

BOARD OF DIRECTORS

March 9, 2020





Kelso School District No. 458
March 9, 2020 @ Coweeman Middle School
4:30 p.m. Work Session Boundary & Choice
6:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

- A. Coweeman Middle School Student Recognition
- B. Proclamation - Classified Staff Recognition
- C. Proclamation – Retired Teachers Recognition

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes of February 24, 2020 Regular Board Meeting & Work Session
- B. Minutes of February 25, 2020 Board Retreat
- C. Certificated Employment Recommendations
- D. Classified Employment Recommendations
- E. Contracts and Agreements with Kelso School District
- F. Warrants
- G. AVID Overnight Trip
- H. ASB Fundraiser Request
- I. KHS Request for Sunday Activity

UNFINISHED BUSINESS

- A. Policy 2030 Service Animals in School (2nd Reading & Action)Don Iverson
- B. Policy 3115 Homeless Students (2nd Reading & Action)Don Iverson
- C. Policy 3424 Opioid Related Overdose Reversal (2nd Reading & Action)Don Iverson
- D. Policy 4215 Use of Tobacco Nicotine Products & Delivery Devices (2nd Reading & Action)
.....Don Iverson

NEW BUSINESS

- A. Resolution 2019/20-17 Use of Butler Acres Elementary School Modernization Documents
(Action)Phil Iverson
- B. Coweeman Elementary School Achievement Presentation Greg Gardner
- C. Policy 2410P Graduation Requirements (1st Reading) Lacey DeWeert
- D. Legislative UpdateLeah Moore
- E. Superintendents ReportMary 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 ConradTerm Expires: November 2023
Mike Haas, PresidentTerm Expires: November 2023
Ron Huntington.....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
September 9 @ District Office 5:00 Work Session (School Boundary Review) 6:00 Regular Board Meeting	October 7 @ District Office 5:00 Work Session (Math) 6:00 Regular Board Meeting	November 4 @ District Office 5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting	December 16 @ Huntington Middle School 5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting
September 23 @ District Office 5:00 Work Session (Threat Assessment) 6:00 Regular Board Meeting	October 21 @ District Office 5:00 Work Session (Levy Recommendation) 6:00 Regular Board Meeting	November 18 @ Wallace Elementary 5:30 Coffee & Cookies with Board Members 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 13 @ District Office 5:00 Work Session (Facility Closure) 6:00 Regular Board Meeting	February 10 @ Barnes Elementary 5:00 Work Session (Hi-Cap & ELL) 6:00 Regular Board Meeting	March 9 @ Coweeman Middle School 4:30 Work Session (Boundary & Choice) 6:00 Regular Board Meeting	April 13 @ District Office 5:00 Work Session (Pathways) 6:00 Regular Board Meeting
January 27 @ District Office 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	February 24 @ Butler Acres Elementary 5:00 Work Session (AVID) 6:00 Regular Board Meeting	March 23 @ Rose Valley Elementary 6:00 Regular Board Meeting	April 27 @ Catlin Elementary 5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting
MAY	JUNE	JULY	AUGUST
May 11 @ Beacon Hill Elementary 5:00 Work Session (Math) 6:00 Regular Board Meeting	June 1 @ Carrolls Elementary 5:00 Work Session or Special Meeting (Graduation Appeals) 6:00 Regular Board Meeting	July 13 @ Roy Parsons Board Room 5:00 Regular Board Meeting	August 17 @ Roy Parsons Board Room 5: Regular Board Meeting
	June 15 @ Roy Parsons Board Room 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

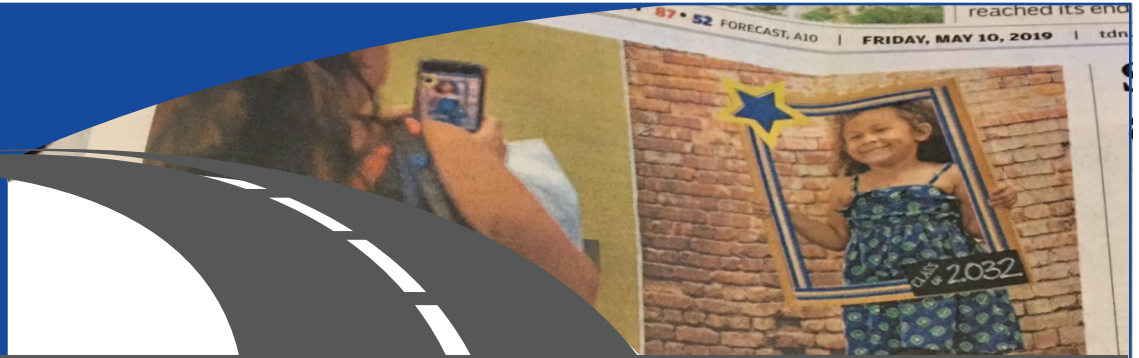
Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary plans



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	<ul style="list-style-type: none">Develop partnerships with local universities and community agencies to hire high-quality staffEstablish clear standards of professional practice and accountabilityProvide opportunities for differentiated and continuous professional development for teachers, leaders, and staff	<ul style="list-style-type: none">100% of classified and certificated staff meets certification requirements100% of staff consistently exhibits standards of professional practice100% of staff engages with professional development for continuous growth
Implement standards-aligned teaching and learning based on equitable practices	<ul style="list-style-type: none">Ensure that all students have access to rigorous, standards-based curriculumProvide professional development to ensure instructional strategies are differentiated to meet the learning needs of each student	<ul style="list-style-type: none">100% of students enroll in academic rigorous course work as measured by Academic Rigor Index100% of students experience differentiated instruction in their classrooms
Implement data-informed continuous improvement processes at every level	<ul style="list-style-type: none">Use frequent and timely assessments to adjust teaching, learning, and leadershipDevelop a district-wide continuum of supports to address the academic needs of all studentsPromote continuous improvement throughout our school system with Professional Learning Community (PLC) teams	<ul style="list-style-type: none">100% of students participate in district and state assessments100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs100% of students have access to rigorous coursework and highly skilled teachers100% of staff advocates for fair and equitable practices for all students



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"> • <i>Hilander Highlights</i> for all staff and community • <i>Inside Connections</i> for all staff • Timely and relevant key communications from district departments 	<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

Coweeman Middle School Student Achievements

Brayden Kannas

Andrew Jones

Katie Cerritos

Rhylee Bonner

Colton Bonner

Jared Nease

Avalyn Petterson

Marleen Muludy

Claire Joplin

America Negrete-Reyes

The State of Washington



Proclamation

WHEREAS, education support professionals are involved in nearly every aspect of education – maintaining buildings and grounds, preparing and serving meals, keeping school facilities clean and orderly, assisting in the classroom, providing over 60 percent of all instructional hours to special education, English Language Learners, and opportunity gap students, performing and conducting research activities, providing information technology and media services, administrative support functions, and safe transportation, creating a secure and healthy environment, and many other specialized services; and

WHEREAS, these dedicated individuals, who are the backbone of our public education system, deserve recognition and thanks for the outstanding work they do for this state, their communities, and the students enrolled in Washington's public schools, colleges, and universities; and

WHEREAS, there are over 62,000 education support professionals working with, and helping students in, Washington's universities, colleges, and public schools; and

WHEREAS, education support professionals are instrumental in fulfilling the state's responsibility to educate all students; and

WHEREAS, by supporting the learning environment, education support professionals are crucial partners with teachers, parents, administrators, and school boards;

NOW THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 9-13, 2020, as

Education Support Professionals Week

in Washington, and I urge all people in our state to join me in this special observance.



Signed this 20th day of February, 2020

Governor Jay Inslee

The State of Washington



Proclamation

WHEREAS, the Washington State School Retirees' Association (WSSRA) recognizes all retired school employees; and

WHEREAS, the WSSRA educates and assists retirees in meeting the special challenges retirement brings and works to improve their general welfare; and

WHEREAS, the WSSRA aids in advancing education by supporting high educational standards; and

WHEREAS, the WSSRA promotes group and individual involvement in charitable projects and activities, sponsors scholarships, and maintains interest and participation in educational and community activities; and

WHEREAS, the WSSRA supports and encourages retired educators to remain active in the education profession through volunteer activities associated with learning;

NOW, THEREFORE, I, Jay Inslee, Governor of the state of Washington, do hereby proclaim March 16-22, 2020 as

School Retirees Appreciation Week

in Washington, and I encourage all people in our state to join me in this special observance.



Signed this 18th day of December, 2019

Governor Jay Inslee

Consent Agenda

- A. Minutes of February 24, 2020 Regular Board Meeting & Work Session
- B. Minutes of February 25, 2020 Board Retreat
- C. Certificated Employment Recommendations
- D. Classified Employment Recommendations
- E. Contracts and Agreements with Kelso School District
- F. Warrants
- G. AVID Overnight Trip
- H. ASB Fundraiser Request
- I. KHS Request for Sunday Activity

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
2/24/20

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 Butler Acres Elementary School Library.

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

OTHERS PRESENT – KSD Employees: Cindy Cromwell, Teresa Aloe & Ryan Prothero, KEA: Sandy DeBruler, Community Members: Duane Jonesen, Chad & Tia Sornenson, Kim Alexander, Ed Gunderson, James, Melinda & Natalie Fraley, Kathy Michalik, Brandon Alexander, Fabio Aloe, Clara Prothero, Misty & Mike Harris, Chris & Rebecca Bosarge and Paul & Rachel Strickland.

ABSENT - Lacey DeWeert & Kim Yore (Both excused)

COMMENTS & QUESTIONS –

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

Gregory Foshee, Emma Strickland, Owen Fraley, Beau Prothero, Zipporah Bosarge & Naomi Alexander - Recognized for academic growth.

Zipporah Bosarge, Amiya Sorensen, Terra Roth - Recognized as future teachers.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Grafton

Seconded By: Director Moore

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of Feb 10, Regular Board Meeting & Work Session

Certification Employment Recommendations

Retirements: Toni Gravelle, JoAnn Kellerj

Resignation: Brienne Casey

New Hire: Jodi Rogers

Classified Employment Recommendations

New Hires: Melinda Malik, Cameron McKinney

Resignation: Kimberlee Seals, Kendra Glassett

Contracts and Agreements

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
AVID Center	Kim Yore	Membership fees for Barnes, Beacon Hill, Butler Acres, Carrolls, Catlin, Coweeman, Huntington, Kelso High, Rose Valley, Wallace for July 1, 2020 to June 20, 2021	Cost is \$31,211.00
Ecological Land Services	Scott Westlund	To provide professional services for Huntington Project - determination of critical areas	Cost is estimated at \$1,950
Gateway Educational Services	Holly Budge	To provide educational tutoring to KSD Special Education Students as determined by the students' IEP team & District Director	Cost is not to be more than \$37 per hour per student
NW Construction General Contracting	Scott Westlund	To demolish two homes, one at 1617 Burcham St in Kelso and at 110 Island View Ln in Kelso	Cost is estimated at \$99,796.48

CTE SURPLUS ITEMS - CMS Plasma Cutter & KHS Old welding machines

Motion to Approve by: Director Moore

Seconded by: Director Conrad

UNFINISHED BUSINESS

NEW BUSINESS

BUTLER ACRES ACHIEVEMENT PRESENTATION (CINDY CROMWELL)

Butler Acres showed a video spot lighting their Social Emotional space called, "The Nest".

The specific places they mentioned were:

- Check In/Check Out area
- Snack closet for kids who may not have gotten breakfast
- Quiet tent, for kids who just need a safe quiet place to de escalate
- Punching bag, for kids who need to let off steam in a constructive way
- Swinging Pod, a place of gentle movement and relaxation
- Free Space/Reading corner
- Balancing board to help kids get centered and channel energy
- Modified work space, a quiet place to work
- Nap area, for kids who need to reset and may not have gotten adequate sleep
- Trampoline, for getting the "wiggles" out

Mrs. Aloe is the teacher in charge of the Nest as well as visiting classrooms and lunch bunch. She facilitates counseling groups. Butler Acres is seeing a shift in their behavior by being able to be more proactive rather than reactive.

APPROVAL OF 2020/21 SCHOOL CALENDAR (TIM PETERSON) - CALENDAR APPROVED

Motion to Accept by: Director Moore

Seconded by: Director Grafton

POLICY 2030 & 2030P SERVICE ANIMALS IN SCHOOL (1ST READING) - DON IVERSON

Updates to previous policy outlining the clarification of a service animal as either a dog or miniature horse. The duties of the service animal must be specific and professionally trained. Support/Therapy animals not approved.

POLICY 3115 & 3115P HOMELESS STUDENTS (1ST READING) - DON IVERSON

Updates to the point of contact for homeless students.

POLICY 3424 & 3424P OPIOID RELATED OVERDOSE REVERSAL (1ST READING) - DON IVERSON

New policy issued by the state of Washington. High Schools must carry it and have trained staff on location. Kelso will be getting the medication free per a grant. In the future we hope to have it at the middle schools as well.

POLICY 4215 USE OF TOBACCO NICOTINE PRODUCTS & DELIVERY DEVICES (1ST READING) - DON IVERSON

Change the age from 18-21 per state law.

POLICY 5404 FAMILY, MEDICAL, & MATERNITY LEAVE (1ST READING) - TIM PETERSON

State of Washington introduced updates to paid family medical leave. The state is backed up a year on issues. The role of HR is to help staff get the best benefits available.

RESOLUTION 2019/20-16 SCHOOL CLOSURE (SCOTT WESTLUND)- Motion Passed

Setting a time and place for a public hearing to be held on April 13, 2020, to consider the closure of Beacon Hill and Catlin Elementary Schools and to receive public testimony; directing that notice be given of the public hearing.

Motion to Accept by: Director Grafton

Seconded by: Director Moore

LEGISLATIVE ASSEMBLY UPDATE (LEAH MOORE)

- Not a budget year
- Bill 6117 could increase \$10 million to sped

- Bill 2660 could mandate free lunches to all kids in schools with a 62.5% free/reduced rate or higher, this would be partially paid by government and partially paid by levy.

SUPERINTENDENT UPDATE

- In a math adoption year. K-5 piloted some great materials. Looking at new materials
- Board Retreat tomorrow
- Early career superintendents cohort. Training last 2 days.

FOR THE GOOD OF THE ORDER

Director Haas - Levy was certified 57.34%

Director Grafton - Basketball academic state champs - both boys and girls. Wrestling students made state.

Adjourn meeting 6:56 pm

X_____

President

X_____

Secretary

MINUTES

KELSO SCHOOL DISTRICT

WORK SESSION OF THE BOARD OF DIRECTORS

2/24/20

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 Butler Acres Elementary School Library.

Board Members:

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

Cabinet Members:

Holly Budge - Director of Special Services
Don Iverson – Director of Student Services
Lacey DeWeert - Assistant Director of Teaching & Learning
Tim Peterson - Director of Human Resources

Superintendent:

Mary Beth Tack

Asst. Secretary:

Molly Guler

OTHERS PRESENT –Students: Brody Lee and Korshina Tover

ABSENT -

AVID in Kelso

Advancement Via Individual Determination

Essential Question – What is the progress status for AVID implementation in the Kelso School District?

