to 2 students:

Paris Grochowski - She contributes to school culture, is involved, kind, positive with all & has great attendance.

Darby Fitzpatrick - Darby helped Dr. Baros understand Loowit as she was new this year. She is a great example of what Loowit stands for. She has shown tremendous growth, and is excelling in a senior level creative writing class at KHS. Darby presented a video of why Loowit is the right fit for her, she explained in her own words that she struggles with social anxiety so she filmed herself instead of trying to talk in front of people (she did great introducing it in front of people showing growth) She likes Loowit because they understand that students may be struggling with mental battles, they are able to cater to what is needed for a specific student needs, it is a closer environment and teachers can be more personal and compassionate to mental needs.

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

**Motion to Approve BY: Director Grafton**

**Seconded By: Director Haas**

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

Minutes of Jan 13, Regular Board Meeting & Work Session

## **Contracts and Agreements**

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

<b>Company/Provider</b>	<b>Sponsor</b>	<b>Description of Services</b>	<b>Amount</b>
Arbitrage Compliance Specialists	Scott Westlund	To provide arbitrage compliance services for KSD	Cost is \$1,750.00
Aries Building Systems	Scott Westlund	Proposal for Butler Acres Modular Classrooms Relocation & Delivery	Cost is \$374,554.61
Collins Architectural Group	Scott Westlund	To provide architectural services for the Replaster of the KHS Swimming Pool (Gaither Pool)	Cost is \$3,080.00
Gateway Educational Services	Don Iverson	To provide 15 hours of educational tutoring to (1) 5th grade student after school hours	Cost is \$555.00
Heritage Bank	Scott Westlund	Escrow Agreement between Forma & Kelso School District through Heritage Bank	Non-Financial
Learnzillion Inc	Kim Yore	KSD's Middle School Math Adoption	Cost is \$9,100.00

## Warrants

January 27th, 2020			
General Fund	Warrant Date	Amount	Warrant Number
AP	1/8/2020	\$13,502.09	256538-256548
AP- Benefits	1/8/2020	\$1,836.72	256549-256553
Capital Projects Fund			
AP	1/14/2020	\$9,729.00	3203

**Motion to Approve by: Director Grafton**

**Seconded by: Director Huntington**

### **UNFINISHED BUSINESS**

#### **APPROVAL OF POLICY 2100 EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN (KIM YORE)- POLICY APPROVED**

Updates residency requirements for students with a parent in the military.

**Motion to Approve BY: Director Moore**

**Seconded By: Director Conrad**

#### **APPROVAL OF POLICY 2195 ACADEMIC ACCELERATION (KIM YORE) - POLICY APPROVED**

Adds detail on courses students can enroll in. KSD already offers more rigorous courses to students interested.

**Motion to Approve BY: Director Huntington**

**Seconded By: Director Grafton**

#### **APPROVAL OF POLICY 2409 CREDIT FOR COMPETENCY-PROFICIENCY (KIM YORE) - POLICY APPROVED**

Changes title of policy from "Credit for Competency-Proficiency" to "World Language Competency."

**Motion to Approve BY: Director Conrad**

**Seconded By: Director Huntington**

#### **APPROVAL OF POLICY 5161 CIVILITY IN THE WORKPLACE (MARYBETH TACK) - POLICY APPROVED**

New policy outlining examples of civil and uncivil behaviors and the district's expectations and disciplinary responses. Defines expectations.

**Motion to Approve BY: Director Moore**

**Seconded By: Director Conrad**

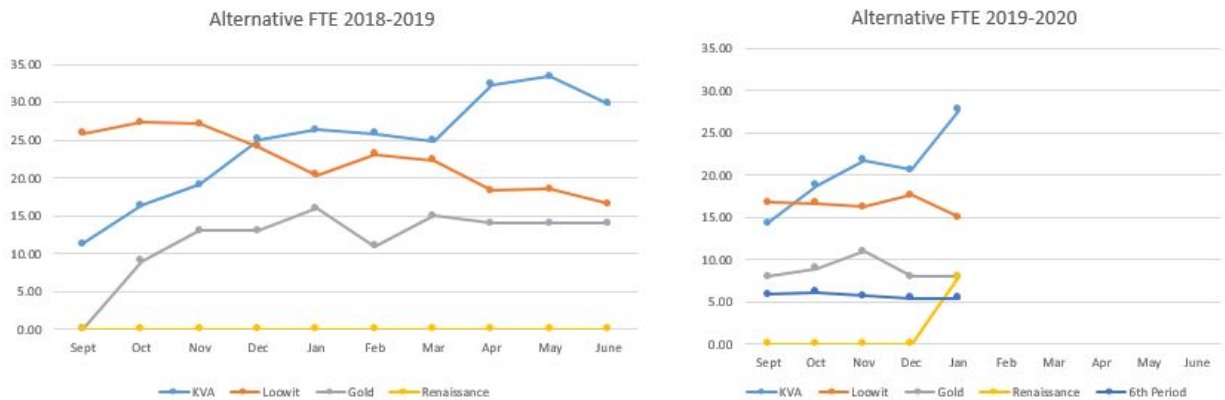
**NEW BUSINESS**

**LOOWIT HIGH SCHOOL & KELSO VIRTUAL ACADEMY ACHIEVEMENT PRESENTATION  
(ROB BIRDSSELL)**

## 2019 Board Presentation - Review

- New Hires
  - KVA – Darin Dollemore
  - Loowit – Dr. Jillane Baros
  - Grad Coach – Allan Brown\*
  - Para Educator – Jesse Spellmeyer
- Grant Money – 2<sup>nd</sup> year
  - Office of System and School Improvement - OSSI
    - Increase Graduation Rate – goal to exceed 66%
    - Improve Climate and Culture
    - Focus on College, Career, and Community readiness

# Enrollment - Graph



## Enrollment - Numbers

2018-2019	KVA	Loowit	Gold	Renaissance	2018-19	2019-20	Difference
Sept	11.32	25.90	0.00	0.00	37.22	39.14	1.92
Oct	16.32	27.34	9.00	0.00	52.66	44.46	-8.20
Nov	19.10	27.12	13.00	0.00	59.22	49.02	-10.20
Dec	25.08	24.12	13.00	0.00	62.20	46.26	-15.94
Jan	26.30	20.34	16.00	0.00	62.64	58.72	-3.92

2019-2020	KVA	Loowit	Gold	Renaissance	6th Period	w/6th	Just Alt
Sept	14.34	16.80	8.00	0.00	5.94	45.08	39.14
Oct	18.78	16.68	9.00	0.00	6.16	50.62	44.46
Nov	21.78	16.24	11.00	0.00	5.72	54.74	49.02
Dec	20.58	17.68	8.00	0.00	5.50	51.76	46.26
Jan	27.70	15.02	8.00	8.00	5.50	64.22	58.72

## Kelso Virtual Academy

- Currently fourteen (14) seniors enrolled
  - 6 are fully expected to graduate (courses possible – courses needed)
  - 4 are able with extra effort and test proficiency
  - 4 many need some extra support/time to achieve graduation success
  - 3 of the 14 are beyond their cohort graduation date
    - So, 43% to 71% graduation range



# Loowit High School

- Currently three (3) seniors enrolled
  - 1 scheduled to graduate, taking the Bridges courses for Mathematics
  - 1 student is a Hybrid with KHS and graduating school is unknown at this time
  - 1 student is working hard to earn the necessary credits
    - So, 50%, or 66%, or 100% graduation

## GOLD – Goodwill/GED

- Currently 18 students have been enrolled in the program
  - 1 transferred to Renaissance (after count day)
  - 6 have completed their GED
  - 3 have passed at least 1 GED testing component (need 4 total)
  - Students who are not making adequate progress are not claimed for apportionment
- Goodwill/GED has encountered some staffing promotions, retirements/resignations, and new hires
- Communication is improving

## GOLD – LCC/Renaissance

- Started January 6, 2020
- 8 Kelso students enrolled (LSD 20)
  - 1 – High School Diploma (wants to research career strands further)
  - 7 – Vocational
    - 2 Welding
    - 1 Mechanics
    - 3 Business
    - 1 Health Care
- Kelso students are earning a B/C on the CASAS entry test
  - No one needing remediation (Intermediate/Advanced Basic Skills)
- Monthly email communication with students on program/success

## High Demand Career Fields

### Business

- Business: General Business - Certificate of Proficiency (COP)
- Business: Retail Management Certificate of Completion (COC)
- Business Technology: Administrative Support - Certificate of Proficiency (COP)
- Business Technology: Basic Office Skills - Certificate of Completion (COC)
- Business Technology: Medical Reception - Certificate of Proficiency (COP)

### Education

- Early Childhood Education: (State Certificate) - Certificate of Proficiency (COP)
- Early Childhood Education: (State Short Certificate) - General - Certificate of Specialization (COS)
- Early Childhood Education: (State Initial Certificate) - Certificate of Completion (COC)
- Early Childhood Education: (State Short Certificate) - Infants & Toddlers - Certificate of Specialization (COS)
- Early Childhood Education: (State Short Certificate) - School Age Care - Certificate of Specialization (COS)
- Early Childhood Education: (State Short Certificate) - Family Child Care - Certificate of Specialization (COS)
- Early Childhood Education: (State Short Certificate) - Administration- Certificate of Specialization (COS)

### Healthcare

- Allied Health: Health Occupations Core for the Healthcare Worker - Certificate of Completion (COC)
- Medical Assisting: Certificate of Proficiency (COP)
- Nursing Assistant: Certificate of Completion (COC)

### Vocational

- Diesel/Heavy Equipment: Preventative Maintenance - Certificate of Proficiency (COP)
- Manufacturing: Manufacturing Occupations - Certificate of Proficiency (COP)
- Welding: Welding Technology - Certificate of Proficiency (COP)
- Machine Trades - Certificate of Proficiency (COP)

So many to appreciate...

- Katie Miles, Goodwill
- Theresa Stalick, LCC
- Anne-Marie Klein, LCC
- Lacey DeWeert, KSD
- Mike Kleiner, Discovery HS, LSD
- Kelsey Thompson, T&L KSD
- Lori Paul, T&L KSD
- Kelly Toftemark, Registrar KSD
- Cortney Lemiere, Registrar Alt Ed
- Faith Center Food Bank
- Cowlitz County Humane Society
- Cowlitz Master Gardeners
- Peri & David at Transportation
- Anita Caldwell, Maintenance
- Brandon Allen, Maintenance
- Michaela Sundberg, Custodian

## **ACCEPTANCE OF HOUSE DEMOLITION PROJECT (SCOTT WESTLUND)- Motion Passed**

We have completed the Request for Proposals/Quotes for the House Demolition Project. The project will include the demolition of two homes purchased, one near Butler Acres and the other near Carroll's. Both homes were purchased to alleviate parking and traffic flow concerns at each school.

Collin's Architecture Group completed the RFP documents for the project. The project was listed on the MRSC small works roster. Following a second RFP process, we received twelve qualified bids. The lowest responsible bidder was Northwest Construction out of Battle Ground, Washington. Their bid was \$99,796.48 plus sales tax.

The design estimate was in the range of \$130,000 - \$140,000. The bids ranged from the low bid to a high of \$175,000.

**Motion to Accept by: Director Moore**

**Seconded by: Director Grafton**

## **ACCEPTANCE OF KELSO INSTRUMENTAL MUSIC BOOSTER DONATION (SCOTT WESTLUND)- Motion Passed**

September 2020 not 2019

Kelso School District was recently informed of our receipt of \$5,263.22 from the Kelso Instrumental Music Boosters. We are grateful for the continued support of one of our community partners to help support and build programs in our district.

The donation will be used to transport 9-12 music students to and from Cispus Learning Center on September 13-15, 2019. This will be the second year of providing a high school music retreat for our students.

**Motion to Accept by: Director Moore**

**Seconded by: Director Huntington**

## **RESOLUTION 2019/20-11 RACIAL BALANCE AT HUNTINGTON MIDDLE SCHOOL (SCOTT WESTLUND)- Motion Passed**

Racial imbalance as defined in WAC 302-342-025 does not currently exist and attendance policies will not be revised or changed as a result of the Huntington Middle School Modernization Project. Therefore, it will not create or aggravate racial imbalance with the boundaries.

**Motion to Accept by: Director Conrad**

**Seconded by: Director Huntington**

**RESOLUTION 2019/20-12 AUTHORIZED PERSONNEL FOR HUNTINGTON MIDDLE SCHOOL, BUTLER ACRES ELEMENTARY SCHOOL & CARROLLS ELEMENTARY SCHOOL MODERNIZATION PROJECTS (SCOTT WESTLUND)- Motion Passed**

The following personnel are designated by the Board of Directors to provide district authorization related to the above referenced school modernization projects for the purpose of WAC 392-344-120:

Mary Beth Tack, Superintendent

Scott Westlund, Chief Financial & Operations Officer

**Motion to Accept by: Director Huntington**

**Seconded by: Director Moore**

**RESOLUTION 2019/20-13 BUTLER ACRES MODERNIZATION CONSTRUCTABILITY REVIEW COMPLETION (SCOTT WESTLUND)- Motion Passed**

The Kelso School District Board of Directors approves that Constructability Review of the specifications and Drawings was completed in accordance with WAC 392-343-080 and transmitted to the Architect of Record. The architecture and engineering team completed the review of the comments and incorporated any corrections/revisions into the specifications and drawings.

**Motion to Accept by: Director Moore**

**Seconded by: Director Grafton**

**RESOLUTION 2019/20-14 CARROLLS MODERNIZATION CONSTRUCTABILITY REVIEW COMPLETION (SCOTT WESTLUND)- Motion Passed**

The Kelso School District Board of Directors approves that Constructability Review of the specifications and Drawings was completed in accordance with WAC 392-343-080 and transmitted to the Architect of Record. The architecture and engineering team completed the review of the comments and incorporated any corrections/revisions into the specifications and drawings.

**Motion to Accept by: Director Moore**

**Seconded by: Director Huntington**

**BUDGET STATUS REPORT - DECEMBER (SCOTT WESTLUND)**

Overall average annual District enrollment (including running start only) for the 2019/20 school year was budgeted at 4988 FTE.

For district funding and staffing purposes (excluding Running Start and Kelso Gold), estimated average annual FTE enrollment through January 1 remains at 4877 FTE. With Running Start (109 FTE) and Kelso Gold (9 FTE), our average annual FTE enrollment through October is 4994.7 FTE. This is slightly higher than budget.

We can likely anticipate losing 25-35 FTE throughout the school year, bringing our year end average annual FTE enrollment slightly below projection.

It is estimated that our ending fund balance in August 2020 will be around budget of \$4,000,000, or 5.7% of projected expenditures and transfers for 2019/20.

The budget looks good through the four months of school.

### **LEGISLATIVE ASSEMBLY UPDATE (LEAH MOORE)**

This is Director Moore's first year as our Legislative Representative. There are hundreds of bills circulating until February 7th when it will be narrowed down. SEBB still affects us greatly. 5395 was tabled so as not to derail others for now. The Day on the Hill is coming up on Feb 9 & 10. Director Moore and Director Haas will be meeting with our area legislators.

### **SUPERINTENDENT UPDATE**

SWWMEA Solo & Ensemble is coming up and open to the public. It is encouraged that people come to watch the fantastic performances by our students.

The Levy is February 11th, all are encouraged to vote.

Cabinet visits are underway. This is where the cabinet and 1 or 2 Board members visit 11 schools and hear about their progress, successes, challenges and find out how they can best support each school.

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

Director Haas - Thank you for the flowers to the Board from Marianne Gannett

Director Grafton - Asked for documents on the Gas discussion

Director Moore - Has previewed some of the Solo & Ensemble performances and was incredibly impressed.

Director Grafton - Commends students who helped run the Basketball Tournament over the weekend.

Director Grafton - Congratulated KBSF on earning over \$2500 for the Julia Hiatt Memorial Scholarship at Friday Night's Basketball Game saying it was an "incredible event."

**Adjourn to executive session (Acquisition of Real Property) RCW 42.30.110(1)(b) @ 7:23pm**

**Adjourn meeting 7:59 pm**

**X**\_\_\_\_\_

President

**X**\_\_\_\_\_

Secretary

## MINUTES

KELSO SCHOOL DISTRICT

WORK SESSION OF THE BOARD OF DIRECTORS

1/27/20

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The work session of the Board of Directors of Kelso School District No. 458 was called to order at 05:00 pm p.m. at the Roy Parsons Executive Board Room.

**Board Members:**

Mike Haas – President  
Karen Grafton – Vice President  
Leah Moore  
Jeane Conrad  
Ron Huntington

**Cabinet Members:**

Scott Westlund – Chief Financial Officer  
Tim Peterson – Director of Human Resources  
Don Iverson – Director of Student Services

**Superintendent:**

Mary Beth Tack

**Asst. Secretary:**

Molly Guler

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**OTHERS PRESENT** – Community Members - Chris Turner, Diane Dick & Doris Disbrow

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**ABSENT -**

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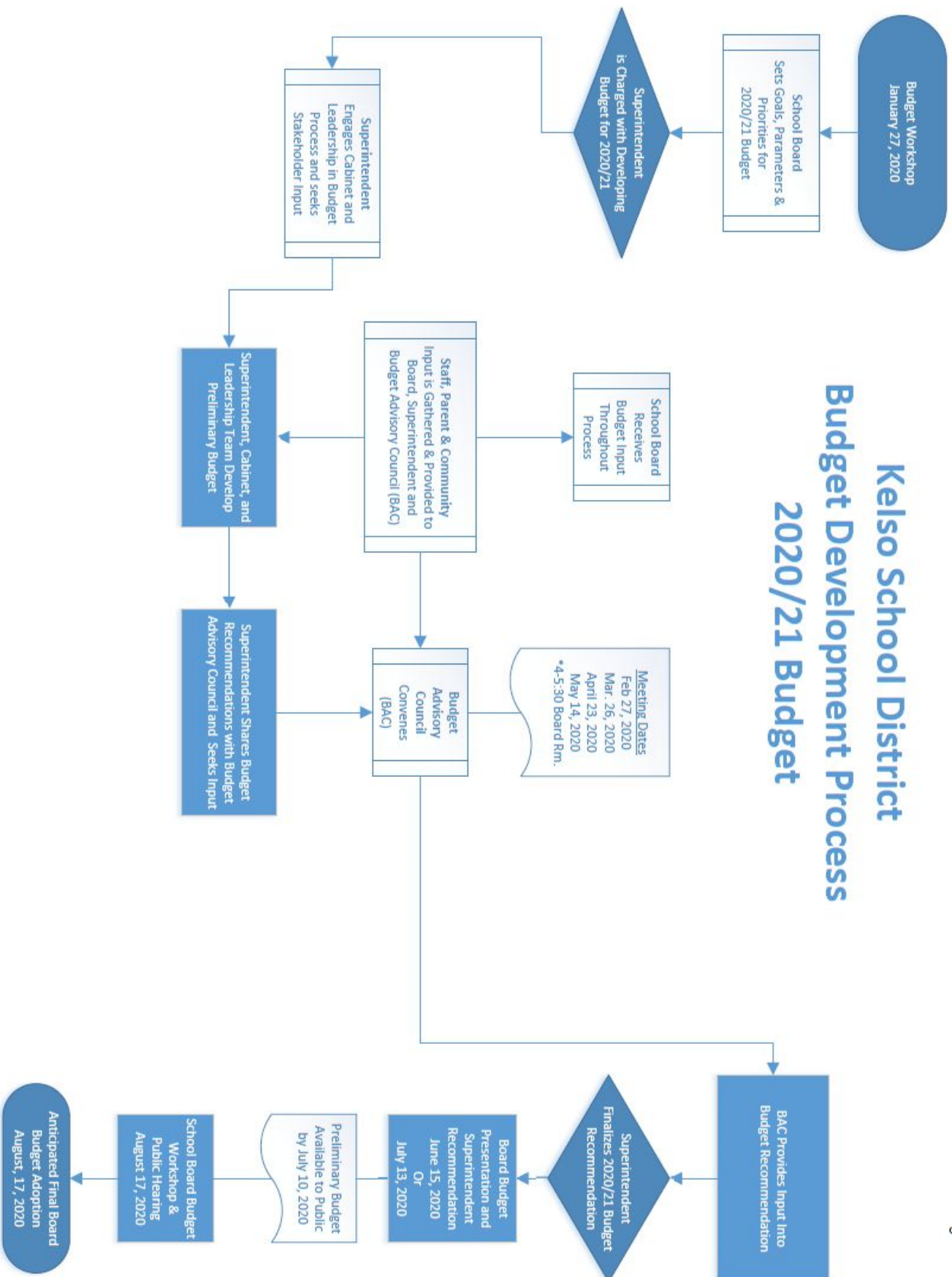


## KELSO SCHOOL DISTRICT 2020/21 Budget Development Calendar

December 2019	Governor Releases Preliminary State Budget Proposal
January 13, 2020	2020 Washington State Legislative Session Begins
January 27, 2020	Board of Director's Workshop 5:00 pm Budget Development Process <i>Location: Board Room District Office</i>
February 1, 2020	Budget Information Available on District Website. Budget email address opens up for questions: <a href="mailto:budget.input@kelsosd.org">budget.input@kelsosd.org</a>
February 12, 2020	Preliminary School Enrollment and Staffing Projections by HR/Fiscal
February – March, 2020	School, Program, and Department Staffing Reviews with HR
February – May 2020	Budget Advisory Council (BAC) Topics of Discussion: Review Budget Development Process, Budget Assumptions, Revenue Updates, Staffing, Enrollment, Budget Advisory Council Staff Budget Presentations, Provide Feedback on Budgetary Decisions, Review Superintendent/Cabinet Budget Proposal <i>Location: District Board Room 4:00 – 5:30 p.m.</i>
February 27, 2020	
March 26, 2020	
April 23, 2020	
May 14, 2020	
March 12, 2020	2020 Washington State Legislative Session Ends
February – April, 2020	Board of Director Meetings – Budget Updates
March-April, 2020	Staff/Parent/Community Input (Forums, Listening Posts, Surveys, as needed)
April 24, 2020	School/Director Budgets due to HR and Business Offices
May 15, 2020	Reduction in Force Date for Certificated Staff (if necessary)
May 15 <sup>th</sup> , 2020	Personnel Budget Submitted to Business Office
May 11 <sup>th</sup> or June 15 <sup>th</sup>	Board Budget Presentation and Superintendent Recommendation
July 10, 2020	Budget Available for Public Review
August 17, 2020	Budget Workshop; Public Budget Hearing & Board Adoption



