

BOARD OF DIRECTORS

June 15, 2020





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
June 15, 2020 @ Zoom Meeting
5:00 p.m. Regular Board Meeting

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes of May 11, 2020 Regular Board Meeting & June 9, 2020 Board Retreat
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. 2020/2021 School Board Calendar Revised

UNFINISHED BUSINESS

NEW BUSINESS

- A. Policy 4040P Public Access to District Records (1st Reading)Mary Beth Tack
- B. Policy 3207 & 3207P Prohibition of Harassment, Intimidation, and Bullying (1st Reading)
.....Don Iverson
- C. Policy 3225 & 3225P School Based Threat Assessment (1st Reading)Don Iverson
- D. Student Rights & Responsibilities Handbook (Action)Don Iverson
- E. Budget Status Report (April & May) (Information)Scott Westlund
- F. Summer Nutrition Update (Information)Scott Westlund
- G. Technology Donation (Action)Scott Westlund
- H. Summer School Update (Information)Lacey DeWeert / Holly Budge
- I. Procedure 1220P Board Operating Principles (Information)Mary Beth Tack
- J. 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 @ Roy Parsons Board Room 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 5:00 Work Session (Boundary/Choice Recommendation) 6:00 Regular Board Meeting	April 13 @ Roy Parsons Board Room 5:00 Work Session (Pathways) 6:00 Regular Board Meeting
January 27 @ Roy Parsons Board Room 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 @ Roy Parsons Board Room 6:00 Regular Board Meeting	April 27 @ Roy Parsons Board Room 5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting
MAY	JUNE	JULY	AUGUST
May 11 @ Roy Parsons Board Room 5:00 Work Session (Math) (Pathways) 6:00 Regular Board Meeting	June 1 @ Roy Parsons Board Room 5:00 Work Session or Special Meeting (Graduation Appeals)	July 13 @ Roy Parsons Board Room 5:00 Regular Board Meeting	August 17 @ Roy Parsons Board Room 5:00 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

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

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

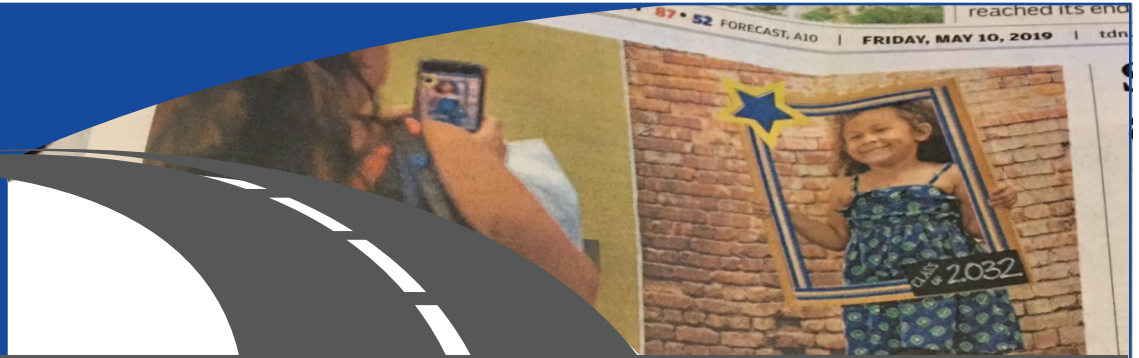
Increase in high school graduation rates and decrease in dropout rates



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

Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs

Coordinate with local early learning providers on a quarterly basis to align instructional materials

Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math

Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study

100% of local early learning providers implement instructional materials aligned to early learning standards

Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference

Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten

Coordinate with ECEAP and Head Start to identify students who need additional summer transition support

Develop and implement Transitional Kindergarten for children that do not qualify for ECEAP and Head Start

Develop and implement a JumpStart to kindergarten for students who need additional supports for kindergarten readiness

Transitions plans are developed for 100% of identified students

Promise Kindergarten is developed and implemented to support at least thirty students and families not currently accessing preschool

JumpStart is developed and implemented in 100% of our elementary schools

Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards

Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials

Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation

Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment

100% of staff teach grade-level standards utilizing approved district materials

100% of staff uses observable early learning best practices on a daily basis

100% of staff uses quality formative assessment to drive instruction



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

Consent Agenda

- A. Minutes of May 11, 2020 Regular Board Meeting & June 9, 2020 Board Retreat**
- B. Certificated Employment Recommendations**
- C. Classified Employment Recommendations**
- D. Contracts and Agreements with Kelso School District**
- E. Warrants**
- F. 2020/2021 School Board Calendar Revised**

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
05/11/20

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 RoyParsons Executive Board Room through a Zoom online/phone platform.