AVID in Kelso...Historical Breakdown

- Kelso High School is in year 4 for AVID implementation. This will be our first AVID graduating cohort.
- Huntington Middle School is in year 3 of AVID cohorts (7th & 8th grade)
- Coweeman Middle School is in year 2 of AVID cohorts (7th & 8th grade)
- Wallace is in year 4 of AVID implementation.
- Catlin, Barnes, Beacon Hill, Butler Acres, Rose Valley and Carrols are all in year 1 of implementation.

Why AVID in Kelso?

#1 Reason - Support of our district strategic goal to ensure 100% of students are 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.

#2 Reason - AVID helps to create a K-12 transition system of: expected academic language, organization, collaboration, and visioning towards the future that our kids need. Research shows that for students coming from low-income/poverty, the more we can do to create aligned systems of academic language, habits and expectations throughout K-12, the more academic success these students will achieve.

What Do Our Elementary Students get out of AVID?

Elementary Teachers and Students Focus in on three main areas:

- 1) WICOR - Writing, Inquiry, Collaboration, Organization and Reading.
 - a) Teachers work to create lessons that incorporate all areas of WICOR
 - b) Students are explicitly taught strategies that are not content specific that enhance their level of engagement with the content and their peers.
 - c) Organization is the #1 skill focused on this year for AVID elementary in Kelso. It's not just the desk or the backpack though – it's organization of notes, thoughts and in the defending of ideas.
- 2) Career and college exploration – Focused on all possible post-secondary options.
- 3) Vertical and horizontal articulation of skills.

Example – Beacon Hill has created a matrix of what focused note taking skills student will learn and use at each grade level. The vision of this is that when a 5th grade student transitions to Huntington, they are better prepared for the performance expectations of 6th grade.

AVID Secondary

- All teachers in the major core areas along with numerous elective teacher have been AVID trained.
- All secondary teachers continue to focus on the areas of WICOR.
 - We are really looking for strategies that push kids to extend their thinking, defend their thinking with evidence and expand upon the thinking of others
 - Continuing to work on organizational skills & time management
 - Using instructional strategies that allow all students access to rigorous academic content

Secondary AVID – The AVID Elective Class

- Students can apply to be part of the AVID elective class, starting in 7th grade.
- Any student can apply to be in AVID. The target population of this class is: 1st generation college students, under represented on college campuses, free & reduced lunch, 2-7.3.5 GPA, class is still representative of the overall population of Kelso High School.
- Focus of the class is to help close the gaps in: study skills, presentation skills, organizational skills and writing skills for these students so that they are prepared to start and complete a post-secondary degree.
 - students are required to keep planners
 - Students are required to keep agendas
 - Students are required to take notes in every class
 - Students participate in twice a week tutorials
 - Students are encouraged to pursue leadership positions in our schools
 - Students are encouraged and supported to get involved in community service
 - Students are supported to complete college applications, scholarships and FAFSA
 - Students will continue to receive support from their AVID 12 teacher next year as they transition to their post-secondary placements.

AVID Senior Students

- Korshina Tover
- Brody Lee
- The prompts I asked them to talk about are, in no particular order:
 - How has AVID impacted you from freshmen to senior year?
 - Favorite part of the elective class
 - AVID field trip experiences
 - Your plans for next year

Funding of AVID

- Categorical funding (Title I, LAP-High Poverty, LAP) is used to fund AVID training and activities.
- School principals use their categorical funds in conjunction with their school improvement plans to determine a direction for AVID each year in their school.
 - Pay for additional staff training (training registration costs, travel cost, sub costs, etc)
 - Expense of field trips
 - Additional supplies for the class, such as: White board easels, post-it's, etc.

Structure of our AVID Support System, from School to District Office

- Each school has an AVID site team. The site team manages the implementation status, progress towards site goals and leads AVID PD.
- Weekly check-in's with elementary principals/site coordinators to discuss progress and next steps.
- Monthly Site Coordinator Meetings with Secondary Site Coordinators. Next site coordinators meeting is Tuesday, February 25th, 8am.
- Kim Yore and Lacey DeWeert oversee the schools and work on requests for accessing community resources and training requests.

Training for AVID

- 4 different means of training teachers can receive
 - Summer institutes, 3 day trainings
 - 1-2 day pathway or strand training during the school year
 - WER or in-service trainings hosted by a school
 - August AVID elementary training, hosted at Kelso High School, sponsored by district office.

Great update for Kelso – we now have 22 staff that have been through the Building District Capacity training that are now considered AVID trained professional development module presenters. These staff members are now approved to deliver in-district professional learning to Kelso SD staff.

Growing Support for AVID in Cowlitz County

- Local PLC with site coordinators/principals from RA Long, Mark Morris, and Wahkiakum to discuss a variety of topics that come up when running a 9-12 AVID system.
 - Staff training
 - Elective teacher selection
 - Student selection
 - AVID events
 - Funding
 - Community resources

Next meeting on Tuesday, February 25th, 1pm, at RA Long.

Essential Question – What is the progress status for AVID implementation in the Kelso School District?

Two graduating students who have been a part of AVID since their freshman year (the first full AVID graduating class from KHS) Korshina Tover (K) and Brody Lee (B) spoke regarding their experience with AVID. Below are a few things they touched on.

1. How has AVID impacted you from freshman to senior year?
 - K - Before AVID she thought that grades were just grades and didn't understand the impact that they had on her future. She learned what kinds of grades you need to get into college and what types of classes you need to take to help as well. She currently holds a 4.0 while taking rigorous courses.
 - B - Struggled with grades and direction, didn't know what way he wanted to go as far as college or career. Now he has a solid foundation and direction as well as a plan to make it happen.
2. Favorite part of the electives class:
 - K - The fact that it helped with college readiness and expanded her horizons.
 - B - Socratic Seminar - his freshman year, he came up with an idea and his question was so deep and thought out that the answer became a puzzle that the entire class worked to solve. AVID teaches you to think beyond the text.
3. What are your plans next year?

- B - been accepted to WSU, UofO, Whitworth, George Fox, Warner Pacific and is waiting to hear back from a handful more. As of now Brody is trying to decide between Neuroscience and Psychology as his major.
 - K - Has sent in 13 applications and has so far been accepted to 7 (Pacific Lutheran, WSU, U of Mississippi, U of Arkansa, U of Miami, Hawaii University and waiting on UW). She is pursuing a Psychology major.
4. What were your AVID field trip experiences?
- B - Visiting more than 10 college campuses, UW, WSU and PSU to name a few. He learned that college isn't just about courses. College visits helped him realize that you need to find where you fit, where you'll be successful based on a number of things such as atmosphere, clubs, student body and much more.
 - K - Colleges are about more than just pretty pictures online. Not all colleges are the same, you need to go there to see if it fits who you are as a person as well as a student.

ADJOURNMENT 5:52 PM

X

President

X

Secretary

School Board Meeting Minutes

**February 25, 2020
3:00 pm – 5:00 pm**



Call to order by Mike Haas @ 3:00

Attendance: Mary Beth Tack, Mike Nerland (ESD 112), Leah Moore, Karen Grafton, Jeane Conrad, Mike Haas & Ron Huntington

Superintendent Goals and Evaluation

- **Standard 3 – Curriculum, Instruction & Assessment**
- **Standard 6 – Meaningful Engagement of Families & Communities**
- **Standard 7 – Operations & Management**
- **Standard 8 – Collaboration with the Board**

Roles, Responsibilities, Operating Principles

- **Attached are the draft operating principles that were developed during the meeting.**

WSSDA School Board Survey Results and Goal Setting

- **Board Self-Assessment was made given to us on Jan 6, 2020 by Dina Christensen (WSSDA) KSD Board members completed the survey and results were available to us on Jan 27, 2020. The results of this survey were used to create goals going forward.**

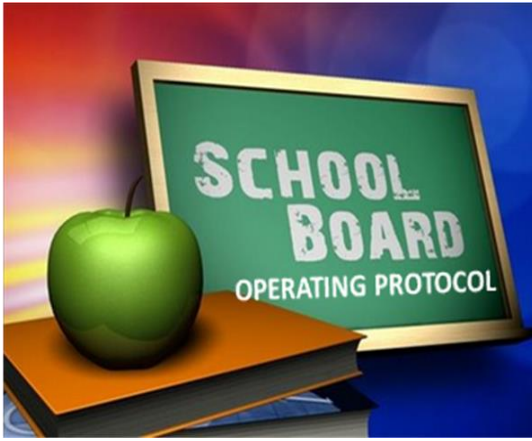
Adjourned @ 5:15

X

School Board President

X

School Board Secretary



Kelso School District

601 Crawford Street · Kelso, WA 98626
(360)501-1900 · www.kelso.wednet.edu

Successful organizations are the result of effective, dynamic leadership and teamwork. To assure a quality operation and to enhance teamwork among members of the board and between the board and the administration, we, the members of the Kelso School Board and Superintendent, do hereby publicly commit ourselves collectively and individually to the following Operating Protocol.

- The board will lead by example. The manner in which the Board and Superintendent conduct their business will be a model throughout the District for students, teachers, parents, and staff on how problems are solved.
- The board will be open, honest, and tactful. The board works to minimize misunderstanding and reduce conflict. While the board encourages dialogue and differing points of view, the board will do it with care and respect;
- Surprises to the board or the superintendent will be the exception, not the rule;
- The board encourages communication from community, parents, staff, and students. Requests that will require extensive study or may have political implications are to be directed to the superintendent;
- When a board member receives a personnel complaint and/or criticism, the complainant will be encouraged to communicate the concern to the appropriate supervisor. The superintendent will be informed of a personnel complaint/criticism by the receiving board member;
- The board will encourage others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issue(s);
- The board will speak to the issues on the agenda. Facts and information needed from the administration will be referred to the superintendent;
- The board understand that board members individually do not have authority. Only the board as a whole has authority. Board members agree that individual board members will not take unilateral action;
- The board president or designee will be the official spokesperson for the board. The superintendent will be the official spokesperson for areas of district operation;
- The board and superintendent will work to minimize misunderstandings and reduce conflict by supporting each other constructively and courteously, maintaining confidentiality, focusing discussions on issues, not personalities, encourage constructive disagreement;
- The board will give direction to the superintendent as a total board through adopted policies or action taken at a board meeting.

SCHOOL BOARD/SUPERINTENDENT OPERATING PROTOCOL KELSO SCHOOL DISTRICT

- If a board member is acting outside his/her defined role, the board president or other board member(s) will talk with the individual board member regarding the problem.
- The superintendent will let the board know as soon as possible of any major issue that may arise which could be problematic for the district.
- In order to formulate and execute sound decisions, the board agrees to resolve problems at the lowest level, provide for input from all concerned when possible, reevaluate the effectiveness of the decision when appropriate and clearly communicate decisions that are made.
- When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, he/she will inquire if the individual has discussed the issue with the person immediately responsible, explain the district process for resolving concerns and conflicts.
- The board will contact the superintendent (if superintendent unavailable, contact the Chief Financial and Operations Officer) directly when they hear concerns in the community regarding issues relating to district administration, programs or personnel.
- The board and staff will not debate or argue with public during board meetings.
- The board president and the superintendent will review the agenda in detail prior to the board meeting. The board will review all material provided and seek clarification or additional information as needed prior to the board meeting.
- Once a final decision has been made on a proposal, board members and superintendent will individually and collectively publicly support successful implementation.
- Board members and superintendent will support each other constructively and courteously, maintain confidentiality, and focus discussions on issues, not personalities.

CERTIFICATED PERSONNEL

March 9, 2020

Resignation (at the end of the 2019/20 school year):

Fraki, Kara – Teacher, Kelso High School

1.0 FTE

Distribution List:

Human Resources

KEA

Payroll

Student Records Mgr

Cody Reid

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
February 6, 2020 - March 4, 2020

Date Issued	Name	Position	School
02/21/20	Freund, Denise	Add'l IEP - 1	Catlin
02/21/20	McCurdy, Kelly	Coach Colorguard - Head	KHS
02/21/20	Mooney, Allison	Coach Colorguard - Head	KHS
02/28/20	Amrine, Steve	Coach Baseball - Asst.	KHS
02/28/20	Beavers, Tyler	Coach Track - Asst.	KHS
02/28/20	Breidt, Julia	Coach Softball - Asst. (2 stipdends split 2 ways)	KHS
02/28/20	Cabrera Gurrola, Hector	Coach Soccer Boy's - Asst.	KHS
02/28/20	Connors, Pat	Coach Golf Girl's - Head	KHS
02/28/20	D'Aboy, Tom	Coach Baseball - Head	KHS
02/28/20	Jones, Doug	Coach Tennis - Asst.	KHS
02/28/20	Kinch, Joe	Coach Track - Asst. - .5 Position	KHS
02/28/20	Kleven, Jennifer	Coach Track - Asst.	KHS
02/28/20	Krieder, Joseph	Coach Track - Head	KHS
02/28/20	Langenbach, Jason	Coach Golf Boy's - Asst. (.5 FTE)	KHS
02/28/20	Lemiere, Andy	Coach Track - Asst.	KHS
02/28/20	Mury, Michelle	Coach Track - Asst.	KHS
02/28/20	Phillips, Brad	Coach Track - Asst.	KHS
02/28/20	Smale, Jack	Coach Baseball - Asst.	KHS
02/28/20	Sorensen, Dean	Coach Softball - Head	KHS
02/28/20	Storie, Brian	Coach Softball - Asst. (2 stipdends split 2 ways)	KHS
02/28/20	Sunday, Fred	Coach Track - Asst.	KHS
02/28/20	Ulrich, Jennifer	Coach Softball - Asst. (2 stipdends split 2 ways)	KHS
02/28/20	Vejo, Kemal	Coach Soccer Boy's - Head	KHS
03/02/20	Knowles, Angela	Test Coordinator - 3rd Trimester	KHS
03/03/20	Latham, Alison	LAP Program Coordinator	Rose Valley

CLASSIFIED PERSONNEL

March 9, 2020

Classification Change:

Kyle, Heather - Clerk, Resolution Center, Kelso High School

7.0 hrs/day, 191 days/year

Effective March 2, 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: March 9, 2020

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
AVID Center	Kim Yore	To provide AVID Elementary trainings: Foundations Implementations K-2, Foundations Implementation 3-6 and Just WICORize It! 8/17/20 & 8/18/20	Total cost \$27,630.00
Health Science Careers Agreement - Frontier Rehab & Extended Care	Melissa Boudreau	To provide use of its facilities for clinical learning opportunities for KSD students enrolled in program 2019/2020	Non-financial
Interlocal - University of Providence	Tim Peterson	Agreement to allow Averil Dyer to be placed for her student teaching internship in Catlin Elementary School 8/15/20 - 12/15/20	Non-financial
Kelso Babe Ruth MOU	Scott Westlund	To provide facility use for games & practices	Cost is \$200/game and \$100/practice
PBS Engineering & Environmental	Scott Westlund	Proposal to provide geotechnical engineering services for the Huntington Middle School modernization & gymnasium addition	Estimated total cost is \$23,800.00

GENERAL FUND
February 28th, 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) 256763-256765 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$547.41 ON FEBRUARY 28TH, 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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$4,761,407.31. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 256766 through 256801, totaling \$4,761,407.31