# Kelso School District Budget Development Process 2020/21 Budget





## **BUDGET ADVISORY COUNCIL MEMBERS 2019/20 School Year**

### **Non-Voting Facilitators:**

Superintendent	Mary Beth Tack
Chief Financial & Operations Officer	Scott Westlund

### **Voting Committee Members:**

KEA Representative	Kelly Sims
PSE 1 Representative	Nicole Nickel
PSE 2 Representative	Darlene Dagleish
Elementary Administrator	Tim Yore
Secondary Administrator	Greg Gardner
Supervisor	Gary Schimmel
Cabinet Representative	Tim Peterson
Community Member	Darr Kirk
Community Member	Patty Wood

### **Non-voting/At-Large Members:**

Board Member (s)	Mike Haas & Jeane Conrad
Director of Student Services	Don Iverson
Director of Special Programs	Holly Budget
Director of Teaching and Learning	Kim Yore



## Roles & Responsibilities of Budget Development Staff

Entity	Role/Responsibility
<p>Budget Advisory Council (BAC)</p> <p><i>*Sharing Association/Union impacts to budgetary decision is encouraged as part of the BAC process. However, the BACs role is not to negotiate salaries/benefits or other association related issues.</i></p>	<ul style="list-style-type: none"> <li>• Generate ideas for developing the budget through discussion, consultation with constituents, and information gathered through the BAC process</li> <li>• Provide feedback to the Superintendent on District budget proposals</li> <li>• Seek understanding of issues related to budget process in order to communicate with those you represent</li> </ul>
Cabinet	<ul style="list-style-type: none"> <li>• Work with principals, associations, department supervisors, staff, and other stakeholders as needed to generate budget proposals and seek feedback</li> <li>• Present budget proposals for discussion at weekly Cabinet budget workshops</li> <li>• Work cooperatively with other Cabinet members to present budget proposals and develop a draft budget to be shared with BAC</li> </ul>
Executive Director of Human Resources	<ul style="list-style-type: none"> <li>• Provide relevant staffing information and data to Board of Directors, Superintendent, Cabinet and BAC</li> <li>• Work with building principals and HR staff to develop personnel plans and budgets</li> </ul>
Chief Financial and Operations Officer	<ul style="list-style-type: none"> <li>• Coordinate the efforts of the BAC and budget development process</li> <li>• Provide relevant financial information and data to Board of Directors, Superintendent, Cabinet and BAC</li> <li>• Assist the Superintendent to ensure the budget development process and Board parameters are adhered to</li> <li>• Prepare and present overall District budget for Board consideration and approval</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>• Facilitate Cabinet discussions and decision making process regarding budget development</li> <li>• Make final decisions on budget development options to be included in the budget presented to the school board</li> </ul>
School Board	<ul style="list-style-type: none"> <li>• Work with Superintendent to establish budget parameters, budget calendar, and priorities</li> <li>• Approve final budget, and/or provide feedback to Superintendent for revisions</li> </ul>



## Budget Development Parameters 2020/21 Kelso School District Budget

- The established Budget Calendar and Process will be utilized for the development of the 2020/21 budget;
- The Superintendent will recommend a budget to the Board that is aligned to the Mission, Vision, and District Goals outlined in the strategic plan, Road to Student Success;
- The Superintendent will recommend a budget to the Board that addresses the School Board's Priority Goals;
- Budget development will address impacts of the legislative McCleary decision, and anticipate impacts of changes during the 2020 legislative session;
- The Board desires to maintain a minimum total ending fund balance of **8%**;
- The Superintendent will utilize input from staff, parents, community, and other stakeholders in the development of the recommended budget to the Board;
- The recommended budget will address efficiency and effectiveness of operations, and the responsive and productive management of school district resources; and,
- The Board recognizes the District must continue to prioritize and invest in the core instructional program closest to the classroom, and recognizes that a balanced approach to reductions, if needed, is necessary to ensure continuity of overall District operations.



## Categories of Fund Balance Reserves

- Reserved Fund Balance (Program Specific, i.e. LAP/ELL)
- Committed Fund Balance (e.g. Textbook Adoption)
- Assigned Fund Balance (School budgets)
- Non-spendable Fund Balance (Inventory, Prepaid Items)
- Undesignated Fund Balance (Available for Use)

### ***Actual 2019/20 Ending Fund Balances***

Restricted Revenues (LAP, Bilingual, CTE, Misc Grants)	\$463,616	
Committed Fund Balance (Instructional Materials Adopt)	\$0	
Assigned Fund Balance (School Budgets)	\$270,303	
Unrestricted Fund Balance	\$3,232,183	4.75%
Nonspendable Fund Balance (Inventory & Pre-Paid Items)	<del>\$425,728</del>	
<b>Total Ending Fund Balance</b>	<b>\$4,391,830</b>	<b>6.5%</b>

(% of Total Revenue)

Fiscal Year Ending Fund Balance is reported as of August 31.  
Every month has a monthly ending fund balance.

## Kelso School District Ending Fund Balance Historical View

**A.**

	1996	1997	1998	1999
Total Revenues	\$ 29,829,410.00	\$ 30,088,180.00	\$ 31,163,245.00	\$ 32,786,148.00
Ending Fund Balance	\$ 916,601.00	\$ 1,275,753.00	\$ 1,043,719.00	\$ 1,236,627.00
<b>EFB Percentage</b>	<b>3.07%</b>	<b>4.24%</b>	<b>3.35%</b>	<b>3.77%</b>

The "Building Years"

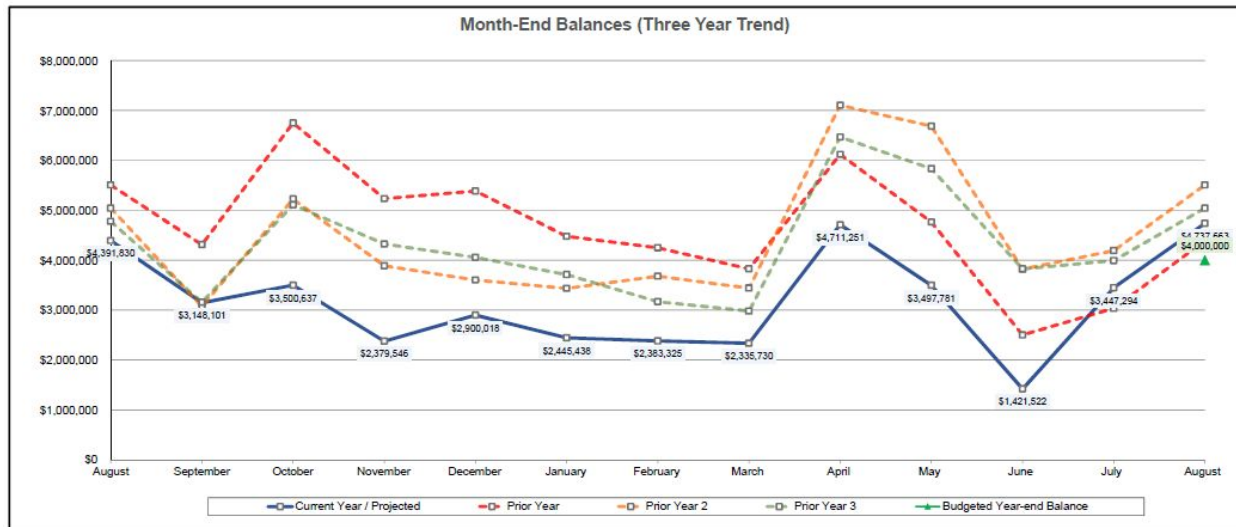
**B.**

	2000	2001	2002	2003	2004	2005	2006
Total Revenues	\$ 33,621,895.00	\$ 35,164,040.00	\$ 36,360,459.00	\$ 38,144,413.00	\$ 38,949,785.00	\$ 40,146,513.00	\$ 40,835,560.00
Ending Fund Balance	\$ 2,290,207.00	\$ 2,935,770.00	\$ 3,078,618.00	\$ 2,920,044.00	\$ 3,130,824.00	\$ 3,714,126.00	\$ 3,854,216.00
<b>EFB Percentage</b>	<b>6.81%</b>	<b>8.35%</b>	<b>8.47%</b>	<b>7.66%</b>	<b>8.04%</b>	<b>9.25%</b>	<b>9.44%</b>

	2007	2008	2009	2010	2011	2012	2013
Total Revenues	\$ 43,332,044.00	\$ 45,204,203.00	\$ 46,906,680.00	\$ 45,721,791.00	\$ 46,132,345.00	\$ 45,284,412.00	\$ 45,749,523.00
Ending Fund Balance	\$ 3,704,419.00	\$ 2,061,959.00	\$ 2,540,496.00	\$ 4,335,689.00	\$ 4,611,687.00	\$ 4,690,451.00	\$ 4,682,124.00
<b>EFB Percentage</b>	<b>8.55%</b>	<b>4.56%</b>	<b>5.42%</b>	<b>9.48%</b>	<b>10.00%</b>	<b>10.36%</b>	<b>10.23%</b>

	2014	2015	2016	2017	2018	2019	2020 (projected)
Total Revenues	\$ 48,320,741.00	\$ 50,014,537.00	\$ 55,204,989.00	\$ 57,384,309.00	\$ 63,320,245.00	\$ 68,069,576.00	\$ 69,258,589.00
Ending Fund Balance	\$ 4,361,740.00	\$ 4,216,227.00	\$ 4,780,533.00	\$ 5,045,455.00	\$ 5,509,528.00	\$ 4,391,830.00	\$ 4,400,000.00
<b>EFB Percentage</b>	<b>9.03%</b>	<b>8.43%</b>	<b>8.66%</b>	<b>8.79%</b>	<b>8.70%</b>	<b>6.45%</b>	<b>6.35%</b>

Average EFB (2000-2019) **8.26%**





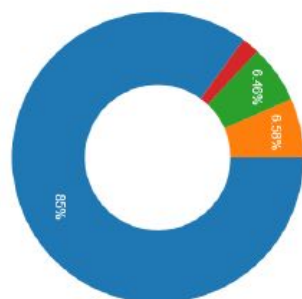
<b>\$70,258,589</b>
FY2020 Budgeted Revenues
<b>\$70,742,820</b>
FY2020 Budgeted Expenses
<b>\$4,391,830</b>
Fund Balance as of 8/31/19
<b>\$4,537,174</b>
Revenues from Local Sources
<b>\$59,736,252</b>
Revenues from State Sources
<b>\$57,030,606</b>
Expenses for Salaries & Benefits
<b>\$10,448,266</b>
Expenses for Special Education
<b>\$36,440,538</b>
Expenses for Basic Education

## General Fund - Finances at a Glance

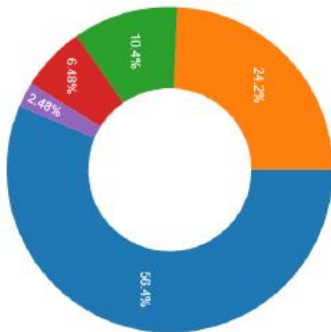
### Historical Revenues by Source



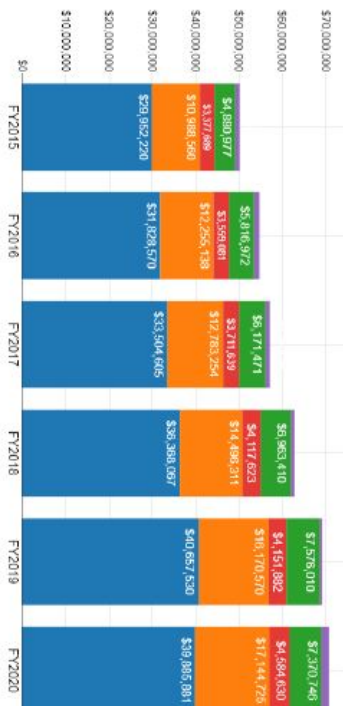
### Current Budget Revenues by Source



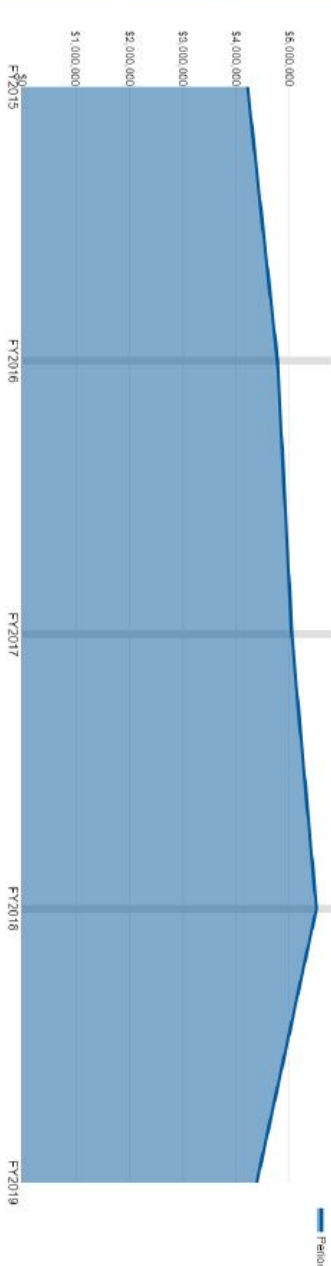
### Current Budget Expenses by Object



### Historical Expenses by Object



### Historical General Fund Balances





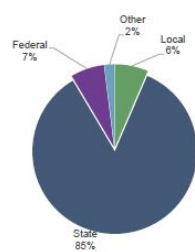
## General Fund - Revenue Analysis

2020/21 Projected Budget

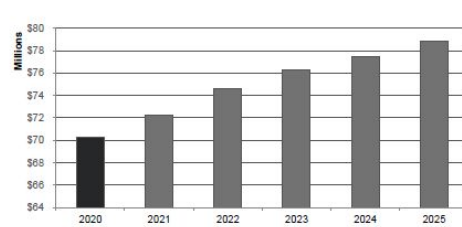
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	BUDGET		REVENUE PROJECTIONS								
	2020	2021	% Δ	2022	% Δ	2023	% Δ	2024	% Δ	2025	% Δ
LOCAL											
Taxes	\$3,751,674	\$5,168,660	37.8%	\$6,450,460	24.8%	\$8,950,460	7.8%	\$7,450,460	7.2%	\$7,950,460	6.7%
Support Non-Tax	\$785,500	\$785,500	0.0%	\$785,500	0.0%	\$785,500	0.0%	\$785,500	0.0%	\$785,500	0.0%
TOTAL LOCAL REVENUE	\$4,537,174	\$5,954,190	31.2%	\$7,235,960	21.5%	\$7,735,960	6.9%	\$8,235,960	6.5%	\$8,735,960	6.1%
STATE											
General Purpose	\$46,623,663	\$47,223,743	1.3%	\$47,048,882	1.5%	\$48,622,466	1.4%	\$48,982,561	0.7%	\$49,510,892	1.1%
Special Purpose	\$13,112,589	\$13,003,286		\$13,260,875		\$13,577,979		\$13,847,458		\$14,054,757	
TOTAL STATE REVENUE	\$59,736,252	\$60,227,030	0.8%	\$61,209,557	1.6%	\$62,200,474	1.6%	\$62,830,019	1.0%	\$63,565,649	1.2%
FEDERAL											
General Purpose	\$16,165	\$16,500	2.1%	\$16,500	0.0%	\$16,500	0.0%	\$16,500	0.0%	\$16,500	0.0%
Special Purpose	\$4,608,998	\$4,718,710	2.4%	\$4,831,196	2.4%	\$4,948,432	2.4%	\$5,064,581	2.4%	\$5,185,883	2.4%
TOTAL FEDERAL REVENUE	\$4,625,163	\$4,735,210	2.4%	\$4,847,686	2.4%	\$4,962,932	2.4%	\$5,081,081	2.4%	\$5,202,383	2.4%
OTHER											
Other School Districts	\$0	\$0		\$0		\$0		\$0		\$0	
Other Entities	\$1,358,500	\$1,358,500	0.0%	\$1,358,500	0.0%	\$1,358,500	0.0%	\$1,358,500	0.0%	\$1,358,500	0.0%
Other Financing Sources	\$1,500	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%	\$1,500	0.0%
TOTAL OTHER REVENUE	\$1,360,000	\$1,360,000	0.0%	\$1,360,000	0.0%	\$1,360,000	0.0%	\$1,360,000	0.0%	\$1,360,000	0.0%
TOTAL REVENUE	\$70,258,589	\$72,276,430	2.9%	\$74,653,183	3.3%	\$76,259,367	2.2%	\$77,507,060	1.6%	\$78,863,791	1.8%

Budgeted Revenue Allocation by Source



Revenue Projection



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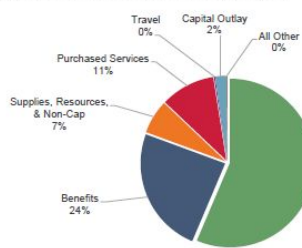
## General Fund - Expenditure Analysis

2020/21 Projected Budget

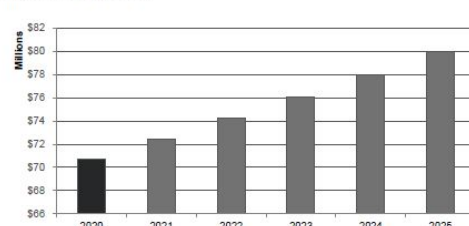
12

	BUDGET		EXPENDITURE PROJECTIONS								
	2020	2021	% Δ	2022	% Δ	2023	% Δ	2024	% Δ	2025	% Δ
	\$39,885,881	\$40,913,015	2.6%	\$42,035,169	2.7%	\$43,184,526	2.7%	\$44,360,532	2.7%	\$45,566,515	2.7%
	\$17,144,725	\$17,830,514	4.0%	\$18,505,315	3.8%	\$19,206,953	3.8%	\$19,938,907	3.8%	\$20,696,622	3.8%
TOTAL SALARIES & BENEFITS	\$57,030,606	\$58,744,129	3.0%	\$60,540,484	3.1%	\$62,391,479	3.1%	\$64,297,439	3.1%	\$66,263,137	3.1%
Supplies, Resources, & Non-Cap	\$4,584,630	\$4,584,630	0.0%	\$4,584,630	0.0%	\$4,584,630	0.0%	\$4,584,630	0.0%	\$4,584,630	0.0%
Purchased Services	\$7,370,746	\$7,370,746	0.0%	\$7,370,746	0.0%	\$7,370,746	0.0%	\$7,370,746	0.0%	\$7,370,746	0.0%
Travel	\$156,838	\$156,838	0.0%	\$156,838	0.0%	\$156,838	0.0%	\$156,838	0.0%	\$156,838	0.0%
Capital Outlay	\$1,460,000	\$1,460,000	0.0%	\$1,460,000	0.0%	\$1,460,000	0.0%	\$1,460,000	0.0%	\$1,460,000	0.0%
All Other	\$140,000	\$140,000	0.0%	\$140,000	0.0%	\$140,000	0.0%	\$140,000	0.0%	\$140,000	0.0%
TOTAL ALL OTHER	\$13,712,214	\$13,712,214	0.0%	\$13,712,214	0.0%	\$13,712,214	0.0%	\$13,712,214	0.0%	\$13,712,214	0.0%
TOTAL EXPENDITURES	\$70,742,820	\$72,456,343	2.4%	\$74,252,698	2.5%	\$76,103,693	2.5%	\$78,009,653	2.5%	\$79,975,351	2.5%

Budgeted Expenditure Allocation by Object



Expenditure Projection



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## Budget Development Priorities/Challenges 2020/21 Kelso School District Budget

### 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.

- Passage of the 2020-2024 Educational Program and Operations Levy is critical to Kelso School District -- \$10,000,000 in 2020/21 budget with Levy (\$6M) and State Local Effort Assistance (\$4M) funds combined.



##### *Restore.*

- Maintenance of grounds, facilities, and playfields
- Supports for at-risk students



##### *Sustain.*

- Student safety; counselors, health professionals, school resource officers (SROs)
- Smaller class sizes
- Special education teachers and paraprofessionals
- Robust fine arts & music programs
- Extracurricular & co-curricular activities, clubs, and athletics



##### *Enhance.*

- Counseling & mental health supports
- Early learning & academic achievement
- STEM related training & student opportunities
- Career exploration & opportunities
- Technology & instructional materials

- Closely monitor the impact of the new School Employee Benefit (SEB) program.
- Ending Fund Balance reduction in 2018/19 due to enrollment decline – What level can we support?