Board Members:	Leah Moore (Zoom Participant) Karen Grafton – Vice President (Zoom Participant) Jeane Conrad (Zoom Participant) Mike Haas - President (In Person) Ron Huntington (Zoom Participant)
Cabinet Members:	Scott Westlund – Chief Financial Officer (In Person) Tim Peterson – Director of Human Resources (In Person) Don Iverson – Director of Student Services (In Person) Holly Budge – Director of Special Programs Kim Yore – Director of Teaching & Learning (In Person) Lacey DeWeert – Associate Director of Teaching & Learning
Superintendent:	Mary Beth Tack (In Person)
Asst. Secretary:	Molly Guler (Zoom Participant)

OTHERS PRESENT – Sandy DeBruler and Bob Gustin - KEA Union Reps
ABSENT - Holly Budge & Lacey DeWeert (all excused)

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS & QUESTIONS –

No emails were submitted with comments or questions.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Moore

Seconded By: Director Grafton

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of April 27, Regular Board Meeting

Certificated Personnel:

New Hire: 2020/2021 School Year - Erin Liden (CMS), Rachel Schlangen (SLP) Joseph Tivnan (KHS)

Resignations: Effective June 30, 2020 - Carolyn Flynn (Carrolls), Sheryl Forsman (Beacon Hill), Christie Hoskins (Butler Acres)

District Reassignment: Effective July 1, 2020 -Tara Micheletto - Interim Asst. Principal (Catlin)

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
April 22, 2020 - May 5, 2020**

Date Issued	Name	Position	School
4/24/2020	Boyer-Blum, Angela	2019/20 BEST Mentor	Carrolls
4/24/2020	Carlson, Lynda	2019/20 BEST Mentor	KHS
4/24/2020	Crawford, Pennie	2019/20 BEST Mentor	CMS
4/24/2020	DeRosier, Kacie	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Gardner, Darin	2019/20 BEST Mentor	KHS
4/24/2020	Guttormsen Sr, Gunnar	2019/20 BEST Mentor	KHS
4/24/2020	Hartley, Daniel	2019/20 BEST Mentor	KHS
4/24/2020	Jaskowiak, Emily	2019/20 BEST Mentor	District Wide
4/24/2020	Morrow, Susan	2019/20 BEST Mentor	HMS
4/24/2020	Oswald, Lynette	2019/20 BEST Mentor	Barnes
4/24/2020	Ramseth, Tammy	2019/20 BEST Mentor	Butler Acres
4/24/2020	Strassner, Eric	2019/20 BEST Mentor	KHS
4/24/2020	Taylor, Amanda	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Toney, Julie	2019/20 BEST Mentor	Wallace
4/24/2020	Uhrlaub, Laura	2019/20 BEST Mentor	Beacon Hill
4/24/2020	Zorn, Anne Marie	2019/20 BEST Mentor	Catlin
4/24/2020	Guttormsen, Gunnar	2019-20 BEST Mentor	Office

Classified Personnel:

Classified Recommendations:

New Hires: Effective May 11, 2020 - Brock Fittro (Tech Support Specialist)

Resignations: Effective August 3, 2020 - Rachael Engebretson (Beacon Hill) & Lorraine Kraft (Beacon Hill). Effective May 11, 2020 - Quincy Richard (Homeless Liaison)