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

Check Nbr	Vendor Name	Check Date	Check Amount
256766	ACH Cowlitz County Treasurer	02/28/2020	2,343,446.82
256767	COWLITZ COUNTY TREASURER	02/28/2020	281,597.07
256768	COWLITZ COUNTY TREASURER	02/28/2020	494,057.70
256769	DEPT OF RETIREMENT SYSTEMS	02/28/2020	1,403.90
256770	DEPT OF RETIREMENT SYSTEMS	02/28/2020	171,343.34
256771	DEPT OF RETIREMENT SYSTEMS	02/28/2020	522,438.89
256772	DEPT OF RETIREMENT SYSTEMS	02/28/2020	12,622.68
256773	ESD 112 WORK/COMP	02/28/2020	56,605.55
256774	ESD 112 UNEMPLOYMENT COOP	02/28/2020	6,269.38
256775	Vendor Continued Check	02/28/2020	0.00
256776	HCA-SEBB BENEFITS	02/28/2020	747,001.00
256777	HCA-SEBB FLEX SPEND	02/28/2020	3,884.24
256778	HEALTH CARE AUTHORITY	02/28/2020	1,371.47
256779	HEALTH EQUITY	02/28/2020	867.00
256780	INFOARMOR INC	02/28/2020	145.50
256781	KELSO SCHOOLS FOUNDATION	02/28/2020	542.00
256782	KELSO TRANS CHAPTE	02/28/2020	100.00
256783	LEGALEASE GROUP	02/28/2020	390.88
256784	MALAIER, TRUSTEE, Michael G	02/28/2020	730.00
256785	METROPOLITAN LIFE	02/28/2020	5,461.02
256786	NATIONWIDE	02/28/2020	662.98
256787	Oregon Dept. of Revenue	02/28/2020	2,723.98
256788	PIONEER CREDIT RECOVERY INC	02/28/2020	717.99
256789	PSE KELSO LOCAL	02/28/2020	556.00
256790	PUBLIC SCHOOL EMPLOYEES OF WA	02/28/2020	1,666.00
256791	PUBLIC SCHOOL EMPLOYEES OF WA	02/28/2020	10,334.85
256792	The Standard Insurance Company	02/28/2020	3,572.00

Check Nbr	Vendor Name	Check Date	Check Amount
256793	THE OMNI GROUP	02/28/2020	38,215.00
256794	UNITED WAY OF COWLITZ CO	02/28/2020	634.50
256795	US DEPARTMENT OF EDUCATION	02/28/2020	605.58
256796	US DEPT OF EDUCATION AWG	02/28/2020	467.86
256797	VEBA TRUST	02/28/2020	15,642.91
256798	W.S.P.L.E.A.	02/28/2020	10.00
256799	WA ST SCHOOL RETIREES ASSOC	02/28/2020	147.00
256800	WEA	02/28/2020	168.04
256801	WEA PAYROLL DEDUCTIONS	02/28/2020	35,004.18
36	Computer	Check(s) For a Total of	4,761,407.31

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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$4,665.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 256802 through 256802, totaling \$4,665.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
256802	ACH-AP COWLITZ COUNTY TREASURE	02/28/2020	4,665.25

1	Computer	Check(s) For a Total of	4,665.25
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$4,665.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 192000301 through 192000352, totaling \$4,665.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000301	Adams, Terry Lynn	02/28/2020	10.00
192000302	Allais, Kim Marie	02/28/2020	236.10
192000303	Bauman, Pamela A	02/28/2020	87.35
192000304	Birdsell, Robert L	02/28/2020	591.60
192000305	Bolster, Laci Joan	02/28/2020	100.00
192000306	Brand, Colleen Diane	02/28/2020	104.77
192000307	Broschat, Claudia Francine	02/28/2020	12.53
192000308	Budge, Holly Dawn	02/28/2020	166.61
192000309	Caron, John William	02/28/2020	10.00
192000310	Cattin, Ray Allen	02/28/2020	83.24
192000311	Chrest, Julie A	02/28/2020	51.75
192000312	Cossi, Colin McGovern	02/28/2020	152.00
192000313	Davis, Denelle L	02/28/2020	126.59
192000314	DeWeert, Lacey Elaine	02/28/2020	325.70
192000315	Dollarhyde, Lavern Margaret	02/28/2020	19.96
192000316	Fashing, Linda Jean	02/28/2020	252.86
192000317	Ford, Ian M	02/28/2020	67.62
192000318	Gardner, Gregory Matthew	02/28/2020	31.40
192000319	Guttormsen, Gunnar G	02/28/2020	186.30
192000320	Guttormsen, Gunnar R	02/28/2020	43.31
192000321	Hamilton, Jennifer Ann	02/28/2020	155.25
192000322	Harris, Kaydee Mae	02/28/2020	199.90
192000323	Hiatt II, Lennie Dean	02/28/2020	104.44
192000324	Iverson II, Donald John	02/28/2020	74.76
192000325	Johanson, Robert D	02/28/2020	26.45
192000326	Johnson, Nicole Elysees	02/28/2020	4.47
192000327	Le Baron, Sarah M	02/28/2020	38.39

Check Nbr	Vendor Name	Check Date	Check Amount
192000328	Macie, Shawnda KAY	02/28/2020	20.41
192000329	Marlow, Sarah L	02/28/2020	61.93
192000330	McCoy, Kriste E	02/28/2020	8.63
192000331	Michael, Donald L	02/28/2020	8.80
192000332	Mitchell Isaacson, Amy Elizabe	02/28/2020	45.32
192000333	Mooney, Ashley Marie	02/28/2020	59.17
192000334	Mulcahy, Constance M	02/28/2020	50.94
192000335	Neves, Michael JUAN	02/28/2020	48.72
192000336	Oswald, Lynette Kathryn	02/28/2020	142.70
192000337	Peck, Seth Gavin	02/28/2020	30.95
192000338	Randall, Heather Yvonne	02/28/2020	76.50
192000339	Richard, Quincy Ann	02/28/2020	28.12
192000340	Rogers, Jodi Lee	02/28/2020	13.46
192000341	Rowland, Patrick Alan	02/28/2020	5.39
192000342	Sholtys-Cromwell, Cindy May	02/28/2020	52.85
192000343	Shuttleworth, Colleen S	02/28/2020	17.29
192000344	Stevens, Heidi L	02/28/2020	100.00
192000345	Thompson, Kelsey Faye	02/28/2020	19.40
192000346	Toftemark, Kelly Ann	02/28/2020	51.75
192000347	Toms, Stephanie A	02/28/2020	77.80
192000348	Uhrlaub, Laura Elizabeth	02/28/2020	100.00
192000349	Ward, Josef Alexander	02/28/2020	20.53
192000350	Williams, Debra Lynne	02/28/2020	29.79
192000351	Yarroll, Megan Ann	02/28/2020	100.00
192000352	Yore, Timothy Lee	02/28/2020	231.45

52 ACH

Check(s) For a Total of

4,665.25

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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$715,559.36. ~~The payments are further identified~~ in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 256803 through 256996, totaling \$715,559.36

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

Check Nbr	Vendor Name	Check Date	Check Amount
256803	95 PERCENT GROUP INC.	02/28/2020	130.82
256804	ACCO BRANDS CORPORATION	02/28/2020	509.75
256805	ACCOUNTABLE HEALTHCARE STAFFIN	02/28/2020	12,696.06
256806	ADVANCED TRAVEL/REV FUND	02/28/2020	314.43
256807	ADVANCED MEDICAL PERSONNEL SER	02/28/2020	12,566.06
256808	AIRGAS - NOR PAC, INC.	02/28/2020	43.90
256809	ALL SPORTS SCHOOL	02/28/2020	280.00
256810	ALLCERT LLC	02/28/2020	275.00
256811	Vendor Continued Check	02/28/2020	0.00
256812	AMAZON	02/28/2020	4,226.66
256813	APPLE INC	02/28/2020	191.34
256814	ARAMARK	02/28/2020	400.84
256815	ASSETGENIE, INC	02/28/2020	173.30
256816	AVEANNA HEALTHCARE	02/28/2020	3,470.97
256817	BAKER LUMBER CO.	02/28/2020	252.35
256818	Vendor Continued Check	02/28/2020	0.00
256819	Vendor Continued Check	02/28/2020	0.00
256820	BANK OF AMERICA	02/28/2020	18,692.50
256821	BAXTER AUTO PARTS #23	02/28/2020	334.65
256822	BEACOCK VANCOUVER MUSIC CO, IN	02/28/2020	22.27
256823	BEACON HILL SEWER	02/28/2020	250.84
256824	BELL STUDIOS	02/28/2020	378.00
256825	BLICK ART MATERIALS	02/28/2020	99.99
256826	BUREAU OF ED & RESEARCH INC	02/28/2020	1,377.00
256827	BUSINESS OFFICE-REV FUND	02/28/2020	1,744.82
256828	CAREERSTAFF UNLIMITED	02/28/2020	4,891.00
256829	CARL'S TOWING	02/28/2020	189.18

Check Nbr	Vendor Name	Check Date	Check Amount
256830	CARROLLS WATER ASSOCIATION	02/28/2020	256.25
256831	CASCADE NATURAL GAS	02/28/2020	22,217.89
256832	CASH & CARRY STORES LLC	02/28/2020	1,493.15
256833	CDW GOVERNMENT, INC.	02/28/2020	591.62
256834	CEDAR HOUSE MEDIA, LLC	02/28/2020	6,815.00
256835	CENTRAL WELDING SUPPLY	02/28/2020	990.21
256836	CERTIFIED LABORATORIES	02/28/2020	355.37
256837	CH20 INCORPORATED	02/28/2020	632.21
256838	CHOWN HARDWARE & MACHINERY	02/28/2020	61.52
256839	CHRISTENSON ELECTRIC, INC	02/28/2020	25,901.67
256840	CITY CREEK PRESS INC.	02/28/2020	45.22
256841	CITY OF KELSO	02/28/2020	10,811.00
256842	CITY OF KELSO - UTILITY DEPT	02/28/2020	5,734.17
256843	COLUMBIA SECURITY SERV & SYSTE	02/28/2020	6,630.00
256844	COLUMBIA WELLNESS	02/28/2020	450.00
256845	CONSOLIDATED ELECTRICAL DIST	02/28/2020	184.94
256846	CORWIN BEVERAGE CO.	02/28/2020	839.78
256847	COST LESS AUTO PARTS	02/28/2020	16.89
256848	COWLITZ COUNTY PUBLIC WORKS DE	02/28/2020	148.60
256849	COWLITZ PUD	02/28/2020	55,247.00
256850	COWLITZ CLEAN SWEEP	02/28/2020	158.91
256851	COWLITZ COUNTY HEALTH DEPT	02/28/2020	700.00
256852	COWLITZ COUNTY DEPT - ROADS	02/28/2020	321.00
256853	CRISIS PREVENTION INSTITUTE, I	02/28/2020	2,100.00
256854	CURT'S WINDSHIELD REPAIR	02/28/2020	129.72
256855	CUTRIGHT SUPPLY	02/28/2020	63.54
256856	Vendor Continued Check	02/28/2020	0.00
256857	Vendor Continued Check	02/28/2020	0.00
256858	DAIRY FRESH FARMS	02/28/2020	12,213.50
256859	DALE MCGHEE & SONS WELL DRILLI	02/28/2020	225.00
256860	DAVIS DEMOGRAPHICS & PLANNING,	02/28/2020	5,640.00
256861	DELL	02/28/2020	64.97
256862	DSU PETERBILT & GMC INC	02/28/2020	2,494.46
256863	Vendor Continued Check	02/28/2020	0.00
256864	DUCK DELIVERY PRODUCE, INC.	02/28/2020	13,596.57

Check Nbr	Vendor Name	Check Date	Check Amount
256865	EASTSIDE PSYCHOLOGY SERVICES,	02/28/2020	8,629.00
256866	EDUCATIONAL SERVICE DIST #112	02/28/2020	36,116.34
256867	ENTEK CORPORATION	02/28/2020	1,994.76
256868	ERF COMPANY, INC.	02/28/2020	310.00
256869	EXPRESS EMPLOYMENT PROFESSIONA	02/28/2020	406.34
256870	FASTENAL COMPANY	02/28/2020	281.25
256871	FEINER SUPPLY	02/28/2020	64.90
256872	FERGUSON ENTER. INC #3007	02/28/2020	1,241.09
256873	FLINN SCIENTIFIC INC.	02/28/2020	216.80
256874	FOXHIRE LLC	02/28/2020	14,018.40
256875	FRANZ FAMILY BAKERIES	02/28/2020	2,617.50
256876	GATEWAY EDUCATIONAL SERVICES	02/28/2020	2,331.00
256877	GB MANCHESTER CORPORATION	02/28/2020	21,035.94
256878	GEORGIE'S CERAMIC & CLAY CO.	02/28/2020	1,071.65
256879	GLAZIER CLINICS	02/28/2020	599.00
256880	GOODYEAR TIRE & RUBBER CO	02/28/2020	723.74
256881	GOPHER	02/28/2020	558.13
256882	GORDON TRUCK CENTERS	02/28/2020	56.70
256883	GRAINGER	02/28/2020	1,250.46
256884	GUNNAR'S AUTO SUPPLY	02/28/2020	8,971.96
256885	HEALTH CARE AUTHORITY	02/28/2020	2,931.12
256886	HODGE PRODUCTS INC	02/28/2020	336.51
256887	HOSA-Future Health Professiona	02/28/2020	40.00
256888	HUBERT COMPANY LLC	02/28/2020	546.87
256889	J.W. PEPPER & SON, INC.	02/28/2020	140.53
256890	KELSO HIGH SCHOOL A.S.B.	02/28/2020	200.00
256891	KELSO HIGH SCHOOL	02/28/2020	168.79
256892	KEYS PLUS LOCKSMITHS	02/28/2020	33.49
256893	Vendor Continued Check	02/28/2020	0.00
256894	KING COUNTY DIRECTORS	02/28/2020	6,519.60
256895	KUDELSKI SECURITY INC	02/28/2020	6,896.78
256896	LEADER SERVICES	02/28/2020	942.20
256897	LEARNZILLION INC	02/28/2020	9,100.00
256898	LEAVING THE VILLAGE LLC	02/28/2020	290.00
256899	LENOVO (UNITED STATES) INC	02/28/2020	7,150.82