**ADJOURNMENT 05:49 PM**

**X**\_\_\_\_\_

President

**X**\_\_\_\_\_

Secretary

# School Board Meeting Agenda

January 10, 2020  
3:00 pm – 5:00 pm



3:00	Call to Order
3:02	<p align="center"><b>Kelso School District Board Work Session</b> January 10, 2020</p> <p><i>Every day, within the operational side of all organizations, hundreds of “things” happen. People are hired, trained, evaluated, disciplined, rewarded, and fired; money is budgeted, invested, and spent; buildings are constructed, renovated, used, and maintained; customers and clients are related to, sometimes appropriately, sometimes not; operational strategies intended to produce desired results are planned and implemented. All boards have concerns about these things. And every board has an obligation.....to assure the organization operates soundly and within the board’s own values. But while the Board’s concern about operational decision making is proper and necessary, the way the Board goes about exercising reasonable and appropriate diligence is where things normally go wrong.</i> <i>Quinn, R &amp; Dawson, L.; <u>Good Governance is A Choice</u>, p. 41-42</i></p>
3:05	Team Building Activity and Video Clip
3:45	<p>District Goals/Strategic Plan/Priorities</p> <p>Superintendent Goals and Evaluation</p> <p>    *Tuesday, February 25      3:00 – 5:00      Mid-Year Evaluation</p> <p>    *Monday, June 9              3:00 – 5:00      Final Evaluation</p> <p>Cabinet Visits</p> <p>WSSDA Board Survey</p>
4:30	<p>Roles, Responsibilities, Operating Principles</p> <p>Scenarios</p>
4:45	<p>Nuts &amp; Bolts</p> <p>    *Graduation Expectations</p> <p>    *Friday Notes, Board Packets (Friday afternoon), Emergency Protocols</p> <p>    *Other items</p>
5:00	Meeting Adjourned/Exit Slip



**MINUTES**  
**KELSO SCHOOL DISTRICT**  
**BOARD OF DIRECTORS RETREAT**  
**1/10/20**

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The work session of the Board of Directors of Kelso School District No. 458 was called to order at 03:00 pm p.m. at Kelso City Hall.

**Board Members:** Mike Haas – President  
Karen Grafton – Vice President  
Leah Moore  
Jeane Conrad  
Ron Huntington

**Superintendent:** Mary Beth Tack

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**OTHERS PRESENT –**

**ABSENT -**

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**Team Building Activity**

- Personality Color Team Building Survey

**District Goals/Strategic Plan/Priorities**

- District Plan
  - Financial Stewardship
  - Climate
  - Early Learning
  - Quality Instruction
  - Career, College, Community Ready
  - Communication

**Superintendent Goals & Evaluation**

- Superintendent Goals
  - Curriculum, Instruction & Assessments
  - Meaningful Engagement of Families & Community
  - Operations & Management

- Collaboration with the Board
- Superintendent Evaluation Rubric
- See Attached

### **Cabinet Visits**

January 8
● 7:30 CMS
● 9:15 Rose Valley
● 10:30 Carrolls
January 15
● 7:30 HMS
● 9:15 Barnes
● 10:30 Catlin
January 22
● 7:30 KHS
● 9:15 B.Acres
● 11:00 B.Hill
January 29
● 7:30 Alt Programs
● 9:15 Wallace
April 29
● 7:30 CMS
● 9:15 Rose Valley
● 11:45 Carrolls
May 6
● 7:30 HMS
● 9:15 Barnes
● 10:30 Catlin
May 13
● 7:30 KHS

<ul style="list-style-type: none"> <li>● 9:15 B. Acres</li> </ul>
<ul style="list-style-type: none"> <li>● 11:00 B. Hill</li> </ul>
May 20
<ul style="list-style-type: none"> <li>● 7:30 Alt Programs</li> </ul>
<ul style="list-style-type: none"> <li>● 9:15 Wallace</li> </ul>

## Scenarios

- 3 scenarios were shared that helps define the roles, responsibilities and operating principles for board members.

## Nuts & Bolts

- Graduation Expectations
  - June 6, 2020 @ 1:00 PM Schroeder Field
  - Submit Gown orders to Molly Guler by January 31st.
- Friday Notes, Board Packets (Friday Afternoons) Emergency Protocols
  - Friday Notes explained, emailed on Friday afternoon or evenings
  - Board Packets were requested to be emailed by Thursday instead of Friday
  - Emergency Protocols were gone over

**ADJOURNMENT 5:00pm**

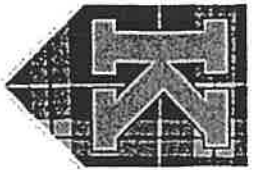
**X**

President

X

Secretary





## Washington Standards-Based Superintendent Framework

Selection for 2019-20

<b>Standards</b>	
Standard 3	Curriculum, Instruction & Assessment
Standard 6	Meaningful Engagement of Families & Community
Standard 7	Operations & Management
Standard 8	Collaboration with the Board



## 2019-20 Superintendent Evaluation

**PROFESSIONAL LEARNING GOALS** Below are my identified priority goals aligned to our district strategic plan.

	<u><b>Link to RoadMap</b></u>
Standard 3: Curriculum, Instruction & Assessment <ul style="list-style-type: none"><li>• English Language Arts Adoption</li><li>• Mathematics Adoption</li><li>• Social Emotional Learning</li></ul>	Early Learning Quality Instruction College, Career & Community Climate
Standard 6: Meaningful Engagement of Families & Community <ul style="list-style-type: none"><li>• Hilander Highlights</li><li>• Levy</li><li>• Construction</li><li>• Secondary Conferences</li><li>• Boundary Adjustments</li></ul>	Communication
Standard 7: Operations & Management <ul style="list-style-type: none"><li>• Levy</li><li>• Balanced Budget and Reserve</li><li>• Staff Wellness</li></ul>	Fiscal Stewardship Communication
Standard 8: Collaboration with the Board <ul style="list-style-type: none"><li>• Development of New Board with New Board Members</li></ul>	Communication

# Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 3 — Curriculum, Instruction, and Assessment: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Advocates for student learning as the district's highest priority.</i>	does not communicate that student learning is central to the district's mission	communicates to all stakeholders that student learning is central to the district's mission	consistently emphasizes student learning is central to the district mission by actively engaging stakeholders in collaborative discussion of ways to continuously improve learning	motivates stakeholders to pursue continuous improvement and innovation in student learning to achieve the district's mission
<i>B. Promotes the systematic improvement of coherent curriculum, instruction, and assessment.</i>	takes few steps to analyze district curriculum, instruction, and assessment to improve student learning	engages staff in regular analysis of district curriculum, instruction, and assessment	ensures that decisions on curriculum, instruction, and assessment are guided by regular, objective data analysis	develops or sustains a comprehensive system for the review, analysis and modification of curriculum, instruction, and assessment based on key learning indicators
<i>C. Ensures that district policies, practices, and resources support learning for each student.</i>	does not align district policies, practices, and resources to support learning for each student	ensures that existing district policies, practices, and resources are aligned to support learning for each student	uses data to identify achievement gaps and seek improvements in district policies, practices, and resources to better support learning for each student	motivates members of the school community to seek improvement in district policies, practices, and resources to support learning for each student
<i>D. Promotes values, beliefs and behaviors that create an organizational culture devoted to student learning.</i>	does not address the values, beliefs, behaviors, and organizational practices that support a school culture focused on student learning	recognizes and celebrates individual and collective efforts that reinforce the culture to improve student learning	creates or sustains a culture of expectation that leads members of the school community to openly acknowledge and collaboratively address problems in student learning	creates or sustains a shared moral imperative for the continuous improvement of student learning

## Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 6 — Meaningful Engagement of Families and Community: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Develops two-way communication strategies to reach families, and other individuals, agencies, or groups in the community.</i>	does not have communication strategies to inform families and community about district needs, goals and activities	develops strategies and communication vehicles to share information and answer questions about district needs, goals, and activities	develops data-informed strategies to solicit the views and concerns of families and other individuals, agencies, or groups in the community about the district's schools	empowers effective networks of families and other individuals, agencies, or groups in the community to maintain regular two-way communication about district needs, goals and activities
<i>B. Develops strategies to involve families and community members in the educational process.</i>	does not involve families and diverse community members in the educational process	ensures district implementation of strategies to involve families and diverse community members through conferences, meetings, and volunteer activities	ensures district implementation of multiple strategies for involving families and community members in decision making about children's education	sustains or expands a network of key family and diverse community stakeholders who can serve as formal and informal advisors on key issues
<i>C. Develops strategies for constructive resolution of conflicts with families and community members.</i>	does not develop or implement strategies for constructively resolving conflicts with families and community members	ensures that the district has defined procedures allowing families and community members to express concerns and disagreements	develops the capacity of staff and board to maintain open lines of communication with families and community members, constructively resolve conflicts, and build consensus	creates a culture in which conflicts are reflectively addressed and viewed as opportunities for respectful dialogue, consensus-building, and constructive resolution
<i>D. Mobilizes community resources to support district goals.</i>	makes minimal efforts to mobilize potential community resources to support district goals	builds relationships with community members and groups that lead to improved resources to support district goals	collaborates with community agencies to create cohesive networks of services to support district goals	provides evidence (e.g., surveys, volunteer rates, partnerships) of increased belief that the learning and well-being of children are community responsibilities
<i>E. Engages board and community in planning, conducting, and building community understanding of levy and bond measures.</i>	does not provide board with timely and helpful guidance on preparing levy and bond measures	helps board ensure that levy and bond measure preparations are conducted in legally correct and fiscally responsible manner	helps board ensure that levy and bond measures meet immediate fiscal needs and advance long-term district goals	engages board and community routinely in long-term planning processes to identify and support district educational and fiscal needs
<i>F. Engages with community members, government agencies, professional associations and other external groups to understand the current environment and develop district responses to emerging issues.</i>	does not engage with local community members, government agencies, professional associations and other external groups	engages with local community members, government agencies, professional associations and other external groups	communicates to board, staff and community knowledge of emerging issues that affect the district	works with board and staff to develop understanding of and appropriate responses to emerging issues in order to preserve and advance the district vision

## Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 7 — Operations and Management: Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Uses a continuous improvement process for implementing, monitoring, evaluating, and improving district operations.</i>	does not systematically plan, implement, and monitor district operations	ensures that operational decisions are guided by a long-term plan that is periodically reviewed and updated	ensures that operations are systematically and consistently managed through planning, data analysis, review of progress, and necessary changes in practice	collaborates with board and staff to analyze and modify the long-term plan to ensure that results support district priorities and superintendent goals
<i>B. Effectively manages fiscal resources in accord with board priorities and instructional improvement.</i>	does not effectively plan and implement district budget in accordance with board priorities	develops budget in accordance with board priorities and manages expenditures in financially responsible manner	develops a budget in accordance with board priorities and manages it in an efficient, financially responsible manner to support improved instruction and other key goals	collaborates with board, staff, and community to continually seek efficiencies, identify new sources of funding, and assess fiscal stability over several years
<i>C. Strategically manages human resources to support instructional improvement and other district goals.</i>	does not efficiently or strategically manage human resources	ensures that the district has systematic policies and procedures guiding recruitment, hiring, induction, and long-term career growth	implements a coherent approach to recruiting, hiring, induction, and career growth that promotes high-quality instruction and improved student learning	engages staff in a continuous improvement process to ensure effectiveness of policies and practices for recruiting, hiring, induction, and career growth and make changes as needed
<i>D. Effectively manages key elements of district operations.</i>	does not effectively manage key elements of district operations, including facilities, transportation, and enrollment	ensures that key elements of district operations are governed by defined policies and practices	monitors district operations in accordance with established policies and practices	engages staff in a continuous improvement process to review effectiveness of district operations and make changes as needed
<i>E. Develops system for ensuring that employee performance meets district expectations.</i>	does not ensure that the district has procedures to set, monitor, and act on standards for acceptable employee performance	ensures that the district has defined procedures for setting, monitoring, and acting on standards for acceptable employee performance	ensures that district procedures for setting, monitoring, and acting on standards for acceptable employee performance are widely understood and observed	engages staff in a continuous improvement process for employee performance

## Washington Standards-Based Superintendent Framework<sup>®</sup>

**Standard 8 — Collaboration with the Board: Effective educational leaders develop positive working relationships and procedures that help the board of directors to promote *each* student's academic success and well-being.**

*The superintendent...*

Themes	Unsatisfactory	Basic	Proficient	Distinguished
<i>A. Respects and advocates mutual understanding of the roles and responsibilities of superintendents and board.</i>	does not articulate or adhere to the roles and responsibilities of the board and superintendent	articulates and adheres to the roles and responsibilities of the superintendent and board	collaborates with board to review and refine guidelines for effective board and superintendent roles and responsibilities	models candid but respectful discussion of board and superintendent roles and responsibilities, including areas of friction or misunderstanding in the board-superintendent relationship
<i>B. Honors board policy.</i>	does not follow board policy	follows board policy	consults with the board when questions of interpretation arise on board policy	facilitates systematic board review and revision of policy-making process
<i>C. Provides the board with timely information.</i>	does not provide the board with timely information needed for effective board decision-making	ensures that the board receives necessary information in a timely way, including relevant laws, policies and procedures from local, state and federal mandate	assists board in understanding the multiple perspectives surrounding issues, as well as possible implications of decisions	collaborates with the board to review and improve the effectiveness of information and guidance provided to the board
<i>D. Treats all board members fairly, respectfully, and responsibly.</i>	favours certain board members or is unresponsive to board members' perspectives on educational issues	treats all board members fairly, respectfully, and responsibly	facilitates resolution of concerns or conflicts through board dialogue that creates greater mutual understanding	increases board capacity through trust, encouragement, and personal example
<i>E. Provides necessary support for effective board decision-making.</i>	does not establish and implement effective procedures for board meetings	ensures that the board has the necessary materials, information, and logistical support to make effective decisions	works with the board to ensure that meeting agendas are focused and consistent with board priorities	collaborates frequently with the board to evaluate and improve the effectiveness of board decision-making
<i>F. Builds strong team relationships with the board.</i>	does not attempt to establish a working team relationship with board	collaborates with board to develop structures, procedures, and norms for working as a team	works with board to monitor team effectiveness and adjust procedures accordingly	facilitates development of a board-superintendent team characterized by candor, deep listening, a collaborative spirit and openness to change



# 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.







## 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.

### ★ 2019-20 PRIORITY:

English Language Arts standards and materials implementation

Mathematics standards and adoption

## 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



## 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.



## 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.

### ★ 2019-20 PRIORITY:

Whole Child/Social Emotional Learning (SEL) systems implementation

## 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 bound

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 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 as measured by the Academic Rigor Index

Increase in high school graduation rates and decrease in dropout rates

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

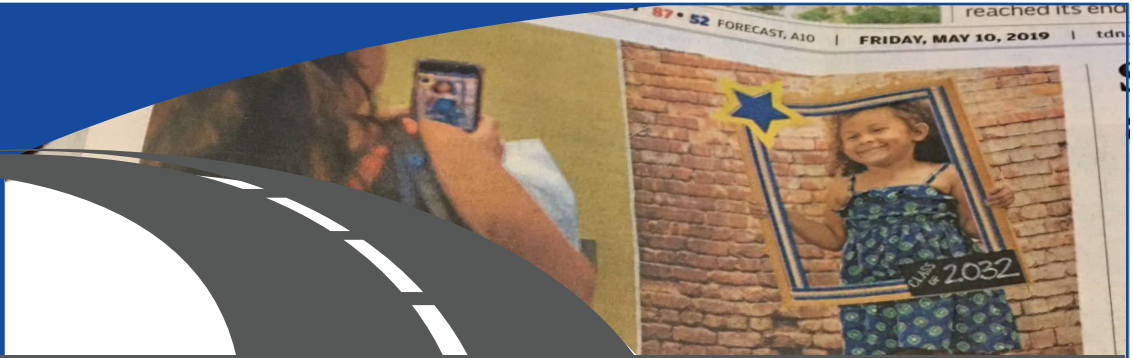
**Ensure** 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary plans



# 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 create a KSD wellness team 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>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
Utilize a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Maintain and update information on district media, including district websites and printed materials</p> <p>Maintain proactive media relations practices</p> <p>Utilize 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>
Establish an effective employee communication plan to improve internal communication and employee engagement	<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>
Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management	<p>Establish key communicator network and facilitate connections among: city officials, first responders, and the school district</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>Develop and implement Transitional Kindergarten for children that do not qualify for ECEAP and Head Start</p> <p>Develop and 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>Promise Kindergarten is developed and implemented to support at least thirty students and families not currently accessing preschool</p> <p>JumpStart is developed and 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
<p>Promote budgetary and fiscal transparency to ensure open communication and community engagement</p>	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>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</p>
<p>Allocate district resources effectively to support academic and operational needs</p>	<p>Annual budget approved by Kelso School Board</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</p>



# 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	<p>Develop partnerships with local universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable practices	<p>Ensure that all students have access to rigorous, standards-based curriculum</p> <p>Provide professional development to ensure instructional strategies are differentiated to meet the learning needs of each student</p>	<p>100% of students enroll in academic rigorous course work as measured by Academic Rigor Index</p> <p>100% of students experience differentiated instruction in their classrooms</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with Professional Learning Community (PLC) teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to rigorous coursework and highly skilled teachers</p> <p>100% of staff advocates for fair and equitable practices for all students</p>

## CERTIFICATED PERSONNEL

February 10, 2020

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### **Retirements (at the end of the 2019/20 school year):**

Gemar, Elizabeth – Teacher, Coweeman Middle School  
1.0 FTE

Olson, Cindy – Teacher, Kelso High School  
1.0 FTE

Pihl, Cynthia – Teacher, Beacon Hill Elementary  
1.0 FTE

### **Personal Leave of Absence (effective 2/10/20 through the end of the 2019/20 school year)**

Green, Meghan – SLP based at Butler Acres  
1.0 FTE

### **Distribution List:**

Human Resources

KEA

Payroll

Student Records Mgr

Cody Reid

**KELSO SCHOOL DISTRICT**  
**SUPPLEMENTAL CONTRACTS ISSUED:**  
**January 9, 2020 - February 5, 2020**

<b>Date Issued</b>	<b>Name</b>	<b>Position</b>	<b>School</b>
01/09/20	Bush, Lynn	Excess Student Options - 2nd Tri	Rose Valley
01/09/20	Latham, Alison	Excess Student Options - 2nd Tri	Rose Valley
01/09/20	Sherrell, Cynthia	Excess Student Options - 2nd Tri	Carrolls
01/09/20	Tatum, Atticus	Excess Student Options - 2nd Tri	Wallace
01/09/20	Wheatley, Janell	Excess Student Options - 2nd Tri	Rose Valley
01/17/20	Cervantes, Emily	Navigation 101 Coordinator (Job Share w/Tauni Hatfield)	CMS
01/17/20	Hatfield, Tauni	Navigation 101 Coordinator (Job Share w/ Emily Cervantes)	CMS



## CLASSIFIED PERSONNEL

February 10, 2020

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### **New Hires:**

Byman, Linda - Food Service Helper, Barnes Elementary  
2.75 hrs/day, 190 days/year  
Effective January 22, 2020

Bean, Teri - Paraeducator, Sped Preschool, Catlin Elementary  
6.5 hrs/day, 156 days/year  
Effective February 3, 2020

Weber, Courtney - Paraeducator, Sped Resource, Catlin Elementary  
6.25 hrs/day, 190 days/year  
Effective January 22, 2020

Norris, Jesse - Paraeducator, Sped SLC & Student Supervision, Huntington Middle School  
6.25 hrs/day, 191 days/year  
Effective January 24, 2020

Balch, Jolleen - Paraeducator, Sped Significant, Barnes Elementary  
6.75 hrs/day, 190 days/year  
Effective November 26, 2019

Swogger, Ashley - \*Paraeducator, Sped Mos Stud. Spec., Huntington Middle School  
6.25 hrs/day, 191 days/year  
Effective January 9, 2020

Lane, Connor - Paraeducator, Roving  
6.25 hrs/day, 191 days/year  
Effective January 22, 2020

McDaniel, Kelsey - Paraeducator, Roving  
6.25 hrs/day, 191 days/year  
Effective December 16, 2019

### **Classification Change:**

Davenport, Cynthia - Truancy Specialist, Kelso High School  
8.0 hrs/day, 192 days/year  
Effective February 3, 2020

### **Return from Layoff:**

Stephenson, Kirsten - Paraeducator, Sped Resource Stud. Spec., Coweeman Middle School  
6.25 hrs/day, 191 days/year  
Effective December 12, 2019

### **Resignations:**

Fowler, Diana - \*Paraeducator, Title, Catlin Elementary  
6.5 hrs/day, 190 days/year  
Effective January 23, 2020

Rogers, Jodi - Truancy Specialist, Kelso High School  
8.0 hrs/day, 192 days/year  
Effective February 7, 2020

**Leave of Absence:**

Woodard, Andrea - Bus Driver, Transportation  
4.25 hrs/day, 199 days/year  
Effective January 31, 2020 through June 30, 2020

\* = 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

**For Board Approval: February 10, 2020**

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

<b>Company/Provider</b>	<b>Sponsor</b>	<b>Description of Services</b>	<b>Amount</b>
Apptegy	Mary Beth Tack	Amended Data Sharing Agreement to clarify language	Cost remains the same, \$30,900.00
BHC Fairfax Hospital	Holly Budge	To provide special education and/or related services for one district placed student with a disability, where his/her IEP determined that placement in the nonpublic agency is the appropriate and least restrictive environment for said student	Cost is \$5,654.37 for monthly tuition
Interlocal Spokane School Dist No. 81	Scott Westlund	This agreement allows KSD and Spokane SD to purchase goods and services through contracts executed and administered by the other Party with one or more third party vendors	Non-financial

**GENERAL FUND**  
**January 31, 2020**

**WE, THE UNDERSIGNED BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458, COWLITZ COUNTY, WASHINGTON, DO HEREBY CERTIFY THAT ALL SERVICES RELATED TO PAYROLL COSTS, PAID BY DIRECT WARRANT(S) AS SPECIFIED ON WARRANT(S) 256554-256555 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$1,166.14 ON JANUARY 31, 2020.**