Contracts and Agreements

For Board Approval: May 11, 2020

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Dry Box Inc	Gary Schimmel	Agreement to lease (3) mobile storage units for 3 months beginning 4/20/20	Cost is \$371.91/mo for all 3 units
Ecological Land Services (ELS)	Scott Westlund	Agreement for professional services on Huntington Middle School Project - Site Reconnaissance and Written Critical Areas Memorandum	Estimated cost not to exceed \$1,500.00
JH Kelly LLC	Scott Westlund	Agreement to perform General Contractor services for the Carrolls Elementary School Modernization Project	Estimated cost \$3,166,775.00
Pediatric Services of America Inc dba Aveanna Healthcare	Holly Budge	To provide professional nursing services for (1) KSD student	Cost is: LPN \$43/hr RN \$53/hr
Pioneer Healthcare Services LLC	Holly Budge	To provide licensed health care providers as specified by KSD for supplemental staffing services	Hourly rate cost for PT \$68-\$78 per hour
Sessions Plumbing & Heating Inc	Melissa Boudreau	To update plumbing and heating for Kelso High Green House	Estimated cost is \$72,718.87

ESD 112 CONTRACTS

ESD-U Alternative Routes to Certification	Tim Peterson	Amendment #1 to increase participating candidates in program from 2 to 3	Cost increase of \$1,000 to bring total to \$3,000.00
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Warrants

May 11th, 2020			
General Fund	Warrant Date	Amount	Warrant Number
Payroll	4/30/2020	\$749.34	257241-257242
Payroll	4/30/2020	\$4,562,042.60	257243-257276
AP- Emp ACH	4/30/2020	\$2,297.61	257277
AP	4/30/2020	\$788,897.94	257278-257421
AP- Comp Tax	4/30/2020	\$4,328.44	257422
AP- Benefits	5/5/2020	\$825.06	257423-257426
AP	5/5/2020	\$10,907.83	257427
Capital Projects Fund			
AP	4/30/2020	\$4,283,300.45	3249-3261
ASB Fund			
AP Emp ACH	4/30/2020	\$6.00	30750
AP	4/30/2020	\$12,283.01	30751-30752
Trust & Agency Fund			
AP	4/30/2020	\$89.00	1655

Salary Schedule Update:

**NON-REPRESENTED SALARY SCHEDULE
2019-20 SCHOOL YEAR**

	Hrs/Yr	Years of Service						
		Year 1	Yrs 2-6	Yrs 7-9	Yrs 10-12	Yrs 13-19	Yrs 20-24	Yrs 25+
Administrative Assistant to Superintendent	2,080	\$31.95	\$32.35	\$32.78	\$33.20	\$33.62	\$34.04	\$35.03
Administrative Assistants:								
Business, Special Programs, Support Services, Teaching & Learning, Human Resources	2,080	\$25.50	\$25.91	\$26.33	\$26.74	\$27.14	\$27.57	\$28.37
Support Services	1,728	\$25.50	\$25.91	\$26.33	\$26.74	\$27.14	\$27.57	\$28.37
Human Resources Specialist	2,080	\$29.08	\$30.54	\$32.07	\$33.68	\$34.85	\$36.08	\$37.34
Human Resources Associate	2,080	\$22.86	\$23.41	\$23.97	\$24.52	\$25.10	\$25.65	\$26.40

Motion to Approve by: Director Conrad

Seconded by: Director Moore

UNFINISHED BUSINESS

Informational - Procedure 3241P Student Discipline - Don Iverson

Honoring teachers rights. Attorney. District ad hoc team.

Added since the April 27th meeting is language surrounding the classroom exclusions. Including having to provide notice to the district if a student was excluded from classroom or instructional activity for longer than the balance of the school day. Except in an emergency the teacher must first attempt one or more alternative forms of corrective action. Principal or designee and teacher must confer before the student is allowed back into the classroom after being excluded.

Mr. Iverson - The district team has been busy the last 10 days working with all partners. Appreciate their work.

Director Moore - Move it onto 2nd reading or are we not ready for that yet?

Director Haas - This is the procedure. Policies are approved by board, procedure is informational only. If you're comfortable with the procedure we will proceed to making a motion for approval.

Director Grafton - glad to see union leaders and district working together for a resolution. Has had some community feedback. Mr. Franet emailed regarding discipline issues. He is worried about staff members feeling powerless in trying to maintain order and safety in the classroom. For the sake of transparency why are we not notifying parents after a room is clear when the entire class is removed because of disruptive students.