Check Nbr	Vendor Name	Check Date	Check Amount
256900	LN CURTIS & SONS	02/28/2020	9,166.88
256901	LongBELL SECURITY RESOURCES	02/28/2020	369.70
256902	Longview School District #122	02/28/2020	345.00
256903	LOWE'S	02/28/2020	314.16
256904	LOWER COLUMBIA COLLEGE	02/28/2020	2,655.97
256905	LOWER COLUMBIA OCCUPATIONAL HE	02/28/2020	550.00
256906	M.F. ATHLETIC CO.	02/28/2020	4,472.64
256907	MALLORY SAFETY AND SUPPLY LLC	02/28/2020	86.48
256908	MCDONALD WHOLESALE CO, INC	02/28/2020	1,379.36
256909	MCMASTER-CARR SUPPLY COMPANY	02/28/2020	167.28
256910	MI CONTROLS, INC.	02/28/2020	999.93
256911	MICROK12	02/28/2020	16,952.71
256912	MIDWEST TECHNOLOGY PRODUCTS	02/28/2020	469.90
256913	MONOPRICE INC	02/28/2020	43.92
256914	NCCE	02/28/2020	1,620.00
256915	NORTH COAST ELECTRIC CO.	02/28/2020	443.64
256916	NuCO2	02/28/2020	303.82
256917	OFFENDER SERVICES	02/28/2020	3,000.00
256918	OFFICE DEPOT	02/28/2020	1,132.59
256919	OFFICE EXPRESS, INC	02/28/2020	6,673.85
256920	ORGANIZATION OF AMERICAN KODAL	02/28/2020	750.00
256921	PACIFIC FIBRE PRODUCTS INC	02/28/2020	643.20
256922	PACIFIC OFFICE AUTOMATION	02/28/2020	1,234.08
256923	PACIFIC OFFICE AUTOMATION	02/28/2020	2,618.97
256924	PALOS SPORTS, INC.	02/28/2020	993.52
256925	PAPE KENWORTH	02/28/2020	111.39
256926	PAPERBACKS GALORE	02/28/2020	540.35
256927	PERFORM BETTER / M.F. ATHLETIC	02/28/2020	3,885.12
256928	PERMA BOUND - DIV OF HERTZBERG	02/28/2020	45.09
256929	PHILLIPS SOIL PRODUCTS INC	02/28/2020	1,015.00
256930	PLANK ROAD PUBLISHING INC	02/28/2020	37.72
256931	PLATT ELECTRIC SUPPLY	02/28/2020	493.52
256932	PORTER FOSTER RORICK LLP	02/28/2020	8,462.50
256933	POS SYSTEMS GROUP INC	02/28/2020	695.25
256934	POTTER WEBSTER COMPANY	02/28/2020	910.43

Check Nbr	Vendor Name	Check Date	Check Amount
256935	PRO LINE BACKFLOW	02/28/2020	160.00
256936	PROGRESS CENTER, INC.	02/28/2020	46,480.00
256937	RIVERSIDE INSIGHTS	02/28/2020	5,116.40
256938	ROCKLER WOODWORKING AND HARDWA	02/28/2020	846.96
256939	S.W.W.M.E.A.	02/28/2020	3,390.00
256940	SAFEWAY INC	02/28/2020	333.49
256941	SCHETKY NORTHWEST SALES, INC	02/28/2020	1,549.84
256942	SCHOLASTIC	02/28/2020	251.38
256943	SCHOOL CHECKIN	02/28/2020	500.00
256944	SCHOOL NURSE ORGANIZATION OF W	02/28/2020	195.00
256945	SECURITY PROFESSIONALS, LLC	02/28/2020	303.61
256946	SHERWIN WILLIAMS	02/28/2020	397.44
256947	SOLIANI HEALTH	02/28/2020	12,960.00
256948	SRI / SIGNING RESOURCES & INTE	02/28/2020	260.00
256949	STATE AUDITOR'S OFFICE	02/28/2020	10,924.00
256950	SUNSET AUTO PARTS, INC.	02/28/2020	3,893.44
256951	SUPERINTENDENT OF PUBLIC INSTR	02/28/2020	14,691.07
256952	SUPPLIESOUTLET.COM INC	02/28/2020	138.37
256953	SW CLEAN AIR AGENCY	02/28/2020	672.00
256954	SWANSON BARK & WOOD PRODUCTS I	02/28/2020	1,070.20
256955	T & T TIRE LLC	02/28/2020	828.79
256956	THE HOME DEPOT PRO-SUPPLYWORKS	02/28/2020	9,201.17
256957	THE PART WORKS, INC.	02/28/2020	363.67
256958	TOBII DYNAVOX LLC	02/28/2020	968.04
256959	TRIANGLE BOWL	02/28/2020	3,243.00
256960	TROXELL COMMUNICATIONS, INC.	02/28/2020	2,484.14
256961	TWIN CITY SERVICE CO. INC.	02/28/2020	2,835.90
256962	U.S. CELLULAR	02/28/2020	1,358.79
256963	ULINE	02/28/2020	5,175.52
256964	US BANK	02/28/2020	900.00
256965	US BANK EQUIPMENT FINANCE	02/28/2020	3,812.56
256966	Vendor Continued Check	02/28/2020	0.00
256967	Vendor Continued Check	02/28/2020	0.00
256968	US FOODS INC	02/28/2020	60,623.19
256969	UW EDUCATIONAL OUTREACH REGIST	02/28/2020	10,400.00

Check Nbr	Vendor Name	Check Date	Check Amount
256970	VANCOUVER BOLT AND SUPPLY INC	02/28/2020	5.84
256971	VANCOUVER SCHOOL DISTRICT #37	02/28/2020	4,500.00
256972	VERNIE'S	02/28/2020	610.36
256973	VIKING AUTOMATIC SPRINKLER COM	02/28/2020	4,788.30
256974	VISION EDUCATION RESEARCH, LLC	02/28/2020	4,510.00
256975	WA ASSOC OF SCHOOL ADMINISTRAT	02/28/2020	250.00
256976	WA ASSOC FOR PUPIL TRANSPORTAT	02/28/2020	100.00
256977	WA DECA INC	02/28/2020	280.00
256978	WA HOSA	02/28/2020	99.00
256979	WA MUSIC EDUCATORS ASSOCIATION	02/28/2020	1,157.00
256980	WA School Personnel Asso.	02/28/2020	708.75
256981	WA ST ASSOC OF SCHOOL PSYCHOLO	02/28/2020	200.00
256982	WA ST CENTER FOR CHILDHOOD DEA	02/28/2020	2,600.00
256983	WA ST DEPT OF ECOLOGY	02/28/2020	937.00
256984	WA ST HOLOCAUST RESOURCE CTR	02/28/2020	52.00
256985	WA STATE COUNSELORS ASSOC	02/28/2020	270.00
256986	WAITE SPECIALTY MACHINE INC	02/28/2020	678.86
256987	WALTER E. NELSON CO.	02/28/2020	835.74
256988	WASBO	02/28/2020	1,165.00
256989	WASTE CONTROL/KELSO	02/28/2020	209.02
256990	WATKINS TRACTOR & SUPPLY CO.	02/28/2020	805.36
256991	WESTERN PSYCHOLOGICAL SERVICES	02/28/2020	122.10
256992	WILCO	02/28/2020	214.75
256993	WILCOX & FLEGEL FUEL OIL CO.	02/28/2020	27,033.50
256994	WINDSTREAM	02/28/2020	2,073.55
256995	Wyman, Thomas Albert	02/28/2020	1,396.63
256996	Youth & Family Link	02/28/2020	1,611.10

194	Computer	Check(s) For a Total of	715,559.36
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$2,349.77. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 256997 through 256997, totaling \$2,349.77

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

Check Nbr	Vendor Name	Check Date	Check Amount
256997	ACH- COWLITZ COUNTY TREASURER	02/28/2020	2,349.77

1	Computer	Check(s) For a Total of	2,349.77
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$1,391.40. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 256998 through 257002, totaling \$1,391.40

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

Check Nbr	Vendor Name	Check Date	Check Amount
256998	CGLIC-PHOENIX EASC	03/02/2020	124.86
256999	Earls, Valerie Ann	03/02/2020	1,038.31
257000	Holland, Mary Jane	03/02/2020	145.28
257001	METROPOLITAN LIFE	03/02/2020	21.35
257002	WEA/VSP	03/02/2020	61.60

5	Computer	Check(s) For a Total of	1,391.40
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$11,962.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257003 through 257003, totaling \$11,962.87

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
257003 CAMFIL USA INC	03/02/2020	11,962.87

1	Computer	Check(s) For a Total of	11,962.87
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$2,619,017.01. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3216 through 3228, totaling \$2,619,017.01

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

Check Nbr	Vendor Name	Check Date	Check Amount
3216	AINW	02/28/2020	9,052.04
3217	CAPITAL PROJECTS REVOLVING FUN	02/28/2020	304.00
3218	COWLITZ PUD	02/28/2020	13,042.00
3219	COWLITZ COUNTY BUILDING & PLAN	02/28/2020	150,640.55
3220	EDUCATIONAL SERVICE DIST #112	02/28/2020	57,294.81
3221	FIVE RIVERS CONSTRUCTION INC	02/28/2020	3,383.50
3222	FORMA CONSTRUCTION CO	02/28/2020	2,263,503.86
3223	INTEGRUS ARCHITECTURE PS	02/28/2020	97,840.41
3224	PBS ENGINEERING & ENVIRON.	02/28/2020	13,825.70
3225	PERKINS COIE LLP	02/28/2020	3,514.50
3226	SECURITY PROFESSIONALS, LLC	02/28/2020	43.19
3227	STAR RENTALS AND SALES	02/28/2020	4,402.37
3228	TROXELL COMMUNICATIONS, INC.	02/28/2020	2,170.08

13	Computer	Check(s) For a Total of	2,619,017.01
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$216.78. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30652 through 30652, totaling \$216.78

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

Check Nbr	Vendor Name	Check Date	Check Amount
30652	ACH-AP COWLITZ COUNTY TREASURE	02/28/2020	216.78
1	Computer	Check(s) For a Total of	216.78

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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$216.78. The ~~payments are further identified~~ in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 192000353 through 192000354, totaling \$216.78

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
192000353 Crooks, Carine Mariette	02/28/2020 116.78
192000354 Lemiere, Andrew Scott	02/28/2020 100.00

2	ACH	Check(s) For a Total of	216.78
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$77,120.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30653 through 30702, totaling \$77,120.46

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

Check Nbr	Vendor Name	Check Date	Check Amount
30653	ABM EQUIPMENT COMPANY INC	02/28/2020	314.12
30654	ADVANCED TRAVEL/REV FUND	02/28/2020	1,237.12
30655	AMAZON	02/28/2020	499.52
30656	ATHLETES CORNER	02/28/2020	1,457.67
30657	AWSP	02/28/2020	896.00
30658	BAKER LUMBER CO.	02/28/2020	1,193.59
30659	BANK OF AMERICA	02/28/2020	3,845.56
30660	THE BOXMAKER INC	02/28/2020	302.68
30661	CASH & CARRY STORES LLC	02/28/2020	315.28
30662	CENTRAL KITSAP HIGH SCHOOL	02/28/2020	350.00
30663	CORWIN BEVERAGE CO.	02/28/2020	2,289.70
30664	EASTBAY INC.	02/28/2020	6,431.69
30665	EVERGREEN FASTPITCH OFFICIALS	02/28/2020	65.00
30666	FLORAFINDER, LLC	02/28/2020	730.35
30667	FORT VANCOUVER HIGH SCHOOL	02/28/2020	200.00
30668	GEAR UP SPORTS, LLC	02/28/2020	3,681.40
30669	HASTY AWARDS	02/28/2020	1,833.69
30670	HOLIDAY INN	02/28/2020	739.28
30671	HOSA-Future Health Professiona	02/28/2020	200.00
30672	ILWACO HIGH SGOOL	02/28/2020	200.00
30673	JOSTEN'S AM. YEARBOOK CO	02/28/2020	11,488.40
30674	KELSO SCHOOL DISTRICT	02/28/2020	727.93
30675	KELSO TAKEDOWN CLUB	02/28/2020	548.44
30676	LOWE'S	02/28/2020	16.86
30677	LOWER COLUMBIA BASKETBALL OFFI	02/28/2020	6,570.50
30678	LOWER COLUMBIA WRESTLING OFFIC	02/28/2020	8,688.52
30679	M.F. ATHLETIC CO.	02/28/2020	5,159.08

Check Nbr	Vendor Name	Check Date	Check Amount
30680	MARK MORRIS HIGH SCHOOL	02/28/2020	450.00
30681	MOBILE MIC ENTERTAINMENT	02/28/2020	500.00
30682	NW DELI DISTRIBUTING, INC.	02/28/2020	3,217.42
30683	OFFICE EXPRESS, INC	02/28/2020	129.72
30684	PRO GRAPHYX	02/28/2020	248.52
30685	RAINIER PARTY RENTALS	02/28/2020	200.00
30686	RAINIER HIGH SCHOOL	02/28/2020	145.00
30687	RED LION	02/28/2020	415.88
30688	SAFEWAY INC	02/28/2020	385.20
30689	SIGNMASTERS AWARDS N' MORE, IN	02/28/2020	64.32
30690	SKYVIEW HIGH SCHOOL	02/28/2020	250.00
30691	SOUTH KITSAP SCHOOL DIST	02/28/2020	225.00
30692	US FOODS INC	02/28/2020	959.70
30693	VALLE STUDIOS	02/28/2020	350.00
30694	VERNIE'S	02/28/2020	242.82
30695	WA ACTIVITY COORDINATOR ASSOCI	02/28/2020	375.00
30696	WA DECA INC	02/28/2020	1,540.00
30697	WA HOSA	02/28/2020	792.00
30698	WAHSET	02/28/2020	4,415.00
30699	WASHINGTON STATE THESPIAN SOCI	02/28/2020	1,610.00
30700	WASHOUGAL HIGH SCHOOL	02/28/2020	200.00
30701	WELLER, DOLLIE K	02/28/2020	62.50
30702	YELM HIGH SCHOOL	02/28/2020	360.00

50	Computer	Check(s) For a Total of	77,120.46
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$79.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30703 through 30703, totaling \$79.24

Secretary _____	Board Member _____	
Board Member _____	Board Member _____	
Board Member _____	Board Member _____	
Check Nbr Vendor Name	Check Date	Check Amount
30703 ACH- COWLITZ COUNTY TREASURER	02/28/2020	79.24

1	Computer	Check(s) For a Total of	79.24
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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 February 24, 2020, the board, by a _____ vote, approves payments, totaling \$15.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1651 through 1651, totaling \$15.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
1651	KELSO HIGH SCHOOL	02/28/2020	15.00

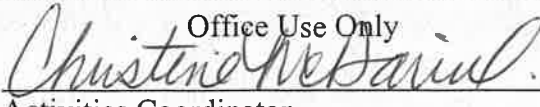
1	Computer	Check(s) For a Total of	15.00
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**KELSO HIGH SCHOOL
FIELD TRIP REQUEST
Form A**

Organization involved: KHS AVID 11 Date of trip: 03.27.2020 Date Requested: 02.26.2020
Reason for trip: College campus visitation to: CWU, EWU, U of Idaho, WSU
Destination: CWU, EWU, U of Idaho, WSU Departure Time: 6:45am Return Time: 8:45pm


☐ 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).