**BOARD OF DIRECTORS**

\_\_\_\_\_  
**PRESIDENT**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**ATTEST:**

\_\_\_\_\_  
**SECRETARY, BOARD OF DIRECTORS,**

## General Fund

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

As of January 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$4,691,084.55. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256556 through 256590, totaling \$4,691,084.55

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

Check Nbr	Vendor Name	Check Date	Check Amount
256556	ACH Cowlitz County Treasurer	01/31/2020	2,299,234.42
256557	COWLITZ COUNTY TREASURER	01/31/2020	273,232.90
256558	COWLITZ COUNTY TREASURER	01/31/2020	485,169.64
256559	DEPT OF RETIREMENT SYSTEMS	01/31/2020	1,393.72
256560	DEPT OF RETIREMENT SYSTEMS	01/31/2020	169,890.04
256561	DEPT OF RETIREMENT SYSTEMS	01/31/2020	520,984.73
256562	DEPT OF RETIREMENT SYSTEMS	01/31/2020	11,220.61
256563	ESD 112 WORK/COMP	01/31/2020	55,290.90
256564	ESD 112 UNEMPLOYMENT COOP	01/31/2020	6,168.88
256565	Vendor Continued Check	01/31/2020	0.00
256566	HCA-SEBB BENEFITS	01/31/2020	750,848.00
256567	HCA-SEBB FLEX SPEND	01/31/2020	3,884.24
256568	HEALTH CARE AUTHORITY	01/31/2020	1,343.39
256569	INFOARMOR INC	01/31/2020	145.50
256570	KELSO SCHOOLS FOUNDATION	01/31/2020	542.00
256571	KELSO TRANS CHAPTE	01/31/2020	102.50
256572	LEGALEASE GROUP	01/31/2020	390.88
256573	MALAIER, TRUSTEE, Michael G	01/31/2020	2,185.00
256574	METROPOLITAN LIFE	01/31/2020	5,420.57
256575	NATIONWIDE	01/31/2020	662.98
256576	Oregon Dept. of Revenue	01/31/2020	2,306.34
256577	PIONEER CREDIT RECOVERY INC	01/31/2020	710.03
256578	PSE KELSO LOCAL	01/31/2020	554.00
256579	PUBLIC SCHOOL EMPLOYEES OF WA	01/31/2020	1,605.04
256580	PUBLIC SCHOOL EMPLOYEES OF WA	01/31/2020	10,207.37
256581	The Standard Insurance Company	01/31/2020	3,706.25
256582	THE OMNI GROUP	01/31/2020	38,115.00

Check Nbr	Vendor Name	Check Date	Check Amount
256583	UNITED WAY OF COWLITZ CO	01/31/2020	634.50
256584	US DEPARTMENT OF EDUCATION	01/31/2020	625.29
256585	US DEPT OF EDUCATION AWG	01/31/2020	176.84
256586	VEBA TRUST	01/31/2020	9,200.00
256587	W.S.P.L.E.A.	01/31/2020	10.00
256588	WA ST SCHOOL RETIREES ASSOC	01/31/2020	147.00
256589	WEA	01/31/2020	134.36
256590	WEA PAYROLL DEDUCTIONS	01/31/2020	34,841.63
35	Computer	Check(s) For a Total of	4,691,084.55



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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,871.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256591 through 256591, totaling \$2,871.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
256591	ACH-AP COWLITZ COUNTY TREASURE	01/31/2020	2,871.74

1	Computer	Check(s) For a Total of	2,871.74
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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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$2,871.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:  
ACH Numbers 192000258 through 192000299, totaling \$2,871.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000258	Amrine, Jaime Ann	01/31/2020	32.36
192000259	Atkins, Taylor Anne	01/31/2020	100.00
192000260	Brand, Colleen Diane	01/31/2020	31.84
192000261	Edwards, Paula Vanay	01/31/2020	24.69
192000262	Ford, Ian M	01/31/2020	112.78
192000263	Forsman, Sheryl Lynn	01/31/2020	368.58
192000264	Free, Maria Nadine	01/31/2020	56.55
192000265	Freund, Denise Ann	01/31/2020	57.11
192000266	Ganieany, Lance Elden	01/31/2020	8.40
192000267	Guttormsen, Gunnar R	01/31/2020	45.43
192000268	Hatfield, Tauni R	01/31/2020	98.36
192000269	Hymes, Darcy S	01/31/2020	8.82
192000270	Iverson II, Donald John	01/31/2020	19.84
192000271	Johanesen, Lindsay Marie	01/31/2020	76.56
192000272	King, Scott F	01/31/2020	99.35
192000273	LaFave, Lorretta F	01/31/2020	51.75
192000274	Lamb, Megan Michelle	01/31/2020	26.92
192000275	Le Baron, Sarah M	01/31/2020	117.28
192000276	Lowry, Ashley Rose	01/31/2020	47.50
192000277	Macie, Shawnda KAY	01/31/2020	34.86
192000278	Marlow, Sarah L	01/31/2020	281.67
192000279	Mason, Krista Rose	01/31/2020	51.75
192000280	Mendoza, Pamela L	01/31/2020	28.36
192000281	Morgan, Devanie Sherwood	01/31/2020	1.80
192000282	Mulcahy, Constance M	01/31/2020	44.49
192000283	Naglich, Sarah Elizabeth	01/31/2020	55.33
192000284	Peasley, Chelsea Alexandra	01/31/2020	59.50

Check Nbr	Vendor Name	Check Date	Check Amount
192000285	Powell, David A	01/31/2020	32.93
192000286	Reardon, Misa Kay	01/31/2020	43.27
192000287	Rister, Brittney Erin	01/31/2020	43.54
192000288	Rogers, Jodi Lee	01/31/2020	16.01
192000289	Ross, Aquilia Denarius	01/31/2020	38.55
192000290	Stewart, Acacia Jerynn	01/31/2020	10.81
192000291	Sunday, Frederick C	01/31/2020	232.58
192000292	Tack, Mary Beth	01/31/2020	219.75
192000293	Thomas, Timothy Steven	01/31/2020	75.00
192000294	Toms, Stephanie A	01/31/2020	31.09
192000295	Turner, Jennifer Erin	01/31/2020	59.50
192000296	Viscuso, Rebecca Ann	01/31/2020	94.00
192000297	Ward, Josef Alexander	01/31/2020	20.70
192000298	Welch, Shawna L	01/31/2020	10.00
192000299	Williams, Debra Lynne	01/31/2020	2.13

42	ACH	Check(s) For a Total of	2,871.74
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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 27, 2020, the board, by a ~~vote,~~ approves payments, totaling \$1,184,367.41. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256592 through 256753, totaling \$1,184,367.41

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

Check Nbr	Vendor Name	Check Date	Check Amount
256592	ACCOUNTABLE HEALTHCARE STAFFIN	01/31/2020	6,068.82
256593	ADA BADMINTON & TENNIS	01/31/2020	545.00
256594	ADVANCE SEWER & DRAIN SOLUTION	01/31/2020	669.42
256595	ADVANCED ELECTRIC SIGNS, INC.	01/31/2020	161.85
256596	ADVANCED MEDICAL PERSONNEL SER	01/31/2020	5,294.28
256597	Vendor Continued Check	01/31/2020	0.00
256598	Vendor Continued Check	01/31/2020	0.00
256599	AMAZON	01/31/2020	11,807.33
256600	AQUATIC SPECIALTIES SERVICES,	01/31/2020	862.34
256601	ARAMARK	01/31/2020	768.12
256602	ARBITRAGE COMPLIANCE SPECIALIS	01/31/2020	1,750.00
256603	ASSETGENIE, INC	01/31/2020	69.90
256604	AVEANNA HEALTHCARE	01/31/2020	4,737.67
256605	BAKER LUMBER CO.	01/31/2020	673.84
256606	Vendor Continued Check	01/31/2020	0.00
256607	BANK OF AMERICA	01/31/2020	6,235.67
256608	BARBO MACHINERY	01/31/2020	770.21
256609	BAXTER AUTO PARTS #23	01/31/2020	232.38
256610	BEACOCK VANCOUVER MUSIC CO, IN	01/31/2020	109.81
256611	BEACON HILL SEWER	01/31/2020	313.54
256612	BJOREM SPEECH PUBLICATIONS LLC	01/31/2020	155.00
256613	BLICK ART MATERIALS	01/31/2020	728.43
256614	BOUND TO STAY BOUND BOOKS, INC	01/31/2020	56.03
256615	BSN SPORTS / SPORTS SUPPLY GRO	01/31/2020	574.55
256616	BUD CLARY CHEVROLET	01/31/2020	229.71
256617	BUILDERS HARDWARE & SUPPLY CO	01/31/2020	120.26
256618	BUSINESS OFFICE-REV FUND	01/31/2020	2,625.92

Check Nbr	Vendor Name	Check Date	Check Amount
256619	C & H INDUSTRIAL TOOL & SUPPLY	01/31/2020	61.17
256620	CALIFORNIA HYDRONICS CORP	01/31/2020	744.71
256621	CAMFIL USA INC	01/31/2020	11,962.87
256622	CAREERSTAFF UNLIMITED	01/31/2020	5,073.50
256623	CARROLLS WATER ASSOCIATION	01/31/2020	242.25
256624	CASCADE NETWORKS	01/31/2020	7,977.16
256625	CASCADE NATURAL GAS	01/31/2020	29,308.49
256626	CDW GOVERNMENT, INC.	01/31/2020	3,088.78
256627	CENTRAL RESTAURANT PRODUCTS	01/31/2020	871.79
256628	CENTRAL WELDING SUPPLY	01/31/2020	2,285.64
256629	CHOWN HARDWARE & MACHINERY	01/31/2020	287.72
256630	CHRISTENSON ELECTRIC, INC	01/31/2020	7,648.33
256631	CITY OF KELSO	01/31/2020	10,703.00
256632	CITY OF KELSO - UTILITY DEPT	01/31/2020	22,525.91
256633	COLUMBIA SECURITY SERV & SYSTE	01/31/2020	9,280.00
256634	COLUMBIA WELLNESS	01/31/2020	450.00
256635	CONREY ELECTRIC, INC.	01/31/2020	759.51
256636	CONSOLIDATED ELECTRICAL DIST	01/31/2020	5.41
256637	CONVERGINT TECHNOLOGIES	01/31/2020	165.76
256638	CORWIN BEVERAGE CO.	01/31/2020	1,618.90
256639	COST LESS AUTO PARTS	01/31/2020	14.81
256640	COWLITZ COUNTY PUBLIC WORKS DE	01/31/2020	144.82
256641	COWLITZ PUD	01/31/2020	56,771.40
256642	COWLITZ COUNTY HEALTH DEPT	01/31/2020	1,200.00
256643	CURRICULUM ASSOCIATES LLC	01/31/2020	1,500.00
256644	Vendor Continued Check	01/31/2020	0.00
256645	DAIRY FRESH FARMS	01/31/2020	11,510.81
256646	DELL	01/31/2020	519.75
256647	DEPT OF LABOR & IND - BOILER/P	01/31/2020	87.77
256648	DORIAN BUSINESS SYSTEMS, INC.	01/31/2020	349.00
256649	DSU PETERBILT & GMC INC	01/31/2020	71.58
256650	Vendor Continued Check	01/31/2020	0.00
256651	DUCK DELIVERY PRODUCE, INC.	01/31/2020	11,543.82
256652	EASTSIDE PSYCHOLOGY SERVICES,	01/31/2020	4,877.00
256653	EDUCATIONAL SERVICE DIST #112	01/31/2020	329,005.93

Check Nbr	Vendor Name	Check Date	Check Amount
256654	ENTEK CORPORATION	01/31/2020	809.41
256655	ENVIRONMENTAL CONTROLS CORP	01/31/2020	952.36
256656	ENVIRONMENTAL SYSTEMS RESEARCH	01/31/2020	810.75
256657	ERF COMPANY, INC.	01/31/2020	310.00
256658	ERNN	01/31/2020	150.00
256659	EVERGREEN PAINT, INC.	01/31/2020	82.05
256660	EXPRESS EMPLOYMENT PROFESSIONA	01/31/2020	510.27
256661	FASTENAL COMPANY	01/31/2020	211.40
256662	FEDERAL EXPRESS CORPORATION	01/31/2020	40.62
256663	FERGUSON ENTER. INC #3007	01/31/2020	1,042.79
256664	FORECAST 5 ANALYTICS INC	01/31/2020	17,262.21
256665	FOXHIRE LLC	01/31/2020	6,051.20
256666	FRANZ FAMILY BAKERIES	01/31/2020	2,217.07
256667	GATEWAY EDUCATIONAL SERVICES	01/31/2020	1,147.00
256668	GB MANCHESTER CORPORATION	01/31/2020	6,976.05
256669	HART RADIATOR SERVICE	01/31/2020	394.57
256670	HEALTH CARE AUTHORITY	01/31/2020	6,120.72
256671	HERFF JONES INC	01/31/2020	17,213.61
256672	J.W. PEPPER & SON, INC.	01/31/2020	366.44
256673	K-D-L HARDWARE SUPPLY INC	01/31/2020	407.89
256674	KELSO CAR WASH, LLC	01/31/2020	35.00
256675	KENNEDY VIOLINS INC	01/31/2020	739.06
256676	KEYS PLUS LOCKSMITHS	01/31/2020	60.51
256677	KING COUNTY DIRECTORS	01/31/2020	6,210.41
256678	LEADER SERVICES	01/31/2020	401.80
256679	LENOVO (UNITED STATES) INC	01/31/2020	36,970.20
256680	Longbell Security Resources	01/31/2020	369.70
256681	Longview School District #122	01/31/2020	345.00
256682	LOWE'S	01/31/2020	531.91
256683	LOWER COLUMBIA COLLEGE	01/31/2020	248,439.20
256684	LOWER COLUMBIA OCCUPATIONAL HE	01/31/2020	580.00
256685	MAILFINANCE INC	01/31/2020	744.91
256686	MCDONALD CREATIVE FLOORS INC	01/31/2020	367.06
256687	MCDONALD WHOLESALE CO, INC	01/31/2020	1,379.36
256688	MCMaster-Carr Supply Company	01/31/2020	260.91



Check Nbr	Vendor Name	Check Date	Check Amount
256689	MI CONTROLS, INC.	01/31/2020	1,234.49
256690	MICROK12	01/31/2020	10,207.01
256691	MIDWEST TECHNOLOGY PRODUCTS	01/31/2020	188.10
256692	MOTION INDUSTRIES, INC.	01/31/2020	196.28
256693	MUSIC WORLD	01/31/2020	648.37
256694	NORTH COAST ELECTRIC CO.	01/31/2020	735.07
256695	NuCO2	01/31/2020	616.49
256696	NW INSTALLATION ENT. INC.	01/31/2020	12,280.34
256697	OFFENDER SERVICES	01/31/2020	1,125.00
256698	OFFICE DEPOT	01/31/2020	735.90
256699	OFFICE EXPRESS, INC	01/31/2020	4,445.45
256700	PACIFIC OFFICE AUTOMATION	01/31/2020	1,234.08
256701	PACIFIC COAST SIGN SUPPLY	01/31/2020	1,910.46
256702	PALMERS GLASS COMPANY	01/31/2020	31.30
256703	PAPE KENWORTH	01/31/2020	54.90
256704	PAPERBACKS GALORE	01/31/2020	286.06
256705	PARTS TOWN LLC	01/31/2020	86.05
256706	PEARSON / NCS PEARSON INC	01/31/2020	105.40
256707	PLATT ELECTRIC SUPPLY	01/31/2020	632.20
256708	PORTER FOSTER RORICK LLP	01/31/2020	3,672.50
256709	PROCTOR SALES INCORPORATED	01/31/2020	201.48
256710	PROGRESS CENTER, INC.	01/31/2020	46,480.00
256711	REALLY GOOD STUFF, LLC	01/31/2020	29.12
256712	ROCKLER WOODWORKING AND HARDWA	01/31/2020	510.15
256713	S & R SHEETMETAL, INC	01/31/2020	12.94
256714	S/P2	01/31/2020	299.00
256715	SAFEWAY INC	01/31/2020	152.25
256716	SCHETKY NORTHWEST SALES, INC	01/31/2020	1,795.33
256717	SCHOOL DATA SOLUTIONS	01/31/2020	23,557.39
256718	SCI ED INFO	01/31/2020	1,000.00
256719	SECURITY PROFESSIONALS, LLC	01/31/2020	303.61
256720	SHERWIN WILLIAMS	01/31/2020	940.74
256721	SOCIAL THINKING	01/31/2020	299.44
256722	SOLIANT HEALTH	01/31/2020	8,775.00
256723	STAR RENTALS AND SALES	01/31/2020	61.62

Check Nbr	Vendor Name	Check Date	Check Amount
256724	SUNSET AUTO PARTS, INC.	01/31/2020	495.02
256725	SUPERINTENDENT OF PUBLIC INSTR	01/31/2020	4,689.72
256726	SUPPLIESOUTLET.COM INC	01/31/2020	45.67
256727	SW CLEAN AIR AGENCY	01/31/2020	909.40
256728	T & T TIRE LLC	01/31/2020	134.05
256729	THE HOME DEPOT PRO-SUPPLYWORKS	01/31/2020	4,018.47
256730	THE PART WORKS, INC.	01/31/2020	549.85
256731	TROXELL COMMUNICATIONS, INC.	01/31/2020	3,031.12
256732	U.S. CELLULAR	01/31/2020	1,439.23
256733	UNITED GROCERS	01/31/2020	154.85
256734	US BANK EQUIPMENT FINANCE	01/31/2020	3,812.56
256735	Vendor Continued Check	01/31/2020	0.00
256736	US FOODS INC	01/31/2020	46,339.33
256737	VANCOUVER SCHOOL DISTRICT #37	01/31/2020	4,500.00
256738	VISION EDUCATION RESEARCH, LLC	01/31/2020	5,500.00
256739	WA ST ASSOC OF SCHOOL PSYCHOLO	01/31/2020	200.00
256740	WA ST CENTER FOR CHILDHOOD DEA	01/31/2020	1,300.00
256741	WA ST DEPT OF ECOLOGY	01/31/2020	189.00
256742	WA STATE COUNSELORS ASSOC	01/31/2020	965.00
256743	WAITE SPECIALTY MACHINE INC	01/31/2020	28.11
256744	WASHINGTON INTERSTATE BROADCAST	01/31/2020	1,500.00
256745	WASTE CONTROL/KELSO	01/31/2020	3,805.60
256746	WATKINS TRACTOR & SUPPLY CO.	01/31/2020	3,397.79
256747	WILCO	01/31/2020	735.76
256748	WILCOX & FLEGEL FUEL OIL CO.	01/31/2020	25,815.56
256749	WINDSTREAM	01/31/2020	1,981.89
256750	WSASCD	01/31/2020	295.00
256751	WSIPC	01/31/2020	180.00
256752	Wyman, Thomas Albert	01/31/2020	574.30
256753	Youth & Family Link	01/31/2020	4,207.50

162 Computer Check(s) For a Total of 1,184,367.41

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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$524.10. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256754 through 256754, totaling \$524.10

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

Check Nbr	Vendor Name	Check Date	Check Amount
256754	ACH- COWLITZ COUNTY TREASURER	01/31/2020	524.10

1	Computer	Check(s) For a Total of	524.10
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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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$867.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256755 through 256755, totaling \$867.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
256755	HEALTH EQUITY	01/31/2020	867.00

1	Computer	Check(s) For a Total of	867.00
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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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$39,591.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256756 through 256756, totaling \$39,591.93

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

Check Nbr	Vendor Name	Check Date	Check Amount
256756	EMPLOYMENT SECURITY DEPT	01/31/2020	39,591.93

1	Computer	Check(s) For a Total of	39,591.93
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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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$5,073.72. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:  
Warrant Numbers 256757 through 256762, totaling \$5,073.72

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

Check Nbr	Vendor Name	Check Date	Check Amount
256757	CGLIC-PHOENIX EASC	02/04/2020	187.29
256758	KAISER PERMANENTE (MEDICAL)	02/04/2020	833.27
256759	PREMERA BLUE CROSS	02/04/2020	3,234.36
256760	Sparks, Jay A	02/04/2020	145.28
256761	WEA/VSP	02/04/2020	215.60
256762	WEA/WDS	02/04/2020	457.92

6	Computer	Check(s) For a Total of	5,073.72
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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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$6,454,177.19. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:  
Warrant Numbers 3204 through 3215, totaling \$6,454,177.19

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

Check Nbr	Vendor Name	Check Date	Check Amount
3204	COLLINS ARCHITECTURAL GROUP PS	01/31/2020	455,058.87
3205	EDUCATIONAL SERVICE DIST #112	01/31/2020	68,002.26
3206	FORMA CONSTRUCTION CO	01/31/2020	5,728,128.41
3207	FOSTER GARVEY PC	01/31/2020	672.00
3208	GIBBS & OLSON INC	01/31/2020	16,249.12
3209	HEFFRON TRANSPORTATION INC	01/31/2020	5,730.00
3210	INTEGRUS ARCHITECTURE PS	01/31/2020	105,702.69
3211	KING COUNTY DIRECTORS	01/31/2020	26,639.93
3212	NOW ENVIRONMENTAL SERVICES, IN	01/31/2020	8,595.00
3213	PBS ENGINEERING & ENVIRON.	01/31/2020	39,090.19
3214	SECURITY PROFESSIONALS, LLC	01/31/2020	86.38
3215	ULINE	01/31/2020	222.34

12	Computer	Check(s) For a Total of	6,454,177.19
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1	Computer	Check(s) For a Total of	31.05
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## ASB Fund

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

As of January 27, 2020, the board, by a \_\_\_\_\_ vote,  
approves payments, totaling \$31.05. The ~~payments are further identified~~  
in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:  
ACH Numbers 192000300 through 192000300, totaling \$31.05