Mr. Iverson - Current legislation does not allow us to do that. Things are in the works but aren't through yet. As far as confidentiality is concerned.

Director Karen - Just wondering if there was a way to notify parents when class was cleared and for how long the room clear lasted. This is based on feedback from parents.

Superintendent Tack - Need guidance from attorneys as to what that would be. This procedure is not specific to that. The procedure is specific to disruptive students and how they can be de-escalated appropriately. The question from Director Grafton is separate from student discipline policy/ procedure. Direction from attorneys and legislators needs to be sought regarding this request. None of that was able to be passed at the state level. Until movement at the legislative level we can't move forward. We are working on it, but aren't there yet.

Director Grafton - Has concerns regarding students and parent notification.

Director Haas - Clarifying question, is this request specifically about a room clear?

Director Grafton - I would like to track how long they last at least.

Iverson - We are waiting on guidance from legislation. There are practices regarding this in special ed classrooms.

Director Moore - Letting everyone know it is hard to hear.

Director Haas - The Board receives an annual report on this information. Can we get more specific information on this specific question?

Mr. Iverson- We need to find out what we can report on. This would be different than what the policy and procedure speaks on.

MBT - Until we get direct suggestions from attorneys we will need to wait. Sharing the behaviors of other students in the classroom is a violation of privacy. There is a balance. Our top concern is the health and safety of our students and staff, there is no question that it is paramount to have healthy classrooms. That is why the board adopted and has held a strong line around the SEL (Social Emotional Learning) development, putting around half million into it, showing the commitment around its importance.

Approval of Policy 3241 Student Discipline - Don Iverson

Didn't receive any questions on this policy.

Director Huntington - As long as we are not in any violation of contracts he is ok to proceed.

Mr. Iverson - We will follow the CBA to a tee. Working with administrators. We have spoken with union members. Everyone will have a clear understanding, working toward a mutual plan. Reminder that in the last 4 years, it has only happened twice.