Supervision	Teacher in charge: <u>Jen Hamilton</u> Adult chaperones: <u>Jason Coburn</u> <u>Brianna Purdy</u> _____ _____	Number of students involved: <u>17</u> ♦ A typed list of preliminary students attending is required before approval will be made. ♦ Final list is to be turned into the Attendance Office before departure.
	If travel is overnight or out of state – chaperones must be 10-fingerprinted approved. See form B.	
Travel	<input type="checkbox"/> School Bus <input type="checkbox"/> Attached is a KSD bus trip ticket to reserve school bus(es). <input type="checkbox"/> KHS Van <input type="checkbox"/> The school van has been reserved... <input type="checkbox"/> I am certified to drive the van. <input checked="" type="checkbox"/> Charter Bus <input checked="" type="checkbox"/> Charter bus has been approved by transportation. <input checked="" type="checkbox"/> The activities coordinator has signed a contract. <input type="checkbox"/> Air <input type="checkbox"/> Tickets have been arranged & form B for overnight/out of state travel is attached.	
Paperwork	<input checked="" type="checkbox"/> Parent Permission forms with emergency information are on file for each student. <input checked="" type="checkbox"/> Student conduct and expectations have been discussed and provided in written form <input checked="" type="checkbox"/> Chaperone conduct and expectations have been discussed and provided in written form <input checked="" type="checkbox"/> Itinerary has been given to parents, secretaries, administrators and attached to this form.	
Funding	Substitute .. <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input checked="" type="checkbox"/> Building Account Number: <u>5554.27.2120.1500.0000.0000</u> Transportation... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input checked="" type="checkbox"/> Building Account Number: <u>5554.27.8580.500.0000.0000</u> Lodging... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input checked="" type="checkbox"/> Building Account Number: <u>5554.27.8580.1500.0000.0000</u> Food... <input type="checkbox"/> ASB <input type="checkbox"/> Vocational <input checked="" type="checkbox"/> Building Account Number: <u>5554.27.8580.1500.0000.0000</u>	
Safety	<i>Does this field trip involve any of the following (please check all that apply):</i> <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 type="checkbox"/> Outdoor education </div> <div> <input type="checkbox"/> Animals <input type="checkbox"/> Air Travel <input type="checkbox"/> Motorized Activities </div> </div>	

<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied	Office Use Only  _____ Activities Coordinator	<input checked="" type="checkbox"/> Placed on Calendar
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Distribution: Give copy to Advisor

**KELSO HIGH SCHOOL
FIELD TRIP REQUEST
Form B – Overnight**

Housing	Name of motel(s)/hotel(s) on trip: <u>Residence Inn</u> Phone number(s) of motel(s)/hotel(s): <u>509-332-7287</u>
Chaperones	Name of Administrator/Appointee on trip: <u>Jason Coburn, Jen Hamilton</u> Chaperones: (Must be 10-fingerprinted approved and must be a ratio of no more than 20 students to each chaperone. Male: _____ Female: <u>Brianna Purdy</u> _____ _____ Special Needs Chaperones: _____ _____
Student Care	Food accommodations: <u>Stopping for lunch and dinner, breakfast at hotel</u> Who is paying: <u>meal money from school</u> Amount per student: <u>\$28 per student</u>
Administrative	Office Use Only <div style="display: flex; justify-content: space-between;"><div><input checked="" type="checkbox"/> Appropriateness <input checked="" type="checkbox"/> Instruction of Participants <input checked="" type="checkbox"/> Approved <input type="checkbox"/> Denied</div><div style="text-align: right;"><input checked="" type="checkbox"/> Risk Management Approval <input checked="" type="checkbox"/> Instruction of Chaperones  Activities Coordinator</div></div>

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

AVID 11 – Overnight Field Trip for College Visitations

Here is the finalized itinerary for the AVID 11 Overnight Trip to CWU, EWU, and WSU. Students have been given the field trip permission form and the emergency contact form for the field trip.

Friday, March 27th , 2020

6:30 am – Arrive at Kelso High School
6:45 am – Leave KHS for CWU in Ellensburg, WA
Rest Stops
11:15 am – Arrive and Tour CWU
12:00 pm – Leave CWU, Lunch in Ellensburg
12:15 pm – Eat Lunch
12:45 pm – Leave Ellensburg, WA for EWU in Cheney, WA
Fuel Stop & Rest Stop
4:00 pm – Arrive and tour EWU in Cheney, WA
5:15 pm – Leave Cheney, WA for WSU in Pullman, WA
6:45 pm – Arrive in Pullman, WA
Organized Campus Activity (Grizzly bears if out of hibernation)
7:45 pm – Hotel Check-In & Order Pizza for Dinner
8:45 pm – Tour UREC
10:00 pm – In assigned hotel room
10:30 pm – Lights out

Saturday, March 28th , 2020

7:30 am – Meet in Lobby/Check Out of Hotel
7:45 am – Breakfast at McDonald's
8:30 am – Drive around University of Idaho Campus
9:45 am – Check-in for WSU Tour
11:30 am – Visit WSU Bookstore
12:15 am – Lunch at WSU CUB
1:00 pm – Leave Pullman for Kelso High School
Rest Stops (Two or Three)
Dinner in The Dalles, Oregon (30 min.)
8:45 pm – Arrive at KHS

Kelso High School
ASB Project/Fundraiser Request Form

Activity/Club Name: HOSA

Project Name: Blood drive

Description of Project: Fundraiser for nationals

Purpose of Project (how does it meet Cultural, Athletic, Recreational, Social criteria?):
Hoping to help the community by providing blood
that has the potential to save lives

Location of Sale: On Campus Off Campus _____
Location

Date of the minutes your Activity/Club approved this venture: 2/20/2020

Start Date: 5/28/2020 End Date: 5/28/2020 (final report due 1 wk after)

Club President: Anna Hallenell 3/3/20

Club Advisor: [Signature] 3/3/20

Any comments or issues that may affect this project/activity/fundraiser:

OFFICE USE ONLY	DATE:
Fundraiser Approved: <input type="checkbox"/> Yes <input type="checkbox"/> No	Principal Initials _____ ASB Business Mngr _____ ASB Secretary POS _____

(Unit prices & descriptions needed to set up Point of Sale System)

Product/Item sold	Unit Price
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Total Income:	\$ 1,000
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Estimated expenses from Project/Fundraiser

Shipping & Handling Charges:

Total Expense:	\$0.00
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Project/Fundraiser Summary

Estimated Project/Fundraiser Income	\$1.000
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Estimated Project/Fundraiser Expense	\$0.00
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TOTAL EXPECTED PROFIT	\$1,000
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Dear Kelso School Board,

As we are trying to build HOSA as a club (Health Occupations Students of America) we have noticed that fundraisers, like a blood drive, are beneficial to both the community and ourselves as a learning opportunity. Having a second blood drive of this year was not included in our budget because we were unaware of the impact it can have, especially because high school students are a large percentage of those who donate.

Our first blooddrive had enough donations to have the ability to save approximately 283 lives, and now we hope to save more. We were able to raise \$900 at the last blood drive which was used for the state conference. For the upcoming one we hope to raise at least that much to fund national qualifiers for the HOSA competition, as well as buy supplies that support the club.

Not only did we learn and practice appropriate bedside manner during this experience, we were also able to learn from professionals while exploring different health related careers. Thank you so much for your consideration and time, we hope that we are able to better the community once again.

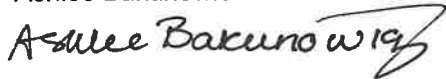
Sincerely,



HOSA club officers: Noora Osman, Anna

Hallowell, Allison Homer, Jennifer Brown, and

Ashlee Bakunowicz



Handwritten text, possibly a signature or name, appearing in the lower middle section of the page.

Handwritten text, possibly a signature or name, appearing in the lower right section of the page.

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

KHS Choir

1. What sport/club/class/activity is this request related to? _____

2. What is the title of the activity/event? SWWA Symphony Young Artist Concert

3. Date and times (start and finish) of activity being requested? Dress Rehearsal Fri April 17th at 7pm
Performances Saturday, April 18, 7:00 p.m. and Sunday, April 19, 3:00 p.m.

4. Where is the activity/event being held? _____
LCC Wollenberg Auditorium

5. Please be detailed and specific as to the extenuating circumstances prompting the request:____
This concert happens every other year. It lets student musicians from across the
Lower Columbia area form a mass performance group on a masterwork piece and
to perform with professional musicians.

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: 3/3/20

Board of Directors

☐ Approved Date _____

☐ Denied Date _____

Unfinished Business

- A. Policy 2030 Service Animals in School (2nd Reading & Action)Don Iverson
- B. Policy 3115 Homeless Students (2nd Reading & Action)Don Iverson
- C. Policy 3424 Opioid Related Overdose Reversal (2nd Reading & Action)Don Iverson
- D. Policy 4215 Use of Tobacco Nicotine Products & Delivery Devices (2nd Reading & Action)
.....Don Iverson

Service Animals in Schools Policy 2030

The Kelso School District Board of Directors acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” as required by federal laws and Washington State’s law against discrimination. This policy governs the presence of service animals in the schools and on school property, including school buses and at school activities.

A “service animal” means ~~an animal~~ any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. ~~sensory, mental or physical disability.~~ The work or tasks performed by the service animal must be directly related to the individual’s disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. A student’s ~~The parent/guardian of a student~~ who believes their student needs to bring a service animal to school or an employee who wishes to bring a service animal to school, must submit a written request to the building principal. The building principal, in consultation with the Section 504 coordinator or director of special services, as appropriate, will determine whether ~~or not~~ to permit the service animal in school. ~~The principal shall not ask about the nature or extent of a person’s disability, but may make two inquires to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.~~

The superintendent will develop procedures to implement the policy.

Policy 2030
Section: 2000 - Instruction

Cross Reference:	Policy 2029	Animals as Part of the Instructional Program
	Policy 2161	Education of Students with Disabilities
	Policy 2162	Education of Students with Disabilities Under Section 504
	Policy 3210	Nondiscrimination
	Policy 5010	Nondiscrimination and Affirmative Action
Legal References:	American Disabilities Act (ADA)	Revised Title II Regulations §35
		Section 504 of the Rehabilitation Act of 1973
	RCW 49.60.040	Definitions
	RCW 28A.642	Discrimination Prohibition
	WAC 392-145-021(3)	General Operating Requirements
	WAC 392-172A-01155(3)	Related Services
	WAC 392-172A-01035	Child with a Disability or Student eligible for Special Education
	WAC 392-190	Equal Educational Opportunity-unlawful discrimination
	WAC 162-26	Public accommodations, disability discrimination

Adopted: 12.12.11

Revised:

Service Animals in Schools Procedure 2030P

A. Service Animal Uses:

Service animals are ~~animals~~ any dog or miniature horse that is are individually trained to do work or perform tasks for the benefit of ~~people~~ an individual with disabilities a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability such as guiding people who are blind, alerting people who are deaf, pulling wheelchairs, alerting and protecting a person who is having a seizure or performing other special tasks. ~~Service animals are working animals, not pets.~~ The work or tasks performed by the service animal must be directly related to the individual's disability.

Examples of work or tasks include, but are not limited to the following:

- Assisting individuals who are blind or have low vision with navigation and other tasks,
- Alerting individuals who are deaf or hard of hearing to the presence of people or sounds,
- Providing nonviolent protection or rescue work,
- Pulling a wheelchair,
- Assisting an individual during a seizure,
- Alerting an individual to the presence of allergens,
- Retrieving items, such as medicine or the telephone,
- Providing physical support and assistance with balance and stability to individuals with mobility disabilities, and
- Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks.

It is a civil infraction to misrepresent an animal as a service animal. Use of a service animal by a student with a disability will be allowed in school when it is determined that the student's disability requires such use in order to assist or accommodate access to the instructional program, school services and/or school activities. ~~consistent with federal and state law.~~

Use of a service animal by an employee with a disability will be allowed when such use is necessary as a reasonable accommodation to enable the employee to perform the essential functions of their job or to access benefits of employment provided to all employees in the same job classification.

The use of a service animal by an individual with a disability will not be conditioned on the payment of a fee, security deposit or surcharge.

The principal shall not ask about the nature or extent of a person's disability, but may make two inquiries to determine whether an animal qualifies as a service animal. The principal may ask if the animal is required because of a disability and what work or task the animal has been trained to perform. The principal shall not require documentation, such as proof that the animal has been certified, trained, or licensed as a service animal, or require that the service animal demonstrate its task. The principal may

not make these inquiries about a service animal when it is readily apparent that an animal is trained to do work or perform tasks for a person with a disability.

B. Requirements for Service Animal Access:

Before a service animal will be permitted in school, on school property or at school sponsored events, the student's parent or the employee must provide a description of the task(s) the service animal is expected to perform in assisting the person with a disability.

The district will provide access to a person with a disability who needs a service animal provided that: ~~the tasks performed by the service animal are directly related to the disability; and the animal has been individually trained to perform a task, is housebroken; is free of disease and parasites, has a harness, leash or tether so it cannot run free and is under the control of the person with a disability.~~

- ~~1. The tasks performed by the service animal are directly related to the disability,~~
- ~~2. The animal has been individually trained to perform a task,~~
- ~~3. The animal is housebroken,~~
- ~~4. The animal is free of disease and parasites, and~~
- ~~5. The animal is under the control of its handler.~~

A service animal must also be licensed and immunized in accordance with the laws, regulations and ordinances of the city of Kelso, the county, and the state of Washington.

C. Parents or Animal Handlers:

Parents or animal handlers who will be present in school for the purpose of assisting a student with his/her service animal are required to submit to a sex offender registry and criminal background check. In addition, parents and handlers must comply with all standards of conduct that apply to school employees and volunteers.

D. Removal or Exclusion of a Service Animal from School or School Property:

The building principal or district administrator may request an individual with a disability to remove a service animal from school, a school-sponsored activity or school property if the animal is out of control and the animal's handler does not take effective action to control the animal. Examples of the animal being out of control include, but are not limited to the following:

1. The presence of the animal poses a direct threat to the health and/or safety of others;
2. The animal significantly disrupts or interferes with the instructional program, school activities or student learning. However, annoyance on the part of the others is not an unreasonable risk to property or others to justify the removal of the service animal;
3. The presence of the animal would result in a fundamental alteration of any school program;
4. The individual in control of the animal fails to appropriately care for the animal, including feeding, exercising, taking outside for performance of excretory functions and cleaning up after the animal;

5. The animal fails to consistently perform the function(s)/service(s) to assist or accommodate the individual with the disability;
6. The animal is ill; or
7. The animal is not housebroken.

If the district excludes a service animal, it will provide the individual with a disability the opportunity to participate in the service, program or activity without having the service animal on the premises.

E. Service Animals at School-Sponsored Events:

Individuals with disabilities may be accompanied by their service animals to events or activities open to the public that are held in schools or on school property.

The building administrator may revoke or exclude the service animals for the reasons set forth in paragraph "D" above.

F. Responsibility/Liability:

1. Neither the district, nor its employees, are responsible for the cost, care or supervision of the service animal. (See Policies 2161, Education of Students with Disabilities, and 2162, Education of Students with Disabilities Under Section 504, for responsibility for related services.)
2. A service animal must be under the control of its handler. A service animal must also have a harness, leash or other tether, unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of the harness, leash or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (e.g., voice control, signals or other effective means).
3. The owner/handler of the service animal is responsible for any and all damage caused by the service animal at school, on school premises or at school activities.

G. Appeals:

A parent or employee whose service animal has been excluded or removed may appeal the decision to the superintendent. If dissatisfied with the superintendent's decision, the parent or employee may appeal to the board.

H. Resources.

1. District Contact

Director of Student Services (504 students)

Director of Special Education (Special Education students)

2. State Contacts

Superintendent of Public Instruction

Equity and Civil Rights Office

P.O. Box 47200

Olympia, WA 98504-7200
360.725.6162

Washington State Human Rights Commission
711 South Capitol Way, Suite 402
P.O. Box 42490
Olympia, WA 98504-2490
360.753.6770

Office of Civil Rights
U.S. Department of Education
915 Second Avenue, Room 3310
Seattle, WA 98174
206.607.1600

Adopted: 12.12.11

Revised:

Students Experiencing Homelessness Students: Enrollment Rights and Services

Policy 3115

To the extent practical and as required by law, the district will work with homeless students and their families to provide them with equal access to the same free, appropriate public education (including public preschool education) provided to other students. Special attention will be given to the identification, enrollment, and attendance of homeless students not currently attending school, as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including those students who are:

- A. Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason;
- B. Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations;
- C. Living in emergency or transitional shelters;
- D. Abandoned in hospitals;
- E. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodations for human beings;
- F. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings;
- G. Migratory children living in conditions described in the previous examples.