Secretary \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Board Member \_\_\_\_\_ Board Member \_\_\_\_\_

Check Nbr	Vendor Name	Check Date	Check Amount
192000300	Ahola, Kathryn Elaine	01/31/2020	31.05

1	ACH	Check(s) For a Total of	31.05
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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 27, 2020, the board, by a <sup>vote,</sup> approves payments, totaling \$49,715.18. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB CCT:  
Warrant Numbers 30603 through 30650, totaling \$49,715.18

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

Check Nbr	Vendor Name	Check Date	Check Amount
30603	A.S.B. IMPREST FUND	01/31/2020	443.00
30604	AC SERVICES LLC	01/31/2020	6,431.95
30605	AGON SPORT LLC	01/31/2020	596.25
30606	AMAZON	01/31/2020	143.11
30607	ANDERSON'S SPIRIT	01/31/2020	901.82
30608	AREA 9 DECA	01/31/2020	1,440.00
30609	ATHLETES CORNER	01/31/2020	1,394.42
30610	BANK OF AMERICA	01/31/2020	957.44
30611	CHAMPION TEAMWEAR	01/31/2020	210.80
30612	COLUMBIA RIVER HIGH SCHOOL	01/31/2020	225.00
30613	CORNERSTONE FLOWERS	01/31/2020	91.89
30614	CORWIN BEVERAGE CO.	01/31/2020	1,929.68
30615	COWLITZ COUNTY HEALTH DEPT	01/31/2020	350.00
30616	CUSTOMINK.COM	01/31/2020	1,206.84
30617	DOMINO'S PIZZA	01/31/2020	192.47
30618	EASTBAY INC.	01/31/2020	439.50
30619	EMERGENCY SUPPORT SHELTER	01/31/2020	390.50
30620	EVERGREEN FUNDRAISING	01/31/2020	7,675.40
30621	FAMILY CAREER & COMMUNITY LEAD	01/31/2020	260.00
30622	HASTY AWARDS	01/31/2020	1,923.69
30623	HOCKINSON HIGH SCHOOL	01/31/2020	1,215.90
30624	HOLIDAY INN EXPRESS	01/31/2020	817.32
30625	KALAMA HIGH SCHOOL	01/31/2020	200.00
30626	KELSO HIGH SCHOOL A.S.B.	01/31/2020	60.00
30627	KELSO SCHOOL DISTRICT	01/31/2020	6,267.15
30628	KEY CLUB INTERNATIONAL	01/31/2020	187.50
30629	KING COUNTY DIRECTORS	01/31/2020	52.99

Check Nbr	Vendor Name	Check Date	Check Amount
30630	LA CENTER HIGH SCHOOL	01/31/2020	200.00
30631	LASER ENGRAVING SERVICES, LLC	01/31/2020	149.72
30632	LOWER COLUMBIA BASKETBALL OFFI	01/31/2020	2,961.00
30633	LOWER COLUMBIA WRESTLING OFFIC	01/31/2020	1,005.00
30634	NORTH IDAHO COLLEGE / ATHLETIC	01/31/2020	500.00
30635	NW DELI DISTRIBUTING, INC.	01/31/2020	1,023.24
30636	PRAIRIE HIGH SCHOOL	01/31/2020	165.00
30637	PRO GRAPHYX	01/31/2020	318.93
30638	SAFEWAY INC	01/31/2020	748.01
30639	SILVERDALE BEACH HOTEL	01/31/2020	1,026.75
30640	SOUTH KITSAP SCHOOL DIST	01/31/2020	225.00
30641	SPRINGHILL SUITES BY MARRIOTT	01/31/2020	641.52
30642	SWAA-WIAA DISTRICT 4	01/31/2020	849.00
30643	UNITED GROCERS	01/31/2020	44.45
30644	US FOODS INC	01/31/2020	443.46
30645	VERNIE'S	01/31/2020	1,260.91
30646	WASHOUGAL HIGH SCHOOL	01/31/2020	200.00
30647	WEST CENTRAL DISTRICT III	01/31/2020	364.00
30648	Westview High School	01/31/2020	250.00
30649	WIAA	01/31/2020	565.70
30650	WRESTLER'S WORLD	01/31/2020	768.87
48	Computer	Check(s) For a Total of	49,715.18

1	Computer	Check(s) For a Total of	290.53
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**Trust & Agency  
Private Purpose**

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 27, 2020, the board, by a \_\_\_\_\_ vote, approves payments, totaling \$857.67. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:  
Warrant Numbers 1646 through 1650, totaling \$857.67

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

Check Nbr	Vendor Name	Check Date	Check Amount
1646	BANK OF AMERICA	01/31/2020	426.86
1647	KELSO HIGH SCHOOL	01/31/2020	50.00
1648	KELSO SCHOOL DISTRICT	01/31/2020	154.53
1649	LOWER COLUMBIA OCCUPATIONAL HE	01/31/2020	50.00
1650	UNITED GROCERS	01/31/2020	176.28

5	Computer	Check(s) For a Total of	857.67
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## **Kelso School District**

### **Office of Federal Programs, Data and Assessment**

Don Iverson, Director (360) 501-1939

Tammy Trafelet, ELL Coordinator (360) 501-1690

Lori Paul, Administrative Assistant (360) 501-1939

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To: Kelso School Districts, Board of Directors  
From: Don Iverson, Director of Student Support  
Date: February 2, 2020

OSPI requires that local school boards officially approve the the Transitional Bilingual Instructional Program (ELL) Grant that KSD is awarded each year. Attached to this document you will find the following information that will help you in this process.

1. District ELL Profile/Summary Sheet that briefly outlines our districts program, eligibility requirements, data, as well as funding sources and staffing expenditures. This single page document is intended to be a simple outline of the official 22 page OSPI grant.
2. Official OSPI Grant application.

This grant will appear in the consent agenda. If you have any questions or need clarification about this grant, please let me know prior to the board meeting on February 12<sup>th</sup>, 2020 and I would be happy to assist.



## **Kelso School District**

### **Office of Federal Programs, Data and Assessment**

Don Iverson, Director (360) 501-1939

Tammy Trafelet, ELL Coordinator (360) 501-1690

Lori Paul, Administrative Assistant (360) 501-1939

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## **Kelso School District--ELL Profile Sheet**

The Kelso School District Transitional Bilingual Instructional Program (TBIP), is committed to addressing the unique needs of students from linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards expected of all students in Washington State. The program helps English Language Learners (ELLs) to become proficient in English and to meet state learning standards.

### **Program Definition**

Washington state law WAC 392-160 defines "Transitional Bilingual Instruction Program" as a system of instruction which:

- Uses two languages, one of which is English, as a means of instruction to build upon and expand language skills to enable a student to achieve competency in English.
- Teaches concepts and knowledge in the primary language of a student, while the student also acquires English language skills.
- Tests students in the subject matter in English.

### **Student Eligibility and Placement**

Eligibility begins with the administration of a Home Language Survey to determine if a language other than English is spoken at home and if the child first spoke a language other than English. If the child speaks a language other than English, the student's English language ability is measured with the ELPA21 assessment within the student's first 10 days of attendance. Students scoring at the Beginning, Advanced Beginning, Intermediate, or Advanced Level are eligible for TBIP services. Students who score at the Transitional Level are not eligible. Under federal guidelines, parents must be informed of student placement in a language program within 30 days of placement.

### **Kelso School District ELL Data**

- At this time, KSD has approximately 355 students receiving ELL services.
- ELL program has seen a consistent rise in students over past 5 years.
- Wallace Elementary has our highest percentage of enrollment of ELL students.
- KSD utilizes Project GLAD and SIOP for professional development in the area of language acquisition and literacy. Tied to the Common Core State Standards and State Standards, these model trains teachers to provide access to core curriculum using local district guidelines and curriculum. By the end of the 2018-2019 school year, 97% of all continuing, elementary based classroom teachers were GLAD certified.

### **Funding (OPSI Grant and KSD)**

- State grant allocates approximately \$430,000 for the Kelso program.
- Staffing levels:
  - 1.55 certificated ELL teachers at CMS, HMS, and KHS
  - 2.23 FTE classified staff at the elementary schools.
  - .6 ELL District Coordinator
  - .2 Newcomer Program

# Kelso School District



## Transitional Bilingual Instructional Program OSPI Grant

2.2.2020

**219 State Transitional Bilingual Instructional Program****Fiscal Year:** 19-20**Milestone:** Final Approval Issued (Printed 1/28/2020)**District:** Kelso School District**Organization Code:** 08458**ESD:** Educational Service District 112**Main Contact****Title:** EL Program Director**First Name:** Don**Last Name:** Iverson**Email:** don.iverson@kelsosd.org**Phone:** 360.501.1936**Fax:** 360.501.1902**Address:** 601 Crawford St.**City:** Kelso**State:** WA**Zip Code:** 98626**Alternate Contact****First Name:** Lori**Last Name:** Paul**Email:** lori.paul@kelsosd.org**Phone:** 360.501.1906**CEDARS Contact****First Name:** Kelly**Last Name:** Toftemark**Email:** kelly.toftemark@kelsosd.org**Phone:** 360.501.1915**Program Contacts:** Jolynn Engellant

**219 State Transitional Bilingual Instructional Program****Fiscal Year:** 19-20**Milestone: Final Approval Issued** (Printed 1/28/2020)**District:** Kelso School District**Organization Code:** 08458**ESD:** Educational Service District 112**Page 1****Recommendations and TBIP Eligible Exited Students****Professional Development Report (Form 716)**

- ☒ Professional development has been reported. Professional development must be reported in Form 716 before the TBIP or Title III grant will be approved.

**Program Evaluation**

**Describe the district's plan for continuous improvement and evaluation of its instructional program for ELs.**

**Do not complete this section if your district is applying for Title III funding independently with FP 232.**

In addition to data compiled by the district to evaluate its English language development program, review the following data for your district. Compare the district's results to the state results:

- [Program Evaluation Data Tools](#)
- [Graduation Rates for English Learners / OSPI Report Card](#)
- [TBIP 2018 Data](#)
- [Washington School Improvement Framework](#)

Districts with small English learner enrollment should review individual student results or other data compiled by the district.

1. What observations did the district make and what trends did the district identify when reviewing the data?

Applying for Title III funding..not required

2. Based on the district's most recent program evaluation, what is the district's plan for continuous improvement of its programs to serve English learners? Describe the modifications that the district will make to its program.

Applying for Title III funding..not required



## Exited TBIP Students

Section 514 of the Engrossed Substitute Senate Bill 6052 added funding to provide support to reach grade-level performance in academic subjects for students who transitioned from the TBIP by reaching the proficient level on the state English language proficiency assessment within the two previous years.

1. Describe the **TBIP-funded academic services** that will be provided to students who exited TBIP based on the 2018-2019 ELPA21 Annual Assessment and require additional academic support. Remember to review the Title III required reporting data. What information did the district learn from a review of its data on exited English learners?

Last year we placed extra emphasis at the secondary level. In 2017-18, we had a 9% exit rate at our high school. This 2018-19 school year, we had a 17.5% exit rate. We are excited about this growth at this secondary level. We need to dive deeper into one of our TITLE schools. The exit rate of these students took quite a fall (-11%) this past year. We will work staff this fall to address this concern area.

As requested, we have seen grade band improvements since 2016 in grades; K, 1, 3, 6, 9, 10, and 12. We have had regression in grades 2, 4, 5, 7, 8 and 11 during this same time period.

2. What academic supports will the district provide based upon its data review?

A range of intervention services are made available throughout our district. Services have included tutoring, RtI, small group support, etc. Interventions may differ at the various building sites and school levels. School coordinators and building principals verify monthly.

### FOR OSPI USE ONLY

**Section approved:** Yes

**Comments:**

Nice improvement data! In 2018, 9 grades bands were suppressed due to low scores. Have all of your grade bands improved?

## District Instructional Program: Bilingual Programs

### ☐ Two-Way Dual Language Program:

Two-way Dual Language Programs provide literacy and academic instruction in two languages in classrooms with balanced numbers of English learners and native speakers of English. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Programs begin in Kindergarten and continue through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program;
- offset additional costs associated with providing more effective programming for English learners;
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Non-ELs
---------------	-------------------

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?
5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

#### **One-Way Dual Language Education:**

One-way Dual Language Education provides literacy and academic instruction in two languages in classrooms with only English learners. The goals are for students to become bilingual and biliterate in both languages of instruction, attaining high academic achievement in both languages, and sociocultural competence.

Dual Language Education begins in Kindergarten and continues through 12th grade. Models vary by the percentage of instruction in each language, e.g., 90-10 or 50-50. Students continue in the program for at least 9 years and preferably through high school graduation to develop proficient biliteracy skills.

This is a basic education program. TBIP funds can be used to:

- provide supplemental English language development services and supports to English learners in this program
- offset additional costs associated with providing more effective programming for English learners
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs	Number of Exited ELs
---------------	----------------------

2. Which schools are implementing this model?

3. Describe the implementation of the dual language program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g. by content area, unit of study, time of day, other?);
- Describe biliteracy development, e.g., time allocation for literacy in each language, progress monitoring process and plan for interventions in each language of instruction.

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

<b>FOR OSPI USE ONLY</b>
<b>Section approved:</b>
<b>Comments:</b>

**Developmental Bilingual Education (Late-Exit):** (WAC 392-160-028 Sec. 2)

Developmental Bilingual Education Late-Exit Bilingual programs are programs in which instruction is carried out in both English and the student's native language. All students entering the program are English learners who speak the target language as their primary language. Typically, Late-Exit programs begin in kindergarten or first grade with 90% of instruction occurring in the native language and 10% in English. Instruction in English incrementally increases, while instruction using the native language gradually decreases until there is an equal balance of instruction occurring in both languages. The 50/50 division of instructional time continues through the completion of the program, which is usually in the 6th grade. Students then transition into classrooms in which the instruction is in English.

Developmental Bilingual Programs typically divide native language (L1) and English language (L2) instruction by means of content areas, unit of study, or by instructional time such as class period or day. As with Dual Language programs, students may continue in the Late-Exit program after they exit TBIP on the annual English language proficiency test.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners..

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners (ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?

3. Describe the implementation of the late-exit program. Include information on:

- Languages of instruction;
- Percentage of time spent teaching in each language by grade level;
- How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).

4. How are TBIP funds used within this program model?

5. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

<b>FOR OSPI USE ONLY</b>
<b>Section approved:</b>  <b>Comments:</b>

**☐ Transitional Bilingual Education (Early-Exit): (WAC 392-160-028) Sec. 2**

The purpose of a Early-Exit model is to use the student's native language as a foundation to support English language development.

Early-Exit models generally begin by initially providing 90% of instruction in the native language and 10% in English, increasing English instruction systematically until all instruction is provided in English. Early-Exit models differ from Late-Exit models in that students move to English-only instruction more quickly, with students generally moving into general education English-only classes within four years.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or late exit model. Students in this model do not receive native language instruction for long enough to achieve biliteracy.

This is a basic education program. TBIP funds can be used to:

- provide supplemental supports to English learners in this program;
- offset additional costs associated with providing more effective programming for eligible English learners;
- provide professional development pertaining to language development for English learners.

**NOTE:** Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

1. How many students are served through this model? Students eligible for TBIP are English learners(ELs).

Number of ELs      Number of Non-ELs

2. Which schools are implementing this model?
3. Describe the implementation of the Early-Exit program. Include information on:
  - Languages of instruction;
  - Percentage of time spent teaching in each language by grade level;
  - How language of instruction time is divided by grade level (e.g., by content area, unit of study, time of day, other?).
4. Research has shown that the dual language and late exit program models are more effective than the early exit program model. What factors have prevented the district from implementing a dual language or late exit model?
5. How are TBIP funds used within this program model?
6. Describe the English language development services for eligible ELs and how instruction varies based on the student's English proficiency level.

<b>FOR OSPI USE ONLY</b>
<b>Section approved:</b>
<b>Comments:</b>



## District Instructional Program, continued

☒ **Alternative Instructional Program (AIP)**

*(This section MUST be completed if the district is using the Content-Based/Sheltered Instruction program model or a Pull-out/Push-in program model, or Newcomer program model.)*

**TBIP's Legislation on Alternative Instructional Programs**

**WAC 392-160-006** – An "alternative instructional program" means a program of instruction which may include English as a second language and is designed to enable the student to achieve competency in English. Alternative instructional programs are support systems provided in English-only or English with primary language support.

**WAC 392-160-040** – **School districts under one or more of the following conditions may elect to provide an alternative instructional program.** Which of the following conditions support the district's decision to provide an alternative instructional program?

- ☐ Necessary instructional materials in the student's primary language are unavailable and the district has made reasonable efforts to obtain necessary materials without success. Please explain:
- ☐ The capacity of the district's bilingual instructional program is temporarily exceeded by an unexpected increase in the enrollment of eligible students. Please explain:
- ☒ Bilingual instruction cannot be provide to students without substantially impairing their basic education because of their distribution throughout many grade levels or schools, or both. Please explain:

KSD has one elementary school where bilingual instruction could be provided to grouped EL eligible students. The remaining schools simply do not have the distribution levels needed to support bilingual instruction without impairment to their basic education.

- ☒ Teachers who are trained in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable, and the district has made reasonable attempts to obtain the services of such teachers.

KSD has one school where we have advertised and recruited for a bilingual education elementary teacher for the past six years now. All attempts to hire such position have yielded no candidates. Our HR team has worked hard to recruit candidates to our area, but have been unsuccessful.

Describe the process that the district used to determine that trained bilingual teachers are unavailable. Explain what reasonable attempts the district has made to recruit trained bilingual teachers.

**☑ Content-Based Instruction (CBI) or Sheltered Instruction (SI):**

*The content-based instruction and sheltered instruction programs are considered to be alternative instruction programs. Please ensure that the preceding Alternative Instructional Program section is completed.*

Content-Based Instruction (CBI) integrates English language development with academic content learning using English as the language of instruction. The CBI model is used in classes comprised predominantly of English Language Learners with instruction delivered by teachers specifically trained in the field of second language acquisition and instructional strategies to support both English language development and academic grade-level content. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. District must follow State Certification Requirements for both English language development and content teachers when assigning teachers to provide content-based instruction.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

**Describe the district's implementation of the content-based instruction or sheltered instruction program as it applies to the district.**

**Elementary Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served: 0
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?

**Middle School Content-Based/Sheltered Instruction Program**

1. Estimated number of students to be served: 69
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

Our secondary schools are utilizing an AVID instructional model for all students in grades 6-12. Extensive training was held the past three school years and will be extended into 2019-2020. Supporting the work of AVID, we are offering SIOP professional development during the 2019-

2020 school year at our secondary schools. All students with in the Sheltered Instructional Program receive instruction utilizing the National Geographic Edge (A and B) and/or Inside the USA program.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

All ELL students receive 55 minutes a day of ELL specific instruction each day. We have moved to a tiered intervention model that is based on students need and grade level. Our ELL certified instructional coach will be providing instructional and content specific strategies to teachers based on their individual students performance level on the ELPA.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

We have approximately 15 GLAD trained middle school teachers that are currently receiving ELL students. We will be offering SIOP/GLAD professional development during the 2019-2020 school year at our secondary schools.

5. How are TBIP funds used within this program model?

TBIP funds .6 FTE for its middle school programs (3 classes). These teachers are provided TBIP training and professional development and will be supported by a ELL endorsed instructional coach.

### **High School Content-Based/Sheltered Instructional Program**

1. Estimated number of students to be served: 56
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

Our secondary schools are utilizing an AVID instructional model for all students in grades 6-12. Extensive training was held the past three school years and will be extended into 2019-2020. Supporting the work of AVID, we are offering SIOP professional development during the 2019-2020 school year at our secondary schools. All students with in the Sheltered Instructional Program receive instruction utilizing the National Geographic Edge (A and B) and/or Inside the USA program.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

All ELL students receive 70 minutes a day of ELL specific instruction each day. We have moved to a tiered intervention model with is based on students need and grade level. Our ELL certified instructional coach will be providing instructional and content specific strategies to teachers based on their individual students performance level on the WELPA.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

We have approximately 30 secondary staff trained in GLAD strategies and 8 staff that will have been trained in SIOP thi summer. These teachers were intentionally identified as instructors of CORE curriculum to ELL students. Each teacher received embedded GLAD coaching and Instructional Support from our ELL instructional coach throughout the year. We are moving to AVID/SIOP instruction at the secondary level.

5. How are TBIP funds used within this program model?

TBIP funds .75 FTE for our high school EL programs.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

We have, and will be, providing high quality professional development for staff in the area of GLAD/SIOP and AVID strategies. In addition to this PD, our district has taken an "equity" focus into the 2017-18 school year where data will continually be analyzed and reported throughout the year on subgroups. Finally, our district is committed to 100% of our students graduating on time college and career ready! It is a mission that we value and honor in our work.

**Alternative School or Digital Learning Program Content-Based/Sheltered Instruction**

1. Estimated number of students to be served:

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.

3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors program?

Not at this time.

2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Does your district have an institutional education facility? If so, please respond to the prompts below:  
  
No
2. Describe the implementation of the content-based/sheltered instructional program for the 2019-20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**FOR OSPI USE ONLY**

**Section approved:** No

**Comments:**

Your program description seems to be centered around AVID curriculum. This approach would not be consistent with TBIP requirements. I do see that you offer designated EL instruction. What curriculum are you using to provide that instruction?