Motion to Approve By: Director Moore

Seconded By: Director Conrad

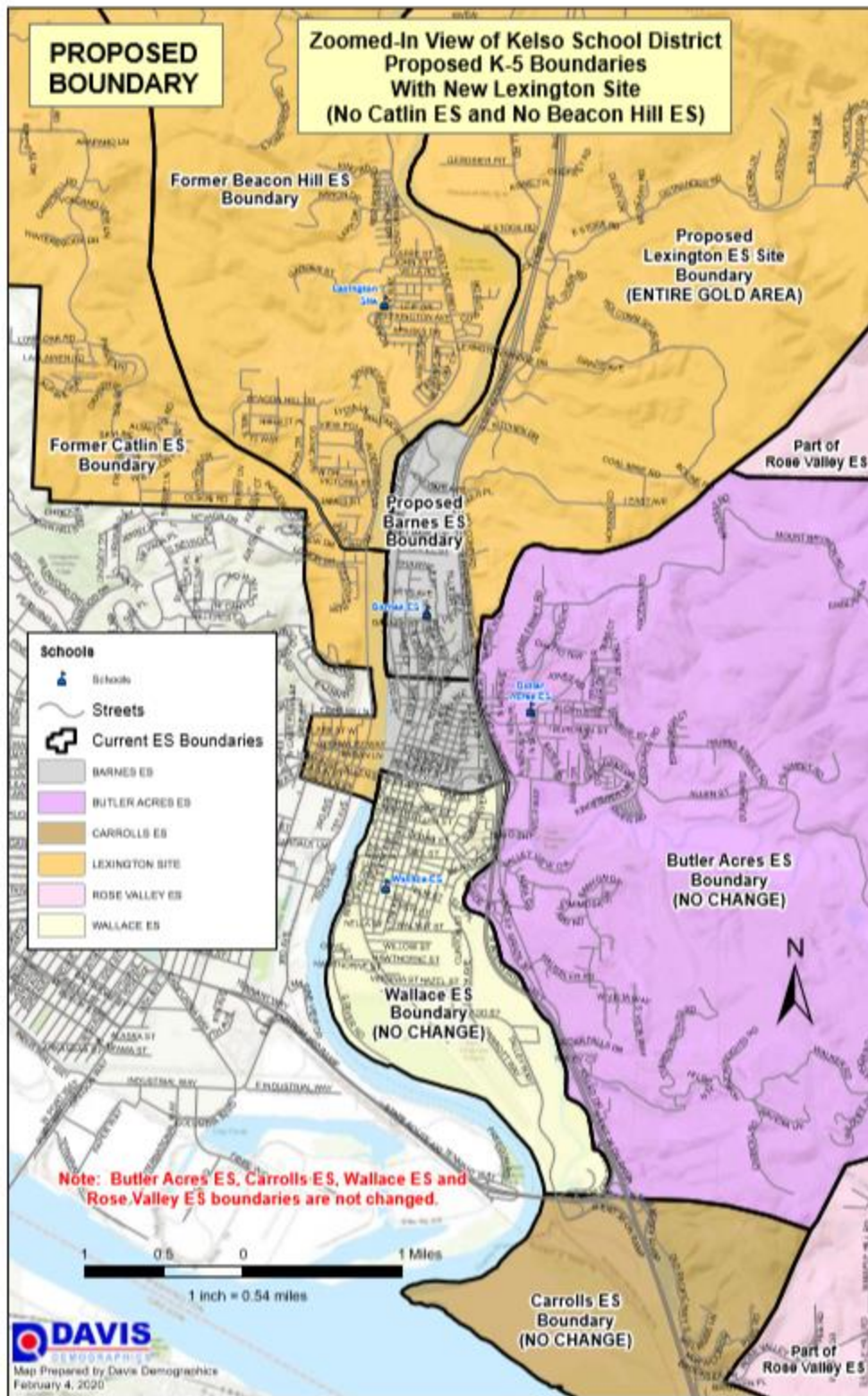
Unanimously approved

NEW BUSINESS

ACCEPTANCE OF SCHOOL BOUNDARY ADJUSTMENTS (FALL 2021) -Scott Westlund

It is the recommendation of the Boundary Review Committee and District staff to adjust the elementary school boundaries as previously presented to the School Board on March 9, 2020.

In regards to the survey that was available to the public there were not a lot of responses.. Worked through some misunderstandings with people who participated in the survey and this seemed to help. There were a few other concerns dealt with school choice. We will make sure everyone knows we will do our best to accommodate as we can.



Motion to Accept by: Director Huntington
Seconded by: Director Grafton

Unanimously approved

INFORMATION ON POLICY 3131 & 3131P DISTRICT ATTENDANCE AREA- TRANSFERS
- Don Iverson

Addition to procedure 3131P District Attendance Area, regarding school attendance area and reboundary revisions. These additions come with the closing of Catlin and Beacon Hill Elementary Schools and the new addition of Lexington Elementary School and boundary adjustments of attendance areas.

For the 2021-2022 school year only, all current In-District and Out-of-District choice students currently attending Barnes, Beacon Hill, Catlin or Wallace Elementary Schools will be reassigned back to either: (1) their residential assigned attendance school based on the new boundaries or (2) their residential assigned school district. (This is for these schools only, other schools are not affected)

No changes in policy, added only to clarify the information with procedure.

APPROVAL OF RESOLUTION 2019R 2019/20-23 EMERGENCY WAIVER OF SCHOOL DAYS & INSTRUCTIONAL HOURS - Mary Beth Tack

We must report on 3 areas: (1) instructional hours (2) Instructional days (3) Teacher contracted days

Due to COVID-19 we are unable to meet 180 days for students and 1027 avg. program hours

Kelso School District analysis of school days and instructional hours:

(1)K-5

(a)Instructional Hours	Grand Total: 1,081.5 hours
(b)Days: 182 days	
(c)Teacher Contract Days: 185 days	

(2)Grades 6 – 12:

(a)Instructional Hours	Grand Total: 989.5 hours
(b)Days: 167 days	
(c)Teacher Contract Days: 185 days	

(3) Grades 9 – 12:

(a) Instructional Hours

Grand Total: 989.5 hours

(b) Days: 167 days

(c) Teacher Contract Days: 185 days

AVERAGE for K-12:

1,020.17 hours

We fell short on: (1) Instructional hours; and (2) Student Instructional Days at the secondary level

Been in school closure for appx 60 days so far. All 295 schools in the state must have this resolution approved by the board.