The superintendent will designate an appropriate staff person to be the district's McKinney-Vento liaison for homeless students and their families. The liaison may simultaneously serve as a coordinator for other federal programs, provided that they are able to carry out the duties listed in the procedure that accompanies this policy.

~~If the district has identified more than ten unaccompanied youth, meaning youth not in the physical custody of a parent or guardian and including youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education act,~~ The principal of each elementary, middle and high school building will establish a point of contact for such youth. The point of contact is responsible for identifying homeless and unaccompanied youth and connecting them with the district's homeless student liaison. The district's homeless student liaison is responsible for training the building point of contact.

Best Interest Determination

In making a determination as to which school is in the homeless student's best interest to attend the district will presume that it is in the student's best interest to remain enrolled in their school of origin unless such enrollment is against the wishes of a parent, guardian or unaccompanied youth.

Attendance options will be made available to homeless families on the same terms as families resident in the district, including attendance rights acquired by living in attendance areas, other student assignment policies, and intra and inter-district choice options.

If there is an enrollment dispute, the student will be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian will be informed of the district's decision and the reasons therefor, (or informed if the student does not qualify for McKinney-Vento, if applicable) and their appeal rights in writing and in a language they can understand. The district's liaison will carry out dispute resolution as provided by state policy. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Once the enrollment decision is made, the school will immediately enroll the student, pursuant to district policies. However, enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including academic records, medical records, proof of residency, mailing address or other documentation, or denied or delayed due to missed application deadlines or fees fines or absences at a previous school.

If the student does not have immediate access to immunization records, the student will be admitted under a personal exception. Students and families should be encouraged to obtain current immunization records or immunizations as soon as possible, and the district liaison is directed to assist. Records from the student's previous school will be requested from the previous school pursuant to district policies. Emergency contact information is required at the time of enrollment consistent with district policies, and in compliance with the state's Address Confidentiality Program when necessary. However, the district cannot demand emergency contact information in a form or manner that constructs a barrier to enrollment and/or attendance at school.

Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary for the student, or will divide the costs equally.

The district's liaison for homeless students and their families will coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. This coordination includes providing public notice of the educational rights of homeless students where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters and soup kitchens. The notice must be disseminated in a manner and form that parents, guardians and unaccompanied youth receiving such services can understand, including, if necessary and to the extent feasible, in their native language. The district's liaison will also review and recommend amendments to district policies that may act as barriers to the enrollment

of homeless students and will participate in professional development and other technical assistance activities, as determined by the state-level (OSPI) coordinator for homeless children and youth programs.

The superintendent will:

- Strongly encourage all district staff, including substitute and regular bus drivers to annually review the video posted on the OSPI website on identification of student homelessness.
- Strongly encourage every district-designated homeless student liaison to attend trainings provided by the state on identification and serving homeless youth. Ensure that the district includes in materials provided to all students at the beginning of the school year or at enrollment, information about services and support for homeless students (i.e., the brochure posted on the OSPI website).
- Use a variety of communications each year to notify students and families about services and support available to them if they experience homelessness (e.g.

Distributing and collecting a universal annual housing intake survey, providing parent brochures directly to students and families, announcing the information at school- wide assemblies, posting information on the district's website).

Facilitating on-time grade level progression

The district will: 1) waive specific courses required for graduation for students experiencing homelessness if similar coursework has been satisfactorily completed in another school district; or 2) provide reasonable justification for denial of the waiver. In the event the district denies a waiver and the student would have qualified to graduate from their sending school district, the district will provide an alternative process of obtaining required coursework so that the student may graduate on time.

The district will consolidate partial credit, unresolved, or incomplete coursework and will provide students experiencing homelessness with opportunities to accrue credit in a manner that eliminates academic and nonacademic barriers for the student.

For students who have been unable to complete an academic course and receive full credit due to withdrawal or transfer, the district will grant partial credit for coursework completed before the date of the withdrawal or transfer. When the district receives a transfer student in these circumstances, it will accept the student's partial credits, apply them to the student's academic progress or graduation or both, and allow the student to earn credits regardless of the student's date of enrollment in the district.

In the event a student is transferring at the beginning of or during their junior or senior year of high school and is ineligible to graduate after all alternatives have been considered, the district will work with the sending district to ensure the awarding of a diploma from the sending district if the student meets the graduation requirements of the sending district.

In the event a student a enrolled in three or more school districts as a high school student, has met state requirements, has transferred to the district, but is ineligible to graduate from the district after all alternatives have been considered, the district will waive its local requirements and ensure that the student receives a diploma.

Note: The following bracketed information is not essential or required by law. However, RCW 7.70.065 (2)(b) now allows certain school staff to provide informed consent for the provision of nonemergency primary care services to underage homeless children as defined by the federal McKinney-Vento Homeless Assistance Act, when such children are not under the supervision, control, custody, and/or care of a parent, custodian, legal guardian, or the department of social and health services and when the child is not authorized to provide his or her own consent through another legal mechanism. Each District contemplating the adoption of the following language below pursuant to amendments to RCW 7.70.065 would benefit from careful consideration of the implications of adopting informed consent language.

Informed consent for healthcare

Informed consent for healthcare of behalf of a student experiencing homelessness may be obtained from a school nurse, school counselor, or homeless student liaison when:

- a. Consent is necessary for non-emergency, outpatient, primary care services, including physical examinations, vision examinations and eyeglasses, dental examinations, hearing examinations and hearing aids, immunizations, treatments for illnesses and conditions, and routine follow-up care customarily provided by a health care provider in an outpatient setting, excluding elective surgeries.
- b. The student meets the definition of a “homeless child or youth” under the federal McKinney-Vento homeless education assistance improvements act of 2001; and
- c. The student is not under the supervision or control of a parent, custodian, or legal guardian, and is not in the care and custody of the department of social and health services.

Upon the request by a health care facility or a health care provider, a District employee authorized to consent to care must provide to the person rendering care a signed and dated declaration stating under penalty of perjury that the employee is a school nurse, school counselor, or homeless student liaison and that the minor patient meet the requirements of RCW 7.70.065(2)(b) listed above in this policy.

The District and District employee authorized to consent to care under this policy are not subject to administrative sanctions or civil damages resulting from the consent or non-consent for care or payment for care. Any declaration required by a health care facility or a health care provider described in the above paragraph must include written notice that the District employee is exempt from administrative sanctions and civil liability resulting from the consent or non-consent for care or payment for care.

Cross References:	Policy 3116	Students in Foster Care
	Policy 3120	Enrollment
	Policy 3231	Student Records
	Policy 3413	Student Immunization and Life-Threatening Conditions
	Policy 4218	Language Access Plan
Legal References:	RCW 28A.225.215	Enrollment of Children Without Legal Residency
	RCW 28A.320.142	Unaccompanied youth – Building point of contact – Duty of District

Management Resources:	RCW 28A.320.145	Support for Homeless Students
	RCW 7.70.065	Informed consent- Persons authorized to provide for patients who are not competent – Priority
	20 U.S.C. 6301 et seq.	Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA)
	42.U.S.C.11431 et seq.	McKinney-Vento Homeless Assistance Act
	Chapter 28A.320 RCW	Provisions applicable to all districts (new section created by 3SHB 1682, 2016 legislative session)
	<i>Policy News</i> , Oct 2002	NCLB Addresses Homeless Students
	<i>Policy News</i> , Oct 2004	Homeless Students: Enrollment Rights and Services Update Posters and Other Materials for Community Outreach – OSPI
	<i>Policy News</i> , Dec 2014	
	<i>Policy News</i> , Nov 2016	
	<i>Policy News</i> , July 2017	
	<i>Policy News</i> , Oct 2017	
	<i>Policy News</i> , July 2019	

Adopted: 5.8.06

Revised: 3.9.15 | 4.27.15 | 2.7.17 | 11.27.17

Students Experiencing Homelessness Students: Enrollment Rights and Services

Policy 3115P

A. Enrollment

1. The district will consider the best interest of the child in enrollment decisions;
2. The district shall not deny or delay enrollment of homeless students;
3. The district's need for student contact information shall not be in a form or manner that constructs a barrier for homeless students. For example homeless students may not be excluded for failure to have a mailing address or emergency contact information;
4. The district's liaison shall:
 - a. Ensure that public notice is disseminated where homeless children receive services; and
 - b. Assure that students are identified by school personnel, enrolled in school and have a full and equal opportunity to succeed; and
 - c. Inform parents and guardians of educational and related activities and inform parents of transportation services.

B. Definitions

1. **Homeless Children and Youth:** means individuals who lack a fixed, regular, and adequate nighttime residence. This includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason, living in motels, parks or campgrounds; or children or youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a sleeping accommodation by human beings; or children or youth living in cars, abandoned buildings or substandard housing or similar situations; or migratory children because they are living in circumstances like those described above.
2. **Unaccompanied Youth:** means a youth not in the physical custody of a parent or guardian. Youth living on their own in any of the homeless situations described in the McKinney-Vento Homeless Education Act.

C. Dispute Resolution Procedure

The District shall ensure that the child/youth attends the school in which they sought enrollment while the dispute process is being carried out.

1. Notification of Appeal Process

If the district seeks to place a homeless child in a school other than the school of origin or the school requested by the parent, the school district shall inform the parent or the unaccompanied youth of the right to appeal. The district shall provide the parent or unaccompanied youth with written notice including:

- a. An explanation of the child's placement and contact information for the district and the OSPI homeless liaison, including their roles;
- b. Notification of the parent's right to appeal(s);
- c. Notification of the right to enroll in the school of choice pending resolution of the dispute;

- b.** The OSPI's homeless education coordinator or designee, along with the appropriate agency director, and/or agency assistant superintendent shall make a final decision within fifteen business days of receiving the appeal;
- c.** The OSPI's decision will be forwarded to the district's homeless liaison. The liaison will distribute the decision to the parent or unaccompanied youth and the local superintendent.
- d.** The OSPI's decision will be the final resolution for placement of a homeless child or youth in the district.
- e.** The district will retain the record of all disputes, at each level, related to the placement of homeless children.

D. Inter-district Disputes

If districts are unable to resolve a dispute regarding the placement of a homeless student, either district may submit a written request to the OSPI seeking resolution.

The OSPI will resolve the dispute within ten (10) business days of notification of the dispute and inform all interested parties of the decision.

Adopted: 10.25.10

Revised:

Opioid Related Overdose Reversal Policy 3424

The board recognizes that the opioid epidemic is a public health crisis and access to opioid-related overdose reversal medication can be life-saving. To assist a person at risk of experiencing an opioid-related overdose, the district will seek to obtain and maintain at least one set of opioid overdose reversal medication doses in each of its high schools.

The district has authority to obtain and maintain opioid overdose reversal medication either through a standing order, prescribed and dispensed according to RCW 69.41.095(5), or through one or more donation sources. The district will seek at least one set of opioid reversal medication doses for each of its high schools. However, if the district documents a good faith effort to obtain and maintain opioid overdose reversal medication through a donation source, and is unable to do so, the district is exempt from the obligation to have a set of opioid reversal medication doses for each high school.

The following personnel may distribute or administer the school-owned opioid overdose reversal medication to respond to symptoms of an opioid-related overdose:

- A school nurse,
- School personnel who become designated trained responders, or
- A health care professional or trained staff person located at a health care clinic on public school property or under contract with the school district.

Training for school personnel to become designated trained responders and distribute or administer opioid overdose reversal medication must meet the requirements for training described in the statute and any rules or guidelines for such training adopted by the Office of Superintendent Public Instruction. If a district high school does not have a full-time school nurse or trained health care clinic staff, the district shall identify at least one member of each high school's personnel to become a designated trained responder who can distribute and administer opioid overdose reversal medication.

Opioid overdose reversal medication may be used on school property, including the school building, playground, and school bus, as well as during field trips or sanctioned excursions away from school property. A school nurse or a designated trained responder may carry an appropriate supply of school-owned opioid overdose reversal medication on in-state field trips and sanctioned in-state excursions.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training as specified in the accompanying procedure.

If any type of overdose is suspected, including an opioid related overdose, district staff will call 9-1-1 and alert a first responder. The school nurse, designated trained responder, or trained staff person located at a health care clinic on public school property or under contract with the school district will follow the

Washington Department of Health steps for administering naloxone for a suspected opioid related overdose.

Cross References: 3418 - Response to Student Injury or Illness

3416 - Medication at School

Legal References: Chapter 28A.210 RCW – Health Screening and Requirements

Chapter 69.50.315 RCW – Health Screening and Requirements

Chapter 69.50.315 RCW – Drug-related overdose

Management Resources: 2020 - February Issue

OSPI, January 2020, *Opioid Related Overdose Policy Guidelines and Training in the School Setting*

Adopted:

Revised:

Opioid Related Overdose Reversal Procedure 3424P

Opioid overdose reversal medication and rescue breathing are evidence-based interventions known to result in positive outcomes for individuals experiencing an opioid related overdose. The district shall utilize the *Opioid Related Overdose Policy Guidelines & Training in the School Setting* published by the Office of the Superintendent of Public Instruction.

Opioids and Overdose

Opioids are a class of drugs derived from opium poppy or entirely created in a lab. Opioids include morphine, codeine, oxycodone, hydrocodone, hydromorphone, heroin, meperidine, fentanyl, and methadone. There are prescription opioids and opioids that are created and obtained illicitly.

An opioid overdose happens when someone has taken too much of an opioid. Synthetic opioids such as Fentanyl are especially dangerous due to its potency and can be added to illicit street drugs. A person may experience non-life threatening effects such as nausea, vomiting, or sleepiness. A person may also experience life threatening effects that may lead to death, including infrequent or absent breathing, slowed or irregular heartbeat, no response to stimuli, and severe allergic reaction.

Risk factors for an opioid overdose include:

- Mixing opioids with other substances including benzodiazepines or alcohol
- Using after a break in use due to decreased tolerance
- Taking too many opioids
- Other health conditions
- Previous overdose
- Using opioids not from a pharmacy because the strength is unknown
- Using alone (increases risk from dying from an overdose)

Those who overdose rarely experience sudden breathing cessation. There is usually enough time to intervene before breathing completely stops and death occurs. Opioid overdose reversal medication and rescue breathing are evidence-based intervention outcomes for individuals experiencing an opioid overdose.

An opioid high presents differently than an opioid overdose.