## District Instructional Program, continued

**☑ Supportive Mainstream:**

*This is an alternative instructional program. Please ensure that the Alternative Instructional Program section is completed.*

Consistent, focused, and effective language development instruction is provided through ELL pull-out/push in instruction or through small group work with the classroom teacher. Language instruction is delivered in English by teachers who have been specifically trained in the field of second language acquisition and strategies. Instruction may occur either individually or in small groups within the mainstream classroom (Push-in) or separate from the mainstream classroom (Pull-out) with the focus of supporting English language development.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

**NOTE:** Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

**Supportive Mainstream: Elementary**

1. Estimated number of students to be served: 201
2. Describe the instructional support for the 2019-20 school year.

95% of our classroom teachers K-5, in all 7 schools, have been trained/certified in GLAD implementation strategies. The Kelso School District has a certified GLAD Trainer/Coach on staff that provides embedded professional Development to schools and their staff on an on-going basis. We will be training an additional "new to Kelso" teachers this fall/winter in order to maintain our 100% training rate goal.

3. Indicate the amount and frequency of elementary supportive mainstream instruction by language proficiency level.

Currently, students who scored at an average level of a 2.50 (average score on the ELPA21 domains) or higher combined on the ELPA21 are provided Language instruction delivered by their teachers who have been specifically trained in the field of second language acquisition and strategies (GLAD) and are using a curriculum (Ready Gen) that has been designed for language acquisition. Instruction occurs either individually or in small groups within the mainstream classroom with the focus of supporting English language development. The district standard is set at 90 minutes of CORE Instruction with GLAD strategies, with a minimum of 30 minutes for small group work with the classroom teacher. These students are monitored throughout the school year and may be provided additional language acquisition supports as necessary to prevent regression.

Students in this model access grade-level academic content through participation in their



mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

Students scoring less than a 2.50 (average score on the ELPA21 domains) are provided designated EL language instruction for 30 minutes a day delivered by an Instructional Assistant that has been specifically trained in the field of second language acquisition and strategies and is supported/supervised by our District EL Coordinator and Coach.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

All ELL students at the elementary level are placed within GLAD trained teachers classroom.

5. How are TBIP funds used within this program model?

No TBIP funds are used for this model. PD training (GLAD) for each teacher is provided thru TITLE III dollars.

### **Supportive Mainstream: Middle School**

1. Estimated number of students to be served: 24
2. Describe the instructional support for the 2019-20 school year.

The Kelso School District has a certified GLAD Trainer/Coach on staff that provides embedded professional Development to schools and their staff on an on-going basis. At the secondary level we are providing SIOP training to staff this 2019-2020 school year. In addition, our EL Instructional Coach will be supporting staff in their use of language acquisition strategies for all content based teachers.

3. Indicate the amount and frequency of middle school supportive mainstream instruction by language proficiency level.

Currently, students who scored at an average level of a 2.50 (average score on the ELPA21 domains) or higher combined on the ELPA21 are provided designated EL language instruction thru a supportive mainstream model. Instruction occurs within the mainstream classroom with the focus of supporting English language development thru the use of SIOP/ GLAD/AVID strategies within the Ready Gen materials. These mainstreamed students are monitored throughout the school year and may be provided additional language acquisition supports as necessary to prevent regression.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

Students scoring less than a 2.50 (average score on the ELPA21 domains) are provided Content-Based Instruction (CBI). All EL students and staff are supported/supervised by our District EL Coordinator and Coach. EL teachers are all certified ELL instructors.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

We have approximately 15 GLAD trained middle school teachers that are currently receiving ELL students. We will be offering SIOP/GLAD professional development during the 2019-2020 school year at our secondary schools.

5. How are TBIP funds used within this program model?

No TBIP funds are used for this model. PD training (SIOP) for each teacher is provided thru TITLE III dollars.

### **Supportive Mainstream: High School**

1. Estimated number of students to be served: 18

2. Describe the instructional support for the 2019-20 school year.

The Kelso School District has a certified GLAD Trainer/Coach on staff that provides embedded professional Development to schools and their staff on an on-going basis. At the secondary level we are providing SIOP training to staff this 2019-2020 school year. In addition, our EL Instructional Coach will be supporting staff in their use of language acquisition strategies for all content based teachers.

3. Indicate the amount and frequency of high school supportive mainstream instruction by language proficiency level.

Currently, students who scored at an average level of a 2.50 (average score on the ELPA21 domains) or higher combined on the ELPA21 are provided designated EL language instruction thru a supportive mainstream model. Instruction occurs within the mainstream classroom with the focus of supporting English language development thru the use of SIOP/ GLAD/AVID strategies. These mainstreamed students are monitored throughout the school year and may be provided additional language acquisition supports as necessary to prevent regression.

Students in this model access grade-level academic content through participation in their mainstream classrooms. It is therefore imperative that districts employing this model ensure that sufficient time and resources are allocated for professional development of classroom teachers who will be responsible for providing access to grade-level curriculum for the English language learners in their classrooms.

Students scoring less than a 2.50 (average score on the ELPA21 domains) are provided Content-Based Instruction (CBI). All EL students and staff are supported/supervised by our District EL Coordinator and Coach. EL teachers are all certified ELL instructors.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)

We have approximately 5 GLAD trained high school teachers that are currently receiving ELL students. We are in the process of training additional staff this fall in the area of SIOP. We will be offering SIOP/GLAD professional development during the 2019-2020 school year at our secondary schools.

5. How are TBIP funds used within this program model?

No TBIP funds are used for this model. PD training (SIOP) for each teacher is provided thru TITLE III dollars.

6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

We continue to provide high quality professional development for staff in the area of GLAD/SIOP and AVID strategies. In addition to this PD, our district has taken an "equity" focus where data will continually be analyzed and reported throughout the year on subgroups. Finally, our district is committed to 100% of our students graduating on time college and career ready! It is a mission that we value and honor in our work.

### **Supportive Mainstream: Alternative School or Digital Learning Program**

1. Estimated number of students to be served: 0
2. Describe the instructional support for the 2019-20 school year.
3. Indicate the amount and frequency of supportive mainstream instruction by language proficiency level.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. How are TBIP funds used within this program model?
6. How does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

### **Open Doors [1418] Youth Reengagement Program**

1. Does your district have an Open Doors Program? If so, please respond to the prompts below:
2. Describe the implementation of the instructional program for the 2019-20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.

4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**Juvenile Rehabilitation Center, Juvenile Detention Facility, or Institutional Education Facility**

1. Estimated number of students to be served: 0
2. Describe the implementation of the instructional program for the 2019-20 school year.
3. Indicate the amount and frequency of service by language proficiency level. Include how this amount and frequency is determined.
4. How does the district ensure that students have meaningful access to academic content in their mainstream classroom? (e.g., placement with EL trained teachers, supplemental materials, etc.)
5. List supplemental instructional supports (FTE) and language development materials that are funded through TBIP in this program model. These supports must be provided exclusively to TBIP-eligible students. (If no TBIP funds are used, enter NA.)
6. What strategies does the district ensure that high school students served through this model graduate from high school college-and-career-ready? Resource: [EL Graduation Study](#).

**FOR OSPI USE ONLY**

Section approved: No

**Comments:**

At all levels, are all students who qualify receiving designated EL instruction from an EL certificated teacher and with a curriculum designed for language instruction? This is the minimum standard set in the Civil Rights obligation. Please note that content frameworks such as GLAD and SIOP rarely result in measurable gains in the absence of an LEP.

## Program Model

### ☒ **Newcomer Program:** [\(WAC 392-160-028 Sec. 2\)](#)

*Newcomer Programs are considered a separate group and are not required to meet the criteria for an alternative instructional program (AIP).*

Newcomer Programs provide specialized instruction to beginning level English language learners who have newly immigrated to the United States and are especially useful for districts with large numbers of students with limited or interrupted formal education who may have low literacy in their native language. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular TBIP program offered by the district. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year for most students.

The amount of time that students spend in a Newcomer Program varies both in daily schedule and program length depending on the particular district model. Districts must establish clear criteria for when students are to move out of the Newcomer Program and into the regular English language development program. Such criteria should be based on a combination of English language ability and length of time in the Newcomer Program. Individual student factors should also be considered regarding a student's preparedness to receive services through another program model. Program length is typically one semester to one year, but may be more or less time depending on individual student needs.

### **Resource:** [Newcomer Tool Kit](#)

**NOTE:** Newcomer Programs should never constitute the entire English language development (ELD) program for any district, but should serve only as a foundation for students to move into the regular district TBIP program.

Current schedules of TBIP eligible students must be kept on file indicating the type and amount of English language support services being provided to each student.

1. Estimated number of students to be served 5

2. Entry Criteria:

A "Newcomer" is defined as a recent immigrant of any age who has acquired little to no English language skills. Students may have had little or no opportunity to learn through formal schooling in their home country. Criteria; (1) Home and Language Survey completed, (2) Eligibility for ELL program determined, (3) ELPA qualifying score.

3. Location:

Coweeman Middle School, 2000 Allen Street, Kelso WA

## 4. Grade Levels:

6-12

## 5. Describe how the Newcomer program will be implemented. Include the number of hours per day.

Students will be bused over to Coweeman Middle School for first period every day. Students will receive 70 minutes of specialized instruction to beginning level English language learners who have newly immigrated to the United States. The class will be taught by a EL Endorsed teacher and supported by our ELL Instructional Coach with the assistance from our language interpreters.

## 6. Describe the criteria used to determine when students move from the Newcomer Program to another TBIP program model in the district.

The decision to transition a student out of the newcomer program is made on a case by case basis considering literacy progress monitoring data, a portfolio of a student's work, observations monitoring, social and academic performance, and progress reports.

The assessments we use to determine exit status cover a range of skills and knowledge base including (but not limited to) the following: (1) A combined level score of 1.5 or higher on the ELPA 21 assessment, (2) A STAR reading score two grade levels below the student's current grade level. Upon meeting the exit criteria, the student transitions into the ELL Level 1 and 2 program. A student may remain in the Newcomer Program for 35 weeks from his or her start date in Kelso. If the student is unable to meet the exit criteria within 35 weeks, he or she will be exited from the program.

## 7. How are TBIP funds used with this program model?

TBIP funds are used to provide .2 FTE for this class.

**FOR OSPI USE ONLY****Program Model Section approved:** Yes**Comments:**



**Request for Sunday Activity**  
**School Board Policy 2152**  
**Request must go before School Board for approval**  
**Please attach conference schedule if applicable**

1. What sport/club/class/activity is this request related to? Kelso High School Band
2. What is the title of the activity/event? Solo & Ensemble Practice Recitals  
for Instrumental Solo & Ensemble on Saturday, Feb. 1st
3. Date and times (start and finish) of activity being requested? 1/26/20 at 4 pm, 6 pm, or 7:30 pm
4. Where is the activity/event being held? KHS Auditorium
5. Please be detailed and specific as to the extenuating circumstances prompting the request:\_\_\_\_  
We hire piano players who live out of town and have Mon-Fri jobs. The only time they can come to Kelso to play is on  
weekends, and Saturday was Clark College Jazz Festival / Winter Ball. Students  
who couldn't do Sunday for religious or other reasons played Monday night at 6 pm.
6. Can accommodations be made for students who cannot participate on Sunday? Yes

*(I recognize that Sunday travel/activities are exceptional and only requested under special circumstances. By signing this form, I understand that students must be informed this Sunday activity is optional, and no sanctions will apply against them if they choose not to participate.)*

  
Signature of Coach/Staff Member Making Request

Date: 1/29/20

**Board of Directors**

☐ Approved      Date \_\_\_\_\_

☐ Denied      Date \_\_\_\_\_

**Request for Sunday Activity**  
**School Board Policy 2152**  
**Request must go before School Board for approval**  
**Please attach conference schedule if applicable**

1. What sport/club/class/activity is this request related to? Music--Choir

2. What is the title of the activity/event? Vocal Solo & Ensemble Recital

3. Date and times (start and finish) of activity being requested? Sunday, February 2nd, 2020. Noon - 4pm.

4. Where is the activity/event being held? KHS G2

5. Please be detailed and specific as to the extenuating circumstances prompting the request: It's important to have students perform on a recital before performing for a contest.

We choose to perform on this Sunday, because the 1st is an all day commitment  
for Band at KHS, and the weekdays are too busy.

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

*(I recognize that Sunday travel/activities are exceptional and only requested under special circumstances. By signing this form, I understand that students must be informed this Sunday activity is optional, and no sanctions will apply against them if they choose not to participate.)*

  
Signature of Coach/Staff Member Making Request

Date: 1/28/19

**Board of Directors**

☐ Approved      Date \_\_\_\_\_

☐ Denied      Date \_\_\_\_\_

**KELSO HIGH SCHOOL  
FIELD TRIP REQUEST  
Form A**

Organization involved: Fire Science I & II Date of trip: 5/13/20 - 5/15/20 Date Requested: 2-3-2020

Reason for trip: Live fire training - end of year course exam

Destination: Camp Rilea OR. Departure Time: 0900 Return Time: 1700

☐ If this is out-of-state travel, Form B request for administration and school board approval is attached. (Allow four weeks from the date to submit this form).

<b>Supervision</b>	Teacher in charge: <u>Kirk Melter</u> Adult chaperones: <u>Jason Sanden</u> <u>Weil Agren</u> <u>Sachs Trotter</u> <u>Brooke Trammell</u>	Number of students involved: <u>28</u> ◆ A typed list of preliminary students attending is <b>required before</b> approval will be made. ◆ Final list is to be turned into the Attendance Office <b>before</b> departure.
	If travel is overnight or out of state – chaperones must be 10-fingerprinted approved. See form B.	
<b>Travel</b>	<input checked="" type="checkbox"/> <b>School Bus</b> ..... <input checked="" type="checkbox"/> Attached is a KSD bus trip ticket to reserve school bus(es). <input type="checkbox"/> <b>KHS Van</b> ..... <input type="checkbox"/> The school van has been reserved... <input type="checkbox"/> I am certified to drive the van. <input type="checkbox"/> <b>Charter Bus</b> ..... <input type="checkbox"/> Charter bus has been approved by transportation. <input type="checkbox"/> The activities coordinator has signed a contract. <input type="checkbox"/> <b>Air</b> ..... <input type="checkbox"/> Tickets have been arranged & form B for overnight/out of state travel is attached.	
<b>Paperwork</b>	<input checked="" type="checkbox"/> <b>Parent Permission forms</b> with emergency information are on file for each student. <input checked="" type="checkbox"/> <b>Student conduct and expectations</b> have been <b>discussed</b> and provided in <b>written form</b> <input checked="" type="checkbox"/> <b>Chaperone conduct and expectations</b> have been <b>discussed</b> and provided in <b>written form</b> <input checked="" type="checkbox"/> <b>Itinerary</b> has been given to parents, secretaries, administrators and attached to this form.	
<b>Funding</b>	Substitute .. <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input type="checkbox"/> Building    Account Number: _____ Transportation... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input type="checkbox"/> Building    Account Number: _____ Lodging... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input type="checkbox"/> Building    Account Number: _____ Food... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input type="checkbox"/> Building    Account Number: _____	
<b>Safety</b>	<b>Does this field trip involve any of the following (please check all that apply):</b> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Swimming, boats, or in/around water  <input type="checkbox"/> Remote locations/hiking  <input checked="" type="checkbox"/> Outdoor education         </div> <div> <input type="checkbox"/> Animals  <input type="checkbox"/> Air Travel  <input type="checkbox"/> Motorized Activities         </div> </div>	

Office Use Only	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	<input type="checkbox"/> Placed on Calendar
_____ Activities Coordinator	

Distribution: Give copy to Advisor

Housing	Name of motel(s)/hotel(s) on trip: <u>Camp Rilea</u> Phone number(s) of motel(s)/hotel(s): <u>(503) 836-4102</u>
Chaperones	Name of Administrator/Appointee on trip: <u>Kirk meller</u> Chaperones: (Must be 10-fingerprinted approved and must be a ratio of no more than 20 students to each chaperone. Male: <u>Jason Sanders</u> Female: <u>Brooke trammell</u> <u>Neil Agren</u> <u>Jacob trotter</u> Special Needs Chaperones: <u>N/A</u>
Student Care	Food accommodations: <u>Camp Rilea food services / subway</u> Who is paying: <u>Students</u> Amount per student: <u>\$52 included in \$150 field trip cost</u>
Administrative	<div style="text-align: center;"><b>Office Use Only</b></div> <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> <b>Appropriateness</b>  <input type="checkbox"/> <b>Instruction of Participants</b>  <input type="checkbox"/> <b>Approved</b>    <input type="checkbox"/> <b>Denied</b> </div> <div> <input type="checkbox"/> <b>Risk Management Approval</b>  <input type="checkbox"/> <b>Instruction of Chaperones</b> </div> </div> <div style="text-align: center; margin-top: 10px;">       _____  <b>Activities Coordinator</b> </div>

**Distribution:** White-Activities Coordinator; Yellow-Club/Activity Advisor/Teacher





# KELSO SCHOOL DISTRICT - TRANSPORTATION DEPARTMENT

## 2019/2020 TRIP REQUEST FORM

One request form is required for each trip requested.

Requests should be submitted at least **10 business days** in advance of trip date.

Transportation cannot guarantee a specific bus or driver.

Current Date  Date of Trip  No. of Regular Buses Requested

**Seating Guidelines: Please call Dispatch at 501-1352 to determine number of buses required for safety.**

Requested Leave Time  Leave Destination  Return to School

Pickup Location  Other Location

Destination

**Physical Address of Destination MUST be provided**

Physical Address

Number of Student Passengers  Grade  Adults / Coaches

Do you require an additional wheelchair bus?  If Yes - Name of Student

Special Accommodations

Have you notified the school health care specialist? (Yes/No)

Other Accommodations

Requested By  Extension #  Cell #

Type of Trip  Specify Group or Team

WAC 392-145-021 When a teacher, coach, or other certificated staff member is assigned to accompany students on a school bus, such person shall be responsible for the behavior of the students in his or her charge, and shall ensure that passengers comply with state rules, district policies and district procedures for student transportation. **However, the school bus driver shall have final authority and responsibility.**

Authorized By  Account Code

### THIS SPACE COMPLETED BY THE TRANSPORTATION OFFICE

MILES		REGULAR		OVERTIME		TIME	
TTL Miles	<input type="text"/>	Driver Time	<input type="text"/>	OT	<input type="text"/>	TTL Time	<input type="text"/>
MILES \$	<input type="text"/>	Driver Cost	<input type="text"/>	OT	<input type="text"/>	DRIVER \$	<input type="text"/>
							TOTAL TRIP COST \$ <input type="text"/>
Driver(s) <input type="text"/>							
Bus(s) <input type="text"/>						Student d/o & p/u <input type="text"/>	
Trip #(s) <input type="text"/>						Meals \$ <input type="text"/>	<input type="button" value="Print Form to CUTE PDF Writer"/>

In conjunction with RT?

NO AM MID PM OTHER

FUEL - GAL=		x \$		=	
FUEL - GAL=		x \$		=	
FUEL - GAL=		x \$		=	
FUEL - GAL=		x \$		=	

HOURS - REG=		/ OT=		TOTAL =	
HOURS - REG=		/ OT=		TOTAL =	
HOURS - REG=		/ OT=		TOTAL =	
HOURS - REG=		/ OT=		TOTAL =	

## **Kelso Bus Driver Expectations**

### **Tentative schedule**

Please find timeline for the bus driver for FLARE. At this time this is a tentative outline. This will be defined closer to the date of the event. My contact information is listed below.

### **Wednesday 5/13/2020**

0900

- Bus 1 pick up students and teacher from 8800 NE Hazel Dell Ave, Vancouver, WA 98665
- Bus 2 pick up students and teacher from 17718 NE 159th St, Brush Prairie, WA 98606

Both buses to arrive at for final pick up of students. 701 Vine St Kelso WA

1130 Arrive 6550 Liberty Lane Astoria OR 97103

1800 Depart 6550 Liberty Lane Astoria OR 97103

1830 Arrive Camp Rilea Military Base

97397 Rilea Pacific Rd

Warrenton OR 97146

Building 7027

2330-0400 Night Drills

### **Thursday 5/14/2020**

0730-0800 – Depart Camp Rilea Transport to MERTS - 6550 Liberty Lane Astoria OR 97103

1700-1800 – Travel from 6550 Liberty Lane to Camp Rilea

2230 – 0400 Night Drills

### **Friday 5/15/2020**

0800-0830 Transportation back to MERTS - 6550 Liberty Lane Astoria OR 97103

1300-1500 Clean up – loading and unloading buses.

1500 –1700 Travel back to Cowlitz 2 Fire and Rescue 701 Vine St Kelso WA 98626

Students will need bathroom break once at Cowlitz 2

1800 - ??      Bus 1 deliver students and teacher to 8800 NE Hazel Dell Ave, Vancouver, WA 98665

Bus 2 deliver students and teacher to 17718 NE 159th St, Brush Prairie, WA 98606

**Other things to note**

- All meals provided – please let me know if there are any dietary needs or restrictions.
- Sleeping quarters are onsite with the students but segregated away from students
- Please bring sheets or sleeping bag as no linen are provided
- There are just the two bus drivers to work with for rotations at night.

Kirk Meller

Fire Science instructor

(360) 270-6714

Kirk.meller@c2fr.org



To: Parents/Guardians/Fire Science Students

From: Kirk Meller, Volunteer Coordinator

RE: FLARE Live Fire Training

Just a reminder that FLARE live fire training is rapidly approaching. FLARE live fire training serves as a final exam for your student. It is mandatory for students to complete the training to satisfy the state requirements for becoming a volunteer firefighter in the State Of Washington. This live fire training is what all students have been working towards throughout the school year.

The students this year the FLARE dates are **May 13<sup>th</sup> – May 15<sup>th</sup> 2020** and we will be combining with over 80 other students in other Fire Science programs.

Currently we are working on a grant to reduce the cost of the trip for each student. We will not know the results of the grant until the end of February. With that said if the grant does not go through students will be required to pay the \$150 as stated in the application signed at the beginning of the year. We have pushed the required date of checks to be turned in to a later date. (Normally due in February).

To comply with school policy all FLARE payments are to be paid by check. Please make sure that your son/daughter has a check written out to “**Clark County Fire Cadets**” for **\$150**. This check must be given to FF Meller on **March 1st 2020**. (Failure to be on time will exclude the student from participating) **Please do not send cash**. On the check please write your son/daughters name so that a receipt can be handed back once the check is cleared in Clark County. (This check could take up to 1 month to process). Once all check are turned in they will be mailed to Clark County Fire & Rescue and placed in a 501 C-3 account.

**The payment is non-refundable.**

Please find attached five forms behind this letter that need to be completed and returned to FF Meller by **March 1st 2020**. Some forums may be repetitive but are required by different organizations participating.

1. Kelso High School Field Trip Permission Form (two pages)
2. Clatsop Community College Notice (signed by parent/guardian)
3. Clatsop Community College Registration Form
4. Fire Cadet Emergency Contact and Medical Information
5. Parent and Student Agreement

**If they are not returned by March 1st 2020 the student will not be counted as attending.** It is critical that these forms are completed fully and nothing is missed

including area codes and dates. These forms will be used in case of an emergency so please make sure people listed are available for contact 24 hours a day.

Please read through the attached packet and go over with your son/daughter to make sure they are aware of all program rules and regulations.

**All forms are to be completed by parents unless the student is 18**

Attached in the packet should be the following:

- Cadet Expectations
- Safety tips
- A note for instructors
- An example of cleaning instructions (as we are staying on an army base the sleeping quarters and surrounding area used will be cleaned by the students)
- Packing List – please don't bring more than what is listed you will not need it.

**If an item that is on the prohibited items is found in your son/daughter possession you will be called and asked to come pick up your son/daughter.**

- Student conduct rules
- Itinerary of the three days – look over it and be aware that students will be doing training at all hours of the day and night.

Please make sure that your son/daughter is aware that they will be gone for three school days. They need to be seeing their teachers and advisors to make sure they do not fall behind in any classes or miss assignments.

Students will be extremely tired once they arrive back on Friday May 15<sup>th</sup>. It is advisable that you drop them at school on Wednesday May 13<sup>th</sup> and pick them up on Friday just for their own safety while driving. Once students return to the station they are not allowed to leave until all cleaning is completed and all items placed back in proper locations (part of being involved with the fire service). Please do not ask to take your son/daughter early as many hands make quick work.

I can speak for all instructors that we are looking forward to see the skills and knowledge that the students have gotten over the past school year put into practice.

If you have any questions please don't hesitate to contact me on the information below:

Yours Sincerely

Kirk Meller  
Volunteer Coordinator  
Cowlitz 2 Fire & Rescue  
Email: [kirk.meller@c2fr.org](mailto:kirk.meller@c2fr.org)  
Desk: (360) 575-6281  
Cell: (360) 270-6714

# KHS FIELD TRIP PERMISSION SLIP

## FIELD TRIP INFORMATION

I hereby give my permission for \_\_\_\_\_,  
(Name of student)  
who attends Kelso High School, to participate in a field trip to MERTS  
on 5/13/2020 - 5/15/2020 from 0900 to 1700  
For the purpose of: Live fire training - Final Exam

Class/Club/Team: Fire Science

Staff contact: Kirk Meller

Phone #: 360-270-6714

Transportation for this activity will be provided by: Kelso School District

Lunch will be provided (choose one): ☐ From home ☒ By the school

I received a detailed itinerary of the trip ☒ Yes ☐ No

I received a list of things the student should/should not bring ☒ Yes ☐ No

## MEDICAL/EMERGENCY INFORMATION

Student home phone #: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Student's Address \_\_\_\_\_

Family Physician: \_\_\_\_\_ Phone #: \_\_\_\_\_

Describe any medical or physical condition, medication information, or allergies which could interfere with the student's safety in these activities: ☐ None - or -

Describe: \_\_\_\_\_

In the event of an emergency (injury, illness, unforeseen incident), I wish the following person to be notified in case I cannot be contacted:

Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_ Alternate phone #: \_\_\_\_\_

# KHS FIELD TRIP PERMISSION SLIP

## ***INFORMED CONSENT***

As the parent/guardian of the above named student, I have read the field trip itinerary and I understand that there are risks of physical injury associated with participation in these activities.

I authorize qualified emergency medical professionals to examine and in the event of injury or serious illness, administer emergency care to the above named student. I understand every effort will be made to contact me to explain the nature of the problem prior to any involved treatment. In the event it becomes necessary for the school district staff-in-charge to obtain emergency care for my student, neither he/she nor the school district assumes financial liability for expenses incurred because of the accident, injury, illness and/or unforeseen circumstances.

These activities are an extension of the school education program and student conduct is to be in accordance with the school's published rules and regulations.

\_\_\_\_\_  
*Signature of parent/guardian*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Printed name of parent/guardian*

\_\_\_\_\_  
*Parent/guardian work phone*

\_\_\_\_\_  
*Home phone #*

\_\_\_\_\_  
*Cell phone #*

I pledge that my conduct will, at all times, reflect credit upon myself, my parents, and my school. I understand that the school rules of conduct apply while on the trip.

\_\_\_\_\_  
*Signature of student*

\_\_\_\_\_  
*Date*



**Clatsop  
Community  
College**

**Clatsop Community College Maritime Science Department  
MERTS Campus, 6550 Liberty Lane, Astoria, OR 97103**

## **NOTICE**

Participation in Clatsop Community College's **Fire Fighting Training** class, at times will involve extremely vigorous physical activity and will include, but is not limited to, the following exercises:

- To conduct the search and rescue of simulated personnel casualties which weigh approximately 100 pounds. This search and rescue will occur in an enclosed smoke/fire atmosphere while wearing breathing apparatus
- To extinguish fires with and without the aid of breathing apparatus. This will include moving quickly and climbing up and down ladders while holding firefighting equipment such as heavy hoses and portable extinguishers.

Participation in this program can be hazardous to the health of individuals with circulatory problems, heart ailments, allergies (which may be triggered by smoke, heat, or physical activity), or respiratory problems such as emphysema and asthma.

Each participant is urged to consult with his or her doctor if any question exists regarding his or her physical ability to participate in the program. Clatsop Community College does not provide insurance of any type for participants in the program. The Clatsop Community College Basic Safety Training Program reserves the right to deny training to or terminate training of any individual at any time when such training appears to constitute a hazard to such person or to others.

### **CONSENT AND RELEASE**

I HEREBY AFFIRM THAT BY APPLYING FOR ENROLLMENT IN THE program I certify that I am aware of the inherent dangers and general health considerations in activities connected with it. I further understand and agree that it is not the function of the instructors to serve as the guardians of my health and safety. I also understand and agree, on behalf of me and my family, heirs, or assigns, that Clatsop Community College, and their employees, agents and representatives, shall not be held liable in any way for any occurrence in connection with my participation in the Program which may result in injury, death or other damages to me.

In consideration of being allowed to enroll in the Program I hereby personally assume all risks in connection with it, and I further release Clatsop Community College, their employees, agents, and representatives including, but not limited to the persons mentioned, for any harm, injury, or damage which may befall me while I am enrolled in the Program, including all risks connected therewith, whether foreseen or unforeseen; and further to save and hold harmless Clatsop Community College, and their employees, agents, and representatives from any claim by me, or my family, estate, heirs or assigns, arising out of my enrollment and participation in the Program.

I further state that I am of lawful age and legally competent to sign this Consent and Release; that I understand the terms herein are contractual and not merely recital; that I have fully informed myself of the contents of this Consent and Release by reading it before I signed it; and that I have signed this document as my own free act.

In witness thereof, I have executed this Consent and Release

at MERTS on \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
Signature



# CLATSOP COMMUNITY COLLEGE

## REGISTRATION & SCHEDULE CHANGE FORM

Student ID# \_\_\_\_\_

Today's Date: \_\_\_\_\_

Name \_\_\_\_\_ Gender ☐ Male ☐ Female

☐ Fall 20\_\_\_\_  
☐ Winter 20\_\_\_\_  
☐ Spring 20\_\_\_\_  
☐ Summer 20\_\_\_\_

Mailing Address \_\_\_\_\_  
 Street City State Zip

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Social Security Number \_\_\_\_\_

Birthdate \_\_\_\_\_ E-mail Address \_\_\_\_\_

If you were previously an admitted student at CCC but have not attended in the past year, check here ☐

**Residency** Required for tuition purposes  
☐ In State US Citizen (Resident of OR, CA, ID, WA, or NV.)  
 Out of State:  
☐ Maintain Alaska Residency  
☐ US citizen outside of OR, CA, ID, WA or NV  
☐ International student (requires I-20)  
☐ Immigrant ☐ Refugee ☐ Other

**Ethnicity**  
☐ American Indian/Alaska Native  
☐ Asian/Pacific Islander/Filipino  
☐ Black, Non-Hispanic  
☐ Caucasian  
☐ Non US Citizen  
☐ Hispanic  
☐ Do not wish to provide

Veteran: ☐ Yes ☐ No

**Employed:** ☐ Yes ☐ No ☐ Retired  
 If yes, ☐ FT (35+hrs) ☐ PT (<35hrs)

**Education:**  
☐ High School Graduate  
☐ GED  
☐ Adult High School Diploma  
☐ Still in High School  
☐ Did not finish High School  
☐ Associates  
☐ Bachelors  
☐ Masters  
☐ Doctorate

**Current Residence**  
☐ Astoria City Limits  
☐ Cannon Beach/Arch Cape/Tolovana Park  
☐ Clatskanie/Westport  
☐ Cullaby Lake/Sunset Beach/Surf Pines  
☐ Gearhart  
☐ Hamlet/Elsie/Jewell  
☐ Knappa/Svensen/Fernhill  
☐ Lewis & Clark/Youngs River/Jeffers Garden  
☐ Olney/Walluski  
☐ Pacific/Wahkiakum County  
☐ Seaside  
☐ Tongue Point  
☐ Warrenton/Hammond  
☐ Other

Providing your social security number is voluntary. If you provide it, the college will use your social security number for keeping records, doing research, aggregate reporting, extending credit and collecting debts. Your social security number will not be given to the general public. If you choose not to provide your social security number, you will not be denied any rights as a student. Please read the statement in the Academic Information section of your class schedule which describes how your number will be used. Providing your social security number means that you consent to use of the number in the manner described.

If you are under 18, additional permissions are required before you can register for class.

Directory information is student information that may be released by the College without written authorization. Refer to our college catalog for the current policy.

Clatsop Community College is an affirmative action, equal opportunity institution.

If you have a documented disability and would like accommodations, contact the Disability Specialist located in the Student Services Center at (503) 338-2474.

☐ Initial registration this term or ☐ Add classes to current schedule (check the "Audit" box and circle the CRN # if you are auditing a class)

4-Digit CRN #	Audit	Course Title	Credits	Instructor Signature (required for late reg.)

☐ Drop classes from current schedule

4-Digit CRN #	Audit	Course Title	Credits	Instructor Signature

**FINANCIAL RESPONSIBILITY:** I understand that by registering for a class at Clatsop Community College, I have incurred a legal obligation to pay all tuition and fees and any other charges relating to my enrollment at the College. I understand that unless I officially withdraw from my classes that I am obligated to make payment by the due date published in the relevant term schedule. If I do not make payment, make arrangements for payment, withdraw from my classes by the required date, I will also be responsible for additional late charges, and collection and attorney's fees.

I authorize Clatsop Community College to use my social security number to verify enrollment and/or degree information with the National Student Clearinghouse.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Advisor Signature \_\_\_\_\_

Date \_\_\_\_\_

pg 9/2007

## Fire Cadet Emergency Contact and Medical Information

Cadet's Name

Date of Birth

M F  
Sex

Parent's/Guardian's Name

Parent's/Guardian's Name

( )  
Home Phone

( )  
Work Phone

( )  
Home Phone

( )  
Work Phone

Address

Address

City, ST ZIP Code

City, ST ZIP Code

### Alternative Emergency Contacts

Primary Emergency Contact

Secondary Emergency Contact

( )  
Home Phone

( )  
Work Phone

( )  
Home Phone

( )  
Work Phone

Address

Address

City, ST ZIP Code

City, ST ZIP Code

### Medical Information

Hospital/Clinic Preference

Physician's Name

Phone Number

Insurance Company

Policy Number

Allergies/Special Health Considerations/Medications

I authorize all medical and surgical treatment, X-ray, laboratory, anesthesia, and other medical and/or hospital procedures as may be performed or prescribed by the attending physician and/or paramedics for my child and waive my right to informed consent of treatment. This waiver applies only in the event that neither parent/guardian can be reached in the case of an emergency.

Parent's/Guardian's Signature

Date

I give permission for my child to go on field trips. I release Clark County Fire & Rescue and individuals from liability in case of accident during activities related to the DC/NY Trip, as long as normal safety procedures have been taken.

Parent's/Guardian's Signature

Date

Witness Signature

Date



## Parent Student Agreement

This three-day exercise was designed to simulate a working 48 hour shift. The success of this exercise depends on utilizing the skills that were taught this year, which includes discipline and leadership. Cadets will be expected to stay with their assigned battalions and follow the chain of command at all times. Having fun is encouraged as long as everyone remembers this is an important educational experience and we represent the fire service.

*If a cadet fails to understand this, their parents will be asked to come and get them and they will fail the course.*

Cadets will be spending the night in the barracks at Camp Rilea. At Camp Rilea Cadets will participate in night exercises. Cadets will be allowed to move about the barrack and go outside in their off time, but they will be required to stay on post. Male and female sleeping areas will be in spate wings of the building and same sex chaperons will be provided for each sleeping area. Male and female sleeping areas will be strictly off-limits to the opposite sex

The goal of FLARE live fire exercise will be to satisfy required firefighter 1 skill requirements. Instructors will carefully monitor and evaluate each exercise. Each Instructor has been selected for his or her experience and ability so they know what they are doing. They will be constantly monitoring your son or daughter to insure safety and proficiency is maintained at all times.

**I have read and understand the contents of this packet and I approve of my son/daughter's participation**

_____	_____	_____	_____
Cadet Signature	Date	Cadet Printed name	Date
_____	_____	_____	_____
Parent/Guardian signature	Date	Parent/Guardian printed	Date

## Cadet Expectations

***House Cleaning*** – Camp Rilea is a military post and we are guests. The military expects that guests act professional and leave facilities just as they were found. We will not be allowed to check out until we pass inspection. The less mess, the less clean-up will be necessary to leave. Each battalion will be assigned a specific area to maintain. **If everyone takes care of your assigned area and keeps it clean we won't have problems going home on Friday!**

***Sleeping Quarters*** – Males and females will be assigned separate quarters, which will be strictly off limits to the opposite sex. Cadets caught in quarters of the opposite sex you will be sent home. If an instructor needs to enter quarters of the opposite sex, the cadet or instructor answering the door will announce, “male/female on the floor”. The instructor will then wait for an “all clear” before entering.

Sleeping quarters are reserved for “rest and relaxation”, not horseplay and loud noise. “Lights out” will be at 2200 hours. Noise and lights will not be allowed after 2200 hours.

***Proper Attire*** – Cadets must be properly attired in uniform dress at all times. The uniform of the day will be class “C”. In other words, civilian clothing will not be allowed. PT clothing will be acceptable for participating in physical activities approved by instructors and under bunker pants.

***Accountability*** – Accountability is a skill that will be closely monitored. Companies will be expected to stick together at all times. Companies will not be allowed to leave the barracks at Camp Rilea without instructor permission and leaving the post will not be allowed at any time.

***Night Drills*** – Firefighter I skills include responding to after dark calls, so each battalion will be dispatched to a night drill sometime after lights out. Before returning to bed, all equipment must be placed back in service. Length of night drills will be dictated by hustle and teamwork.

***Clean Up*** – MERTS must be policed up and all equipment accounted for and placed back in service before we can go home on Friday. At the end of drill on Friday, all cadets will be asked to pitch in and get equipment back in service as quickly as possible.

## **SAFETY TIPS**

***Awareness*** - Safety is everyone's job at MERTS and Camp Rilea. Safety practices on the fireground are firefighter I skills. Freelancing and horseplay are prohibited and grounds for punishment. Cadets purposely causing unsafe actions or endangering cadets will be sent home.

***Injuries*** -- All injuries must be reported immediately to the safety officer/instructor. Injured cadets are expected to report immediately to rehab.

***Rehabilitation*** - The rehab station insures both safety and good training. Baseline vitals are expected before and after live fire participation. Report directly to rehab after live fire participation. Cadets feeling pushed beyond their physical limits should ask permission to report to rehab.

***Hydration*** -- Lack of hydration is the most common cause of sickness and injury at MERTS. The solution is to carry a full water bottle and to keep drinking. Water and Gatorade igloos will be provided at each station. .

***Accountability*** -- Personnel accountability is paramount for both safety and training. Instructors will check PAR to make sure accountability is maintained.

***PPE*** - Properly donned PPE is required at all times on the training ground. Doffed PPE should be neatly stowed where it is out of the way and where it can be quickly donned. Cadet Captains are responsible that crewmembers are in proper PPE when it's time to change stations.

***Policing the Training Grounds*** -- Litter, debris, SCBAs, PPE, etc. left unattended on the training ground looks unprofessional and becomes a trip hazard that reflects poorly on the fire service. Show good judgment by policing up litter and gear. If all cadets do this, training will be safer, more effective, and cleanup will be minimal at the end of the day.

***Hustle*** - Thousands of dollars and hundreds of man-hours are committed to MERTS training. We cannot waste time. Instructors will monitor hustle and pushups will serve as a reminder of how important good hustle is in the fire service.

***R & R*** - Rest and relaxation at Camp Rilea is limited; when you get it make the most of it; relax and get some rest. Horseplay and noise during R&R is rude and unwise.

### A Note for Instructors

**Objective** -- This two and one half day FLARE exercise simulates a busy 48-hour shift. Cadets are purposely and randomly placed into teams to underscore the importance of teamwork and focus when stress and exhaustion take over. To succeed, team leaders must identify and deal with individual weaknesses and take advantage of strengths.

**First & Second Year Cadets** -- First year cadets should be evaluated on their skill mastery and second year cadets should be evaluated on leadership. Since second year cadets went to FLARE last year, they should be capable of leading first year cadets through exercises. Hopefully, instructors will step in when leadership roles get derailed.

**Mentoring** - Keep in mind that most cadets have yet to master complex fire ground skills. This is an opportunity for them to reach that higher level of learning. They have been purposely placed randomly into companies forcing them turn to leadership and teamwork in solving problems. For most of them, this will be a huge test. We will be continually forcing them out of their comfort zone. Cadets struggling to prove themselves will experience mounting frustration and disappointment unless we coach them through it. Instructors can help cadets through this by carefully explaining expectations and offering solutions when they fall short. Instructors who take the time to mentor cadets in this way can turn destructive experiences into "ah-ha" moments that last a life time. In sum, show patience and understanding and look for mentoring opportunities.

**Pushups vs. Discipline** - Instructors should only use pushups to correct wrong actions or behaviors and reinforce the value of getting it right. Pushups should be used as a corrective tool rather than punishment. If punishment is necessary, it should be done in private in a personal way.

**Safety** -- Cadets may not be aware of unsafe conditions or they may not recognize unsafe procedures going on around them. Instructors will need to anticipate this and foresee unsafe conditions. Conditions that appear to be unsafe or could become unsafe should be stopped immediately and brought to the attention of the safety officer or IC. This will be particularly important during night drills.

## Cleaning Assignments

**\*This is a guide and not meant to be an all-inclusive checklist. If it's dirty, clean it; if it needs to be picked up, pick it up. Everything has to be spotless and in it's designated place when we leave. Everyone must follow through with their cleaning assignments to get this done. Instructors need to delegate, establish accountability, and inspect. And, once it's clean, insure no one messes it up again!**

## Battalion TBA

### **1. Exterior and Grounds**

- \_\_\_\_\_ A. Refuse, cigarette butts, and all other visible trash are policed up.
- \_\_\_\_\_ B. Dumpsters are the only receptacles for trash and are to be kept closed.
- \_\_\_\_\_ C. Gutters and downspouts remain attached and undamaged.
- \_\_\_\_\_ D. Windows and doors are closed, locked, and undamaged.
- \_\_\_\_\_ E. Window screens are in place and undamaged.

### **2. Kitchen Supply Room**

- \_\_\_\_\_ A. Floors are swept and damp mopped.
- \_\_\_\_\_ B. Mess equipment is clean, dry and placed in hand-receipt order.
- \_\_\_\_\_ C. Fire extinguisher is in proper place.
- \_\_\_\_\_ D. Thermostat is returned to 60 degrees and left in Auto/Heat position.
- \_\_\_\_\_ E. Lights are turned off.
- \_\_\_\_\_ F. Outside door latched and locked.
- \_\_\_\_\_ G. Inside door closed and locked.

### **3. Dining Area**

- \_\_\_\_\_ A. Floors are swept and damp mopped.
- \_\_\_\_\_ B. Walls are clean and free of any marks, posters, stickers, tape, etc.
- \_\_\_\_\_ C. Chairs are clean and stacked in groups of five.

\_\_\_\_\_ D. Coffee maker's burners, pots, basket, and outside area are clean. All settings are in the off position.

\_\_\_\_\_ E. Thermostat is turned to 60 degrees Fahrenheit and left in Auto/Heat position.

\_\_\_\_\_ F. Lights are turned off.

\_\_\_\_\_ G. Windows are closed and locked.

\_\_\_\_\_ H. Doors are closed and locked.

### Battalion TBA

#### **4. Administrative Room**

\_\_\_\_\_ A. Walls are clean and dry.