Opioid High	Opioid Overdose
Normal skin tone	Pale, clammy skin Blue or purple lips or fingernails for person with light complexion and white or ashy lips and fingernails for person with dark complexion
Breathing appears normal	Infrequent, shallow, or absent breathing Respiratory rate less than 8 breaths per minute
Normal heart rate	Slow or irregular heartbeat
Looks sleepy	Unconscious or unable to wake
Speech slurred or slow	Deep snoring, gurgling, or choking sounds (death rattle)
Responsive to stimuli	Not responsive to stimuli
Pinpoint pupils (with some exceptions)	Pinpoint pupils

An opioid overdose may occur intentionally or in many cases unintentionally after injection, ingestion, or inhalation of an opioid. Assessing an individual for responsiveness and breathing is critical to a successful outcome of a person experiencing an opioid overdose. A few quick ways to determine this are:

- Shout their name and shake them
- Rub knuckles hard on the breastbone in the middle of the chest or on the upper lip of the individual.

If the person responds to the stimuli, assume an overdose has not yet occurred. However, emergency medical services should be notified. Remain with the individual and continue to assess for responsiveness and breathing until help arrives. It is important to monitor the person and try to keep the individual awake and alert. If the person does not respond to hearing their name, being shook, or having knuckles rubbed on their breast bone or upper lip, assume they may be experiencing an opioid overdose.

An opioid overdose requires immediate medical attention. It is essential to have a trained medical professional assess the condition of a person experiencing an overdose. All schools are expected to activate emergency medical services in an expected case of an overdose. Naloxone is effective only if there are opioids involved in the overdose. Naloxone will not reverse an overdose involving alcohol, benzodiazepines, or cocaine. Washington's Good Samaritan Law provides some protections when calling 911 to save a life, even if drugs are at the scene according to RCW 69.50.315. The victim and person calling 911 cannot be prosecuted for simple possession. The District shall follow the Washington Department of Health's steps for administering naloxone for drug overdose. (<https://www.doh.wa.gov/Portals/1/Documents/Pubs/150-126-NaloxoneInstructions.pdf>)

Obtaining and Maintaining Opioid Overdose Medication

If a statewide standing order for intranasal or auto-injection intramuscular forms of naloxone is available, the district will obtain and maintain those forms of opioid overdose reversal medication exclusively.

The district may seek to obtain opioid overdose reversal medication through donations from manufacturers, non-profit organizations, hospitals, and local health jurisdictions. The district may also purchase opioid overdose reversal medication directly from companies or distributors at discounted pricing. The district must maintain written documentation of its good faith effort to obtain opioid overdose reversal medication from these sources.

A school administrator at each district high school shall ensure that the opioid overdose reversal medication is stored safely and consistently with the manufacture's guidelines. School administrators will also make sure that an adequate inventory of opioid overdose reversal medication is maintained with reasonably projected demands. Medication should be routinely assessed to ensure enough time for reacquiring the medication prior to the expiration date.

Opioid overdose reversal medication shall be clearly labeled in an unlocked, easily accessible cabinet in a supervised location. Consider storing opioid overdose reversal medication in the same location as other rescue medications. Expiration dates should be documented on an appropriate log a minimum of two

times per year. Additional materials (e.g. barrier masks, gloves, etc.) associated with responding to an individual with a suspected opioid overdose can be stored with the medication.

Training

School-based health centers are responsible for training their personnel.

The district will ensure each high school has at least one personnel member who can distribute or administer opioid overdose reversal medication. Training for designated trained responders will occur annually prior to the beginning of each school year and throughout the school year as needed. Training may take place through a variety of platforms, including online or in a more conventional classroom setting. Training may occur in small groups or conducted one-on-one and may be offered by nonprofit organizations, higher education institutions, or local public health agencies. A licensed registered professional nurse who is employed or contracted by the district may train the designated trained responders on the administration of the opioid overdose reversal medication consistent with OSPI's guidelines and this policy/procedure.

The district will maintain a log of all designated trained responders for each high school. The log will include a list of all persons who are designated trained responders, a list of their trainings with the date and location of the training and the name of the trainer.

Individuals who have been directly prescribed opioid overdose reversal medication according to RCW 69.41.095 lawfully possess and administer opioid overdose reversal medication, based on their personal prescription. However, such "self-carrying" individuals must either show proof of training as verified by a licensed registered professional nurse employed or contracted by the district or participate in district training. These self-carrying individuals do not count toward the designated trained responders at each high school.

Liability

The district's and practitioner's liability is limited as described in RCW 69.41.095.

Adopted:

Revised:

Use of Tobacco and Nicotine Products and Delivery Devices Policy 4215

The board of directors recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school district, and all members of the community, have an obligation as role models to refrain from use of tobacco products and delivery devices on school property at all times. Tobacco products and delivery devices includes, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, and vapor products, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances; and any other smoking equipment, device, material or innovation.

Any use of such products and delivery devices by staff, students, visitors and community members will be prohibited on all school district property, including all district buildings, grounds and district owned vehicles, and within five hundred feet of schools. Possession by, or distribution of tobacco products to **any person under twenty-one years of age** ~~minors~~ is prohibited.

The use of Federal Drug Administration (FDA) approved nicotine replacement therapy such as a nicotine patch, gum or lozenge is permitted. However, students and employees must follow applicable policies regarding use of medication at school.

Notices advising students, district employees and community members of this policy will be posted in appropriate locations in all district buildings and at other district facilities as determined by the superintendent and will be included in the employee and student handbooks. Employees and students are subject to discipline for violations of this policy, and school district employees are responsible for the enforcement of the policy.

Cross References:	Policy 3200	Student Rights & Responsibilities
	Policy 3241	Classroom Management, Corrective Action or Punishments
	Policy 3416	Medication at Schools
	Policy 5201	Drug-Free Schools, Community and Workplace
	Policy 5280	Termination of Employment
Legal References:	RCW 28A. 210.310	Prohibition on use of tobacco products on school property
	Chapter 70.155, RCW	Tobacco – Access to Minors
	RCW. 28A.210.260	Public and private schools – Administration of medication – Conditions
	RCW.28A.210.270	Public and private schools – Administration of medication – Immunity from liability – Discontinuance, procedure.

Management Resources: *Policy News*, Oct 2019
Policy News, July 2016
Policy News, Feb 2014 Use of Tobacco and Nicotine Substances policy
updated to address vapor devices
Policy News, Dec 2010 Addressing the Use of Electronic Cigarettes
Policy News, Oct 2010 Electronic Cigarettes

Adopted: 3.13.06

Revised: 3.21.11 | 5.19.14 | 9.5.17

New Business

- A. Resolution 2019/20-17 Use of Butler Acres Elementary School Modernization Documents (Action)
.....Phil Iverson
- B. Coweeman Elementary School Achievement Presentation Greg Gardner
- C. Policy 2410P Graduation Requirements (1st Reading) Lacey DeWeert
- D. Legislative UpdateLeah Moore
- E. Superintendents ReportMary Beth Tack

KELSO SCHOOL DISTRICT NO. 458
RESOLUTION NO. 2019/20—17

**A Resolution of the Board of Directors certifying
the approval and use of the Butler Acres Elementary School Modernization
Construction Documents**

WHEREAS, Kelso School District No. 458 has contracted with Collins Architectural Group to develop the Construction documents, with assistance from the Butler Acres Design Advisory Committee, to be used as the basis for construction documents for the Butler Acres Elementary School Replacement project

THEREFORE, BE IT RESOLVED, that Kelso School District Board of Directors approve use of the Construction Documents for the Butler Acres Elementary School Modernization Project.

DATED this 9th day of March, 2020.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary

Coweeman Middle School Achievements

High School Graduation Requirements

Procedure 2410P

PUBLICATION OF GRADUATION REQUIREMENTS

Prior to registering in high school, and each year thereafter, each student and his/her parents or guardians will be provided with a copy of the graduation requirements in effect for that student (those in effect when the student enrolled in ninth grade unless ten years have elapsed). Graduation requirements may also be included in the student handbook.

CREDIT REQUIREMENTS

Period of Eligibility to Earn Credits

Generally, credit towards high school graduation will be earned in grades nine through twelve. However, unless requested otherwise by the student and the student's family, the district will award high school credit towards fulfilling graduation requirements to a student who has completed high school courses while in seventh or eighth grade if one of the following applies:

- A. The course was taken with high school students, and the student successfully passed the same course requirements, and examinations as the high school students enrolled in the class: or
- B. The course taught at the middle school level has been determined by the district to be similar or equivalent to a course taught at the high school level.

Students who have taken and successfully completed high school courses under the above circumstances shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

Awarding of High School Credit

The district will award high school credit for successful completion of a specified unit of study. A student successfully completes a specified unit of study by doing one of the following:

- A. Earning a passing grade according to the district's grading policy;
- B. Demonstrating proficiency or mastery of content standards as determined by the district (the district will establish a process for determining proficiency or mastery for credit bearing courses of study.)
 - a. Students who have passed the Smarter Balanced assessment of Science in English Language Arts, Mathematics, and/or Science may receive up to one (1) credit in each of the following areas.
 - 1. One (1) credit English Language Arts in 9th and/or 10th grade – for passing ELA state assessment.
 - 2. One (1) credit Mathematics in Algebra I and/or Algebra II – for passing Math state assessment.
 - 3. One (1) credit Science in Integrated 9 Science or Biology – for passing Science state assessment.

- C. Successfully completing an established number of hours of planned instructional activities to be determined by the district.

Credits from Other Programs

The principal or designee is responsible for determining which credits will be recognized by the district for students enrolling from another state approved learning program (public school, approved private school, or home school), or from out-of-state, or out-of-country. The district will accept credits from another Washington public school or accredited state private school or accredited out-of-state public or private school to the extent the credit matches a district graduation requirement, or may be counted as an elective credit. The district will evaluate credits from unaccredited programs or home schools as described below for home school students. Decisions of the principal or designee may be appealed to the superintendent within fifteen school days of the initial decision.

Total Number of Credits Required

The following courses are approved for satisfying the subject area requirements as established by the State Board of Education and shall be required of each candidate for graduation:

Subject	Credits Required	Options
Language Arts	4	Language Arts 9 – 1.0 credit Language Arts 10 – 1.0 credit Language Arts 11 – 1.0 credit Senior Language Arts Elective – 1.0 credit
Mathematics	3	Algebra 1 or equivalent – 1.0 credit Geometry or equivalent – 1.0 credit Algebra II or equivalent – 1.0 credit
Science	3	Two lab classes required. Integrated Science, Earth, Space, Physics or equivalent – 1.0 credit Biology I and II – 1.0 credit Chemistry I - .5 credit Science Elective - .5 credit
Social Studies	3	World History & Geography – 1.0 credit US History – 1.0 credit American Government - .5 credit 1 social studies class elective - .5 credit
Fine Arts*	2	Music, Art, Drama, and some CTE courses
Health and Fitness	2	9 th grade PE - .5 credit 3 PE elective classes – 1.5 credits
Occupational Education/CTE	1	Agriculture and Natural Resources, Automotive, Business, Marketing and Visual Technology, engineering design and fabrication, business marketing, family & consumer science, STEM, Off-Campus Program (fire science, first responder,

		health science career, police science)
World Language*	2	Japanese, French, Spanish, American Sign Language
Family Health**	0.5	9 th grade health - .5 credits
Electives	5.5	See course catalog for list of current elective offerings
Washington State History		Usually taken in 7 th grade, non-credit, state graduation requirement
TOTAL REQUIRED CREDITS	26	

*Personalized Pathway Requirements are related courses that lead to a specific post high school career or educational outcome chosen by the student based on the students interests and High School and Beyond Plan, that may include Career and Technical Education, and are intended to provide a focus for the students learning. Students can use their Personal Pathway Requirements, which is part of their High School and Beyond Plan, to waive up to 2 credits of World Language and 1 credit of Fine Arts in order to pursue classes that are pertinent to their post-high school career plans.

**Per Chapter 28A.23a RCW, each school district must offer instruction in cardiopulmonary resuscitation (CPR) in at least one health class required for graduation. CPR is offered in the Kelso School District's required 9th grade health class.

Automatic Granting High School Credit for High School Courses Taken Prior to High School

For the class of 2024 and beyond, high school level courses taken in middle school will automatically be transcribed to the high school transcript as a Pass. Failures of middle school coursework will not be placed on the high school transcript. Students may opt to instead have the numerical grade earned for the class posted to the high school transcript. If a student intends to have the numerical grade included in the high school cumulative GPA, the school provided form must be completed by June 1 of the Junior (11th grade) school year. In addition, students may opt to have the middle school course removed from the high school transcript. This process must be completed by June 1 of the Junior year.

Alternative Programs

The district may grant credit toward graduation requirements for planned learning experiences primarily conducted away from the facilities owned, operated, or supervised by the district.

Submission to the building principal a proposal for approval of out-of-school learning activities will be submitted prior to the experience, will be at no additional cost to the district, and will include at least the following information:

- A. The name of the program or planned learning experience;
- B. The length of time for which approval is desired;
- C. The objective(s) of the program or planned learning experience;

- D. The state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. A description of how credits will be determined in accord with WAC 180-51-050(1);
- F. The content outline of the program and/or major learning activities and instructional materials to be used;
- G. A description of how student performance will be assessed;
- H. The qualifications of instructional personnel;
- I. The plans for evaluation of program; and
- J. How and by whom the student will be supervised.
- K. The district will keep a list of approved programs on file with the building principal. The building principal or designee will communicate the reasons for approval or disapproval to those making the request.

Running Start

The Running Start program allows high school juniors and seniors to attend community college classes (100 level or above) for part or all of their schedule. Students must be of junior standing or above to be eligible for the program. Students earn college credit, which is also converted and applied to their high school transcript.

In order to enroll in the Running Start program, students need to do the following:

- A. Contact the college they are interested in attending to learn about the application process and requirements for enrollment.
- B. Speak with their counselor to assess credits needed for graduation, then decide which courses they would like to take at the college. Note that part-time Running Start students will need to coordinate college classes so that they do not interfere with their high school classes. Full-time running start students will not be enrolled in courses at the high school, even when the community college they attend is not in session.
- C. Obtain a Running Start Enrollment Verification Form (EVF) from the college or their high school counselor. The counselor will sign the form after the student completes the portion. A parent signature is required if the student is under 18 years old.
- D. Take the authorization form to the college and register for classes. Once the classes are completed, the college will notify the high school and credits will be added to the student's transcript.

Credit for Career and Technical Work-Based Learning

The district regards work experience as part of the educational program of students as part of the secondary school curriculum rather than just a device to relieve a staffing shortage. The district may grant credit for work experience based upon the following factors:

- A. The school will supervise the work program.
- B. The work experience will be specifically related to the student's school program.
- C. The work experience will represent growth in the student, and the type of work will have definite

educational value.

- D. The work experience will provide a varied job experience.
- E. Work experience teacher will supplement the work experience with an adequate program of guidance, placement, follow-up and coordination between job and school.
- F. The work experience may be as a planned part of credit given for a school subject (e.g., sales training class).
- G. The district may grant one credit for not less than one hundred eighty hours of for instructional work based learning experience, and not less than three hundred sixty hours of cooperative work based learning experience related to a student's school program.
- H. The employer will legally employ the student who must have passed his/her sixteenth birthday.
- I. The employer will file a report of the student's work record with the school, indicating the student made satisfactory progress on the job.
- J. The regular state apprenticeship program and school cooperatively develop the student's training, which meets graduation requirements standards.
- K. The program standards and procedures align with the state career and technical work based learning standards

Home School Credits

Guidelines for granting high school credit for home schooling are as follows:

- A. All home school credits/grades will be recorded as pass/fail on Kelso High School transcripts.
- B. The principal will have final authority on appropriate grade and course-level placement.
- C. Probationary placement may be made until student performance level is verified.
- D. Credit is granted for the following approved schools:
 - a. Community colleges, vocational-technical institutes, four-year colleges and universities, and approved private schools in the state of Washington, and
 - b. Other schools or institutions that are approved by the district after evaluation for a particular course offering

HIGH SCHOOL AND BEYOND PLAN REQUIREMENT

Each student must have a high school and beyond plan to guide the student's high school experience and inform course taking that is aligned with the student's goals for education or training and career after high school.