\_\_\_\_\_ B. Floors are swept and damp mopped.

\_\_\_\_\_ C. Furniture is clean, dry, and counted as in accordance with hand receipt.

\_\_\_\_\_ D. Thermostat is turned to 60 degrees and left in Auto/Heat position.

\_\_\_\_\_ E. Lights are turned off.

\_\_\_\_\_ F. Doors are closed and locked.

#### **5. Latrines (4)**

\_\_\_\_\_ A. Floors swept and mopped.

\_\_\_\_\_ B. Walls are clean and dry.

\_\_\_\_\_ C. Mirrors are clean.

\_\_\_\_\_ D. Shower areas swept and mopped. (Hair and trash removed from drain).

\_\_\_\_\_ E. Torpedo trashcans are clean and empty, with liner folded over each can

\_\_\_\_\_ F. Lights are turned off.

\_\_\_\_\_ G. Doors are held open with torpedo trashcan.

#### **6. Janitor Closets**

\_\_\_\_\_ A. Floors and Walls clean.

\_\_\_\_\_ B. Floor sink and drain are clean and free of residue.

\_\_\_\_\_ C. Cleaning equipment is stored in an orderly fashion. (Mops are stored outside in cabinet near dining facility door).

\_\_\_\_\_ D. The following items are in janitor's closet:

_____ mop bucket w/wringer	_____ toilet plunger	_____ push broom
_____ toilet bowl brush	_____ straw broom	_____ utility brush
_____ dust pan	_____ 36" dust mop handle	_____ squeegee (1 <sup>st</sup>

floor)

### Battalion TBA

#### **7. Upstairs and Downstairs Bays**

\_\_\_\_\_ A. Garbage can is empty and cleaned out. A liner will be folded over the edge of garbage can (Each bay has one garbage can).

\_\_\_\_\_ B. Floors are swept, dust mopped, and damp mopped.

\_\_\_\_\_ C. Walls and ceilings are cleaned and free of any marks, posters, stickers, tape.

\_\_\_\_\_ D. Pillows are placed over the end of each bed on the aisle end (20 per bay).

\_\_\_\_\_ E. Lockers are open and clean. Drawers are open with and empty.

\_\_\_\_\_ F. Emergency fire doors secured properly.

\_\_\_\_\_ G. Fire extinguisher is intact and in designated area (one per bay).

\_\_\_\_\_ H. Fire alarm is in place and operational.

\_\_\_\_\_ I. Thermostat is placed at 60 degrees and left in the auto/heat position.

\_\_\_\_\_ J. Windows are closed and blinds lowered

\_\_\_\_\_ K. Lights are turned off.

\_\_\_\_\_ L. Door is locked.



**Fire Cadet Packing List**  
**Over Night Training and Conduct Rules**

**HYGIENE**

- Electric shaving razor
- Body soap and wash cloth in baggie
- Shampoo and conditioner
- Towel
- Deodorant
- Flip flops for shower use
- Medicine with written permission  
(In original container)
- Toothpaste and tooth brush
- Hair brush
- Feminine hygiene products

**CLOTHING**

- Duty pants, belt, shirt and boots
- Duty t-shirt, sweat shirt and hat
- Sweat pants and shorts
- Socks, underwear
- Running shoes
- No civilian clothes unless authorized!

**SLEEPING GEAR**

- Sleeping bag
- Blanket
- Pillow

**STRUCTURAL CLOTHING**

- Gear bag
- S.C.B.A. face piece
- Structural PPE

**OPTIONAL ITEMS**

- Reading material
- Phone
- Charging cord
- Sun screen
- Camera
- Snacks

**PROHIBITED ITEMS**

- \*Alcohol
- \*Knives
- \*Fire arms
- \*Drugs
- \*Pornography
- \*Tobacco
- \*Caffeine drinks

**UNNECESSARY ITEMS**

- \*Hair curler
- \*Perfume
- \*Cologne
- \*Jewelry
- \*Hair dryer
- \*Make-up
- \*Sun glasses

**NOTE: Bring a plastic bag**  
**to place soiled clothing in**

**NOTE: Each student is**  
**responsible for supplying**  
**their own drinking water**  
**bottle**

**NOTE: Only one carry on**  
**bag is necessary for**  
**personal items bag is**

## **STUDENT CONDUCT RULES**

**Students may be assured that the rights of the individual shall always be balanced with the needs of the school. In a search and seizure situation, the following procedures shall be followed:**

- ☐ **A search of a student's person should be limited to a situation where there is reasonable suspicion that the student may be in possession of evidence of an illegal act or a violation of school rules**
- ☐ **Illegal and dangerous items or items which may be used to disrupt or interfere with the educational process may be confiscated and removed from the students' possession**
- ☐ **Searches may be without notice or consent and may employ drug dogs.**
- ☐ **the student shall be given an opportunity (if/when possible) to be present when a search of personal possessions is conducted**
- ☐ **A student's failure to permit searches and seizures as provided for in this policy will be considered grounds for disciplinary action**

**Inappropriate language and actions will not be tolerated and subject to immediate removal from the training attended;**

- **Profanity**
- **Obscenities**
- **Insubordination**
- **Harassment**
- **Sexual harassment**
- **Intimidation**
- **Racism**
- **Hazing**
- **Lewd conduct**
- **Bullying**
- **Cyber bullying**
- **Discrimination**

<b>Wednesday 13-May</b>	<b>Event</b>	<b>Battalions</b>	<b>Location</b>	<b>Oversight</b>
0830 -1100	Travel	All	Rilea	Instructors
1130-1200	Orientation	All	MERTS	Graham
1200-1800	FLAC	All	MERTS	Meller
1800-1830	Travel	All	Rilea	Instructors
1830-1930	Dinner	All	Dining Room	Rilea Food Services
1930-2130	Activities	All	MERTS	Fisher
2130-2200	Briefing	Instructors	Admin Office	Johns
2200-0600	Lights Out	All	Sleeping Quarters	Instructors
2330-0400	Night Drill	TBA	MOUTS	Johns
<b>Thursday 14-May</b>	<b>Event</b>	<b>Battalions</b>	<b>Location</b>	<b>Oversight</b>
0600-0630	Shower/Clean	All	Barracks Assignments	Instructors
0630-0730	Breakfast	All	Dining Room	Rilea Food Services
0730-0800	Travel	All	MERTS	School Buses
0800-0830	Orientation	All	Campus	Graham
0830-1110	Live Fire	1	Live Fire Prop	Bauska
	Truck Ops	2	Campus	Brooks
	Extrication	3	Campus	Fisher
	Hose Evolutions	4	Campus	Johns
1110-1140	Lunch	All	Campus	Meller
1140-1420	Live Fire	4	Live Fire Prop	Bauska
	Truck Ops	1	Campus	Brooks
	Extrication	2	Campus	Fisher
	Hose Evolutions	3	Campus	Johns
1420-1700	Live Fire	3	Live Fire Prop	Bauska
	Truck Ops	4	Campus	Brooks
	Extrication	1	Campus	Fisher
	Hose Evolutions	2	Campus	Johns

1700-1800	Cleanup/Travel	All	Equipment/Trash/Engines	Bus
1800-1900	Dinner	All	Dining Room	Rilea Food Services
1900-2100	Activities	All	Starship	Meller/Dunlap
2100-0630	Retire	All	Starship	Instructors
1130-0400	Night Drill	TBA	MOUITS	Johns
<b>Friday 15-May</b>	<b>Event</b>	<b>Team</b>	<b>Location</b>	<b>Oversight</b>
0500-0530	Shower	All	Barracks	Meller
0530-0630	Breakfast	All	Barracks Cafeteria	Rilea Catering Service
0630-0800	Clean Starship	All	Starship Area	Instructors
0800-0830	Travel	All	MERTS	Bus
0830-1110	Live Fire	2	Live Fire Prop	Bauska
	Truck Ops	3	Campus	Brooks
	Extrication	4	Campus	Fisher
	Hose Evolutions	1	Campus	Johns
1110-1140	Lunch	All	Campus	Meller
1140-1400	Water Ball	All	Campus	Brooks
1400-1430	Clean up	All	All equipment and property	Station Leaders
1430-1500	Ending Ceremonies	All	Campus	Graham
1500	Travel	All	Return Home	Instructors



# Unfinished Business





# New Business

- A. Construction Update .....(Integrus/Forma/CSG)
- B. Barnes Elementary School Achievement Presentation .....Angie Hansen
- C. Approval of School Improvement Plan (SIP) for Reengagement Program (Action) .....Lacey DeWeert
- D. Resolution 2019/20-15 Approval of Construction Documents for Carroll’s Elementary School  
Modernization (Action) .....Scott Westlund
- E. Legislative Update .....Leah Moore
- F. Superintendents Report .....Mary Beth Tack



# Construction Update

# Barnes Elementary School Achievements



# 2019/20

# Kelso GOLD

# Open Doors

# (SIP)

## Kelso GOLD – Open Doors

### SCHOOLWIDE PLAN

**Name of Principal: Rob Birdsell**

**Date: January 21, 2020**

#### **Mission**

As a community of learners, we are committed to meeting the educational and social needs of our students through team work, clear communication, goal setting and community support. Students will determine their educational and post-secondary plans. These goals and plans will be based on their current skill levels, interests, aptitudes and abilities. Along with academic progress, career exploration and employability skills will be the foundation of the educational and post-secondary plan.

#### **Vision**

We are committed to the academic and social needs of our students. Through two-way communication, clear expectations, and community support, we strive to rekindle a desire for learning and spark hope for a better future.

### **COMPONENT #1: NEEDS ASSESSMENT**

#### **PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN**

- **Briefly describe student demographics, levels of achievement, atmosphere, and staffing.**

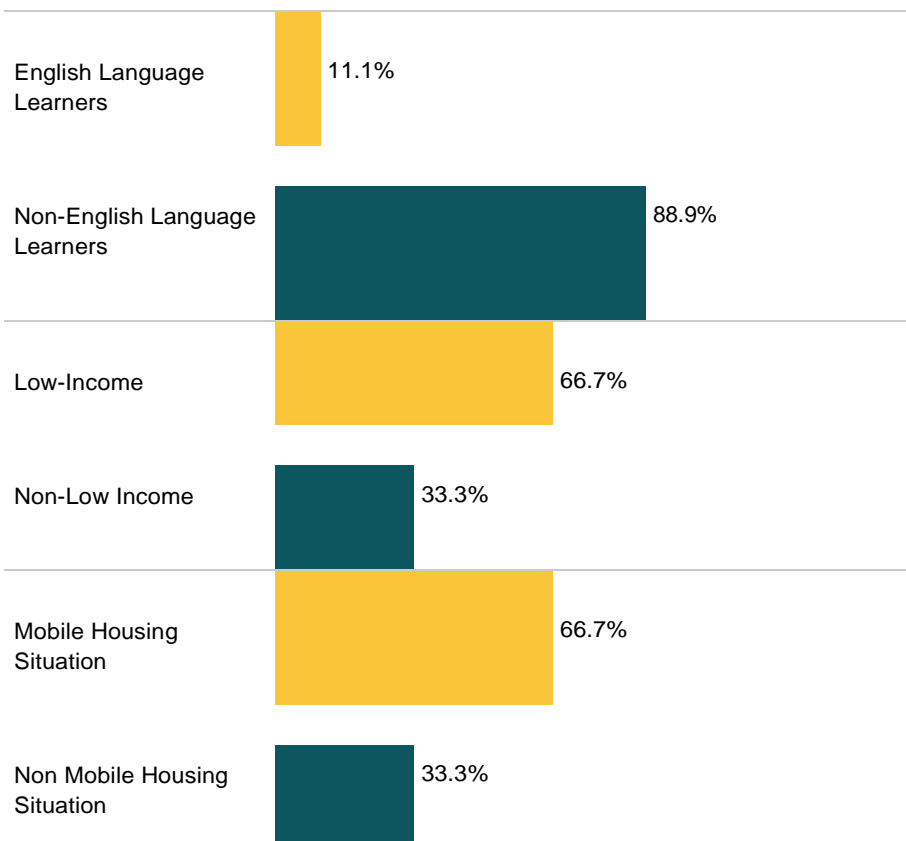
Kelso GOLD is an Open Doors Re-Engagement program that was created initially in collaboration with Goodwill Industries. For the 2019-2020 school year, an additional partnership has been established with Lower Columbia College (LCC). The Open Doors program at LCC is named Renaissance and students could pursue enrolling there starting January 6<sup>th</sup>, 2020.

The purpose of a re-engagement program is to support and advance students who have been identified as potential drop-outs, or who have already dropped out. Kelso GOLD still has the same college, career and community readiness expectations as students attending the Kelso High School and Loowit campuses. Kelso School District administration and staff work in collaboration with the staff at Goodwill and Renaissance-LCC to ensure the needs of all students are being met. The primary goal of the Kelso School District is to stay in two-way communication with Goodwill and Renaissance-LCC, the students, and their families to ensure the program placement is correct and that they are making academic progress towards either a high school diploma or GED.

### Student Demographics

<i><b>On Oct 1<sup>st</sup>, 2019</b></i>	<i><b>On Oct 1<sup>st</sup>, 2019</b></i>	<i><b>On Oct 1<sup>st</sup>, 2019</b></i>	<i><b>On Oct 1<sup>st</sup>, 2019</b></i>	<i><b>For the 2018-2019 School Year</b></i>
<i><b>Student Enrollment:</b></i>	<i><b>Gender:</b></i>	<i><b>Ethnicity:</b></i>	<i><b>FRL Rate</b></i>	<i><b>Attendance Rate</b></i>
11 <sup>th</sup> – 2	Males – 3	White – 7	66.7%	79%
12 <sup>th</sup> – 7	Females - 6	Hispanic – 2		

### **Kelso GOLD, 2019-2020**





***Current Levels of Achievement at Open Doors-Goodwill:***

- From 8-01-2018 thru 10-08-19, 13 of 22, (59.1%), of Kelso students enrolled in Open Doors – Goodwill, earned their GED.
- For the 2018-2019 school year, there was one student attending Goodwill that was eligible to participate in the spring SBAC testing. This student chose not to participate in the testing, resulting in Open Doors not meeting the 95% testing participation accountability expectation.

***Current Levels of Achievement at Open Doors – Renaissance at Lower Columbia College (LCC)***

- This program became active 01-06-2020, so data is limited to CASAS testing data. Our current student average score on the CASAS shows their incoming skill range in the B-C grade range.
- Briefly describe the process you and your staff utilize to review progress towards achieving school-wide goals.

**Process to Enroll in Kelso GOLD**

1. For the majority of Kelso students, the expectation is that they will first attempt one the alternative learning environments available in the Kelso School District prior to enrolling in Kelso GOLD. In extreme cases, the principal has the professional discretion to by-pass this step and enroll a student directly in Kelso GOLD or Career Education Options (CEO) at LCC. This situation is usually reserved for students who have transferred into our district late in their high school career and/or are extremely credit deficient.
2. Next step is to schedule a meeting with the principal to have an exit interview and to determine which Kelso GOLD location will best fit the student. At this meeting, a parent/guardian must be present. The student, parent/guardian and principal discuss the strengths and areas of growth of the student, along with students' interests and aptitudes, to determine the best placement in the Kelso GOLD program. Through this discussion a decision will be reached and paperwork will be completed for a student to enroll in Kelso GOLD.
3. It is the duty of the student to take the enrollment paperwork to the appropriate location and to set up the appointment for entrance exam testing. The principal/Loowit registrar notifies the receiving location that a student has been released to join their program, and sends over any necessary accompanying student documentation.

**Process to Review Progress Towards School-Wide Goals:**

Staff from the Kelso School District meet monthly with staff at both Goodwill and Renaissance-LCC to monitor student progress. Discussed at these meetings are the following topics:

1. Current student enrollment
2. Current student enrollment attendance
3. Current enrollment trends and available seats
4. Current student academic progress towards high school diploma or GED
5. Current student progress in vocational programs
6. Any students approaching earning a high school diploma or GED
7. Any students of concern. Discussion can range from personal/social struggles a student may be having to staff concerns about appropriate program placement. If a change in placement is discussed and considered to be the best move for a student, there is a wraparound meeting to bring the student and family back into the conversation and problem solve.

## **COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES**

### **PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES**

#### **GOAL STATEMENT**

- 1) To increase our participation in state testing from 0% in 2019 to at least 95% in 2020.
  - Measurement: Last year, we had one student eligible to test and they did not participate. This year, we will have at least 95% of eligible students participate in state assessments.

#### **GOAL STATEMENT**

- 2) Create a cleaner, more efficient student enrollment system between the Kelso School District and our Open Doors partners to ensure correct enrollment data.
  - Measurement: Currently, our registrar at Loowit High School is responsible for the gathering and sending of student documentation to the receiving Open Doors site. Then monthly, the Open Doors sites are responsible for sending their student enrollment count to our district registrar. Currently, we are encountering a multitude of errors because we do not have a standardized practice for sending student documentation or student count. To improve our clerical system, a calendar will be created to ensure all parties know the important due dates of student data and the current enrollment packet will be updated to more accurately reflect the needed documentation to transfer students to these programs.

#### **GOAL STATEMENT**

- 3) Create a more efficient tracking and communication system between the Kelso School District and our Open Doors partners to ensure students who complete a GED test and/or complete a college course, are given appropriate credit on their high school transcript.
  - Measurement: Currently, the Kelso School District has to pursue this data from the Open Doors sites. The registrar with the Kelso School District is working collaboratively with the Open Doors registrars to create a system that shares this information in a more timely manner.

### COMPONENT #3: ACTIVITIES TO ENSURE MASTERY

#### PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY

##### **Action Plan Towards School-Wide Goals:**

##### **Goal #1 – Improve Student Participation in State Testing**

**Action Step 1** - To inform Open Doors site each month of students they have on their roster who would be eligible to participate in state testing. The testing will occur in the areas of math, ELA and science .

**Action Step 2** - Send letters to the Open Doors sites addressed to eligible students informing them of the opportunity to test. Letter will include: test site location, test topic, test time and a contact number of a counselor at the high school they can contact if they have any questions.

**Action Step 3** - Contact will be made with the parent/guardian of any student eligible to test to inform them that state testing is approaching and that the expectation is that their student will participate in testing.

##### **Goal #2 - Create a cleaner, more efficient student enrollment system between the Kelso School District and our Open Doors partners to ensure correct enrollment data.**

**Action Step 1** - The registrar for the Kelso School District will work with the registrar from Loowit High School to ensure all paperwork is complete and correct before releasing a student to Kelso Gold.

**Action Step 2** - The registrar with the Kelso School District will work in direct contact with the registrars at Goodwill and Renaissance-LCC to ensure: accurate student count, accurate student enrollment in courses, accurate data reporting for course passage and accurate reporting data for students completing a GED exam.

##### **Goal # 3 Create a more efficient tracking and communication system between the Kelso School District and our Open Doors partners to ensure students who complete a GED test and/or complete a college course, are given appropriate credit on their high school transcript.**

**Action Step 1** - Kelso GOLD Principal and Loowit registrar will meet monthly with Goodwill staff and Renaissance-LCC staff to review student progress towards school wide goals. The results of those meetings will be to clean up any missing data and to share information about student progress and successes. If there are students of concern, they will be discussed at this meeting as well.

#### COMPONENT #4: COORDINATION AND INTERGRATION

##### PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

- **How will the school leverage combined funds to improve the schoolwide plan?**

There is no combined funds for Kelso GOLD. The Kelso School District sends 93% of the per student BEA allocation to the receiving Open Doors site. The 7% retained by the Kelso School District is kept to cover the administrative costs of the program.

- **Briefly describe the services that students have access to at your school.**

Students enrolled in Kelso GOLD have access to the following at school:

1. Opportunity to obtain course advising
2. Opportunity to mental health and case management support
3. Opportunity to change programming, after discussion with current site and potentially new site.
4. Contact information for Kelso GOLD principal to discuss items as needed
5. Contact information for Kelso High School Counselor to discuss questions or concerns about state assessment testing
6. Flexible hours for students to come in and take course work
7. Counseling/case management support to develop a post-secondary plan for the student to transition either into another educational setting or into the work force
8. Support in resume writing and interview skills
9. Opportunity to take any necessary assessment: SBAC, WACS, ASVAB, SAT, ACT
10. Opportunity to apply for Kelso Public Schools Foundation scholarships and to attend the scholarship night awards
11. Opportunity to access the career center at Kelso High School for FAFSA assistance
12. Opportunity to attend all high school events such as: plays, dances, music concerts, etc.

**Kelso School District No. 458**

**A Resolution of the Board of Directors  
Certifying Completion and Acceptance of  
the Carroll's Elementary School  
Modernization Construction Documents**

**RESOLUTION 1919/2020--15**

**WHEREAS**, the Kelso School District has contracted with Collins Architecture Group as the Architect of Record to develop drawings and specifications for the Carroll's Elementary School Modernization Project for purposes of permitting, bidding and construction.

**WHEREAS**, the Kelso School District Board of Directors approves that Construction Documents for the Carroll's Elementary School Modernization project have been reviewed and determined complete and accepted.

**THEREFORE, BE IT RESOLVED** that the Kelso School District Board of Directors hereby approves the Carroll's Elementary School Modernization Project Construction Documents for the project budget, scope and schedule. As such, the Board of Directors authorizes the bidding of the Carroll's Elementary School Modernization project.

Dated this 10th day of February, 2020, at a regular meeting of the Board of Directors, Kelso School District No. 458.

**KELSO SCHOOL DISTRICT NO. 458**

**Board of Directors**

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\_\_\_\_\_  
\_\_\_\_\_  
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**Attest:**

\_\_\_\_\_  
**Mary Beth Tack**  
**Secretary to the Board**

# Legislative Assembly Updates

# Superintendent Update