High school and beyond plans must be initiated for students during the seventh or eighth grade to guide their high school experience and prepare them for postsecondary education or training and their careers. In preparation for initiating a high school and beyond plan, each student must first be administered a career interest and skills inventory.

The district encourages parents and guardians to be involved in the process of developing and updating students' high school and beyond plans. Students' plans will be provided to students' parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district.

School staff will update students' plans to reflect high school assessment results and revised as necessary for changing interests, goals, and needs. Each student's high school and beyond plan will be updated to inform junior year course taking.

For students with an individualized education program (IEP), the high school and beyond plan must be developed and updated in alignment with their IEP, but in a similar manner and with similar school personnel as for all other students.

All high school and beyond plans will, at a minimum, include the following:

- A. Identification of career goals, aided by a skills and interest assessment;
- B. Identification of educational goals;
- C. Identification of dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under RCW 28A.320.195, career and technical education programs, running start programs, AP courses, international baccalaureate programs, and college in the high school programs;
- D. Identification of Financial Aid options:
 - a. College bound scholarship program established in chapter 28B.118 RCW; FAFSA; WASFA
- E. A four-year plan for course taking that that does the following:
 - a. Includes information about options for satisfying state and local graduation requirements;
 - b. Satisfies state and local graduation requirements;
 - c. Aligns with the student's secondary and postsecondary goals, which can include education, training, and career;
 - d. Identifies course sequences to inform academic acceleration, as described in RCW 28A.320.195, that include dual credit courses or programs and are aligned with the student's goals;
 - e. Includes information about the college bound scholarship program; and
 - f. Evidence that the student has received the following information on federal and state financial aid programs that help pay for the costs of a postsecondary program:
 - 1. Information about the documentation necessary for completing the applications; application timelines and submission deadlines; the importance of submitting applications early; information specific to student who are or have been in foster care; information specific to students who are, or are at risk of being, homeless; information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete the application; and
 - 2. Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, fill out financial aid applications.

- F. By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service and how the school district has recognized the community service.
- G. Students will complete and document 20 hours of community service with a non-profit agency. Hours can start being earned summer of the sophomore year and must be completed prior to the commencement ceremonies.
- H. For the class of 2019 and beyond, students must participate in a final exit interview via their American Government class, as part of the High School and Beyond Plan.

GRADUATION ASSESSMENT PATHWAY OPTIONS

A student may choose to pursue one or more of the pathway options described below to demonstrate career and college readiness as long as the option chosen is in alignment with the student's high school and beyond plan.

1. Statewide High School Assessment

A student may demonstrate career and college readiness by meeting or exceeding the graduation standard established by the State Board of Education on the statewide high school assessments in English language arts and mathematics.

2. Dual Credit Courses

A student may demonstrate career and college readiness by completing and qualifying for college credit in dual credit courses in English language arts and mathematics. A dual credit course is a course in which a student qualifies for college and high school credit upon successfully completing the course.

3. High School Transition Courses

A student may demonstrate career and college readiness by earning high school credit in a high school transition course in English language arts and mathematics. A high school transition course is a course offered in high school where successful completion by a high school student ensures the student college-level placement at participating institutions of higher education as defined in RCW 28B.10.016. High school transition courses must satisfy core or elective credit graduation requirements established by the State Board of Education.

4. AP Courses and International Baccalaureate Programs

A student may demonstrate career and college readiness by earning high school credit, with a C+ grade, or receiving a three or higher on the AP exam, or equivalent, in AP, international baccalaureate, or Cambridge international courses in English language arts and mathematics; or receiving a four or higher on international baccalaureate exams.

For English language arts, successfully completing any of the following courses meets the standard: AP microeconomics, AP psychology, AP United States history, AP world history, AP United States government and politics, AP comparative government and politics, and any of the international baccalaureate individuals and societies courses.

For mathematics, successfully completing any of the following courses meets the standard: AP statistics, AP computer science, AP computer science principals, AP calculus, and any of the international baccalaureate mathematics courses.

5. SAT or ACT Scores

A student may demonstrate career and college readiness by meeting or exceeding the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

6. Combination of Options

A student may demonstrate career and college readiness by meeting any combination of at least one English language arts option and at least one mathematics option described above.

7. Armed Services Vocational Aptitude Battery (ASVAB)

A student may demonstrate career and college readiness by meeting standard in the armed services vocational aptitude battery.

8. Career and Technical Education Courses

A student may demonstrate career and college readiness by completing a sequence of career and technical education courses that are relevant to a student's postsecondary pathway that meet either the curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing; or the minimum criteria identified in RCW 28A.700.030.

[District note: School Districts have discretion in determining which pathway options they will offer to students.]

Expedited Appeal Process for Waiving Student Assessment Requirements

For the graduating classes of 2014, 2015, 2016, 2017, 2018, 2019, and 2020, an expedited appeal process for waiving specific requirements in RCW 28A.655.061 pertaining to the certificate of academic achievement and the certificate of individual achievement is available for eligible students who have not met the state standard on the English language arts statewide student assessment, the mathematics high school statewide student assessment, or both. The student or the student's parent, guardian, or principal may initiate an appeal with the district and the district has the authority to determine which appeals to submit to the superintendent of public instruction for review and approval.

A student in the class of 2014, 2015, 2016, or 2017 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district.

A student in the class of 2018 is eligible for the expedited appeal process if he or she has met all other graduation requirements established by the state and district and has attempted at least one alternative assessment option as established in RCW 28A.655.065.

This expedited appeal process will no longer be available after August 31, 2020.

WAIVER OF GRADUATION REQUIREMENTS

All state requirements must be satisfied except that the district may waive Washington History and Government may be waived for students who have completed and passed a state history and government course in another state during grades seven through twelve and who have fulfilled study of the Washington state constitution through an alternative learning experience approved by the principal. After completion of the tenth grade, eleventh and twelfth grade students who transfer from another state, and who have or will have earned two credits in social studies at graduation, may have the Washington state history requirement waived by their principal if without such a waiver they will not be able to graduate with their class. Additionally, the district may waive physical education, pursuant to RCW 28A.230.050, may be waived upon written request of a parent or guardian on account of physical disability, employment, or religious belief or because of participation in directed athletics or military science and tactics. This will not alter the credit requirements established by the board.

Policy and Procedure 2418 & 2418P, Waiver of High School Graduation Credits, will be used as the waiver process.

STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP)

A student's IEP team must determine whether the graduation pathway options described above are appropriate for the student. If the IEP team determines that those options are not appropriate, then the student must earn a certificate of individual achievement to graduate. A certificate of individual achievement may be earned by using multiple measures to demonstrate skills and abilities commensurate with the students IEP.

The following process will be followed to help a student with an IEP graduate:

- A. By the age of 14, the student will participate with the IEP Team (including a special education teacher, general education teacher, parents, student, and other school personnel and agency representatives who will assist the student in achieving the goals of the IEP) in a discussion of transition service needs that focuses on the student's course of study.
- B. As an outcome of the discussion, the IEP will include appropriate graduation requirements based on the student's individual needs and abilities consistent with the student's transition plan. Modifications to the district's standard graduation requirements may include:

- a. Attainable alternate classwork or individualized activities substituted for standard requirements;
 - b. A statement of waiver for any waived standard graduation requirements; or
 - c. An extension of time for the student to remain in school to complete graduation requirements. The student may remain in school up to and including the school year in which the student reaches twenty-one years of age.
- C. The student will, in cooperation with his or her parent or guardian and the IEP team, determine:
- a. The projected date by which all graduation requirements will be met: and
 - b. The projected date and conditions under which the student will participate in the graduation ceremony.
- D. The student will have an IEP that incorporates all issues and decisions from the above procedures. Any decisions that modifies the district's standard graduation requirements will be made through the IEP process. Annually or as needed, the IEP will be reviewed or revised to accommodate the student's progress and development.

SEAL OF BILITERACY

To be awarded the Washington Seal of Biliteracy, graduating high school students must meet the following criteria:

- A. Demonstrate proficiency in English by (1) meeting statewide minimum graduation requirements in English as established by the Washington State Board of Education and (2) meeting state standards on the reading and writing or English language arts assessment; and
- B. Demonstrate proficiency in one or more world language. For purposes of this section, "world language" is defined as a language other than English, including American Sign Language, Latin, and Native American or other indigenous languages or dialects. Proficiency may be demonstrated by:
 - a. Passing a foreign language Advanced Placement exam with a score of 3 or higher;
 - b. Passing an International Baccalaureate exam with a score of 4 or higher;
 - c. Demonstrating intermediate-mid level or higher proficiency on the American Council on Teaching of Foreign Languages (ACTFL) guidelines using assessments approved by OSPI for competency-based credits; and demonstrating proficiency using reading assessments approved by OSPI (when developed);
 - d. Qualifying for four competency-based credits by demonstrating proficiency in speaking, writing, and reading the world language at intermediate-mid level or higher on the ACTFL proficiency guidelines according to Policy 2409, Credit for Competency-Proficiency

GRADUATION HONORS

Valedictorian/Salutatorian Academic Excellence Award

Valedictorian/Salutatorian Definition: Valedictorian shall be determined from those students who have achieved excellence in the most rigorous course offerings at Kelso High School. The Salutatorian shall be next highest student who has achieved excellence in the most rigorous course offerings at Kelso High School. Excellence is based upon grade Point Average and course work at Kelso High School.

At the end of second Trimester of each year, a member of the senior class shall be designated the Valedictorian, and another the Salutatorian, of that senior class. The Valedictorian and Salutatorian shall be the students who have demonstrated the highest degree of excellence in the most rigorous courses offered at Kelso High School according to the following guidelines:

- A. The student must have attended Kelso High School for a minimum of three (3) consecutive trimesters prior to his/her senior year, which must be completed as a full time student enrolled and attending on-campus courses at Kelso High School.
- B. Home schooled students that enroll at Kelso High School must still meet the three (3) consecutive trimester guidelines as described above.
- C. The Valedictorian/Salutatorian will be chosen from the pool consisting of the 4.0 GPA pool of students from that graduating class.
- D. From the 4.0 GPA pool, the Valedictorian shall be determined by examining the rigor of courses taken. Each student transcript will be examined and awarded:
 - a. One (1) point for successful completion of an Advanced Placement and/or College in the High School courses and participated in the final exam for each Advance Placement or College in the High School course earned by the completion of the junior year. The student with the most points will be deemed Valedictorian and the student with the second most points will be awarded Salutatorian.
 - b. In the case of a tie there may be multiple Valedictorians and/or Salutatorians.

Top 5% and 10% Graduation Recognition

Each year, members of the senior class shall be designated as the top 5% and 10% of the graduating class. The top 5% and 10% shall be the students who have obtained the highest grade point averages in their class according to the following guidelines:

EXCEPTIONS TO GRADUATION

The following are guidelines for requesting participation in graduation without receiving a diploma.

- A. Applications will not be accepted prior to issuing of second trimester grades for the current academic year.
- B. The board will consider applications using the following timeline:
 - a. For special education students, students with serious health issues, and other circumstance(s), applications must be submitted prior to the Executive Board Meeting held

the week before the formal graduation ceremony.

- C. The student must meet one of the following criteria:
 - a. Serious health issues:
 - b. Unusual Student circumstance(s); (Unusual Student circumstances may include, but are not limited to those outlined in Policy 2418, Exception to Graduation Requirements.)
 - c. Special education student with a Transition to Work Plan to be completed.
- D. For students petitioning the School Board to participate in the graduation ceremony due to NOT earning all graduation requirements Policy 2410, the following criteria must be met and addressed prior to submitting an application for exception to the board.
 - a. Only students enrolled within the Kelso School District by the end of second trimester are eligible to apply for participation exception;
 - b. The student must have been in regular attendance and be on track to complete the required graduation credits for graduation.
 - c. The students must have completed a High School and Beyond Plan;
 - d. The student must be able to demonstrate that they have satisfactorily attempted to complete the alternative assessments to the state assessment and/or taken advantage of remediation classes/interventions intended to improve the student's ability to pass the state assessment or one of its alternatives. Teacher, counselor, or building administrator verification will be required;
 - e. The student must be able to document a plan of action to meet the State's graduation requirements following the graduation ceremony in order to earn a diploma. This assurance and plan may include enrolling in summer remediation classes, taking the summer assessment exam, and enrolling in an educational program in the Fall designed for completing graduation requirements; and
 - f. In order to not violate FERPA, the school board will review the applications and make a final decision regarding the applications for participation the Monday prior to the graduation ceremony during a closed meeting.

GRADUATION CEREMONIES

The Kelso High School graduation ceremony is a celebration of individual student success. Any student who fulfills their pre-determined graduation requirements by the end of the last term of their senior year, may participate in graduation ceremonies. Each student will be awarded a diploma after satisfactorily completing local and state requirements. Upon request, each graduating student will receive a final transcript. Each student will be notified of this opportunity at least one month prior to the close of the school term.

Any student receiving services under an IEP who will continue to receive such services between the ages of 18 and 21 will be allowed to participate in the graduation ceremonies and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

Graduation ceremonies will be conducted in the following manner:

- A. Each participating student must participate in the graduation ceremony rehearsal. Each student who participates will purchase or rent the proper cap and gown as designated by the school

administration and the class advisor and officers.

- B. Caps and gowns will be worn in the proper manner, as designated by the school administration and class advisor.
- C. Students who participate will use good taste in their choice of accessories for their attire.
- D. Each student who participates will cooperate with the class advisor and participate in all parts of the graduation ceremonies.
- E. Failure to comply with the above requirements may forfeit a student's privilege to participate in the graduation ceremonies.
- F. Students who were enrolled through Kelso High School full time for all three trimesters of their senior year, and meet the other stated requirements, are eligible to participate in graduation ceremonies.
- G. In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies.

WITHOLDING OF A DIPLOMA

The district may withhold a student's diploma or transcript until the student pays for any school property the student has lost or willfully damaged. Upon payment for damages, or the equivalency through voluntary work, the district will release the diploma or transcript. When the damages or fines do not exceed \$100, the student or his/her parents will have the right to an appeal using the same process as used for short-term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action: When damages are in excess of \$100, the appeal process for long term suspension as defined in Policy 3241, Classroom Management, Discipline and Corrective Action, will apply. The district may, in its discretion, choose to offer in-school suspension in these circumstances.

In the event that the district has imposed other forms of corrective actions for violations of school rules, the district may deny the student's participation in graduation ceremonies. Such exclusion from graduation ceremonies is regarded as a school suspension. In such instances, the district will grant the diploma.

ADOPTED: 4.07

REVISED: 1.28.08 | 8.08 | 8.11 | 5.26.15 | 5.9.16 | 9.24.18 | 12.16.19

Legislative Assembly Updates

Superintendent Update