On April 29, 2020, the State Superintendent adopted Chapter 392-901 WAC, which chapter consists of emergency rules regarding school district operations during facility closures related to COVID-19 and provides school districts with a process for receiving waiver of the statutorily prescribed school days / instructional hours and thereby receive their state basic education apportionment allocations for the 2019-2020 school year.

Superintendent Tack - We were able to start with elementary sooner than for secondary distance learning. Getting chromebooks ready for distribution for secondary took a little longer.

Director Grafton - Is it ok that most students are doing only 2 hours of instructional time a day?

Superintendent Tack - State recommendation is 45 min to 2.5 hours a day

Director Conrad - Thank you for all the work the team did on this.

Motion to Approve by: Director Grafton

Seconded by: Director Conrad

Unanimously approved

APPROVAL OF KELSO SCHOOL DISTRICT CONTINUOUS LEARNING PLAN - COVID 19 - Kim Yore

Part of the waiver necessitates a Continuous Learning Plan to be approved by the board. We started this plan on March 16, as soon as they said we needed to provide some type of education. One reason we were quicker at implementing an elementary plan was because we could begin with paper packets.

Stage 1 (March 24-April 3) - OSPI template used in planning.

We revised our KSD Calendar

Conducted surveys of families/students - to find out who had computers and/or the internet and to find out who preferred paper packets or online learning.

We started right away with links to learning resources online.

Stage 2 (April 13-17)

Collect data every week regarding student engagement and social/emotional pulse along the way.

Share grading policy with staff.

High School letter grades A-C. Incomplete if not engaged then retake the class next year. K-8 passing grade.

Grades 6-8 can get a letter grade, however can't go down in grade, but can bring it up. no engagement - p middle school class only. High school courses are graded as High school.

Started the process to determine essential grade level standards and began putting together lesson plans.

Stage 3 (April 20-25)

Shared grading policy with parents and students. Student distance learning is progressing.

Stage 4 (April 27-Possibly June 19)

Calendars are approved by board

Included KSDt special ed plan. Will serve all students, medically fragile, homeless, ELL, etc. ALL STUDENTS

Teachers check in every week with students and provide evidence of 2 way communication with families. Follow up person for those who need extra support and another check in.

Director Grafton - Thank you to the team for working hard.

Director Haas - Do essential standards need to be reported to the state?

Yore - They were left up to grade teams to decide with instructional coaches as they were individualized as far as progress. So that it fit where the students were before the closure.

Motion to Approve by: Director Moore
Seconded by: Director Huntington

Unanimously Approved

SUPERINTENDENT REPORT

- Thank you to the continuous learning program team. There has been a significant learning curve and everyone has been committed. Our district couldn't do it without great leadership. We thank Director Yore, Director DeWeert and Director Budge for the work they have headed during this time.
- Our essential office staff - haven't missed a beat. many hours on daunting tasks. Meeting all mandates and expectations. Also a thank you to the teachers who started the day after closures began (advanced placement and UW classes)
- Senior update - we continue having meetings on Fridays with counselors and team to see which are engaging and who are not. Graduation update, almost done with virtual videos and speeches. KLTV is finishing the tassel turning filming with each senior. Next we will work on how to capture those who did not show up. We have had positive feedback. Bell studios working on individual pictures. Weather changes have put the tassel turning videos indoors, but it's still going great.
- Would like to apologize for the media slash in the newspaper regarding the top 5% photographed together. There were 14 in the picture and we wouldn't change that, but would keep them all 6 ft apart to stay with social distancing practices. The public have reached out, thanking us for keeping the tradition of photographing the top 5% together. Superintendent Tack takes ownership for that mishap and apologizes. We have called off the remaining group photo shoots to stay in compliance. We have had great support overall. Some people are upset that we can't have any more photos like that.

FOR THE GOOD OF THE ORDER

- No comments

Adjourn meeting 6:56 pm

X

President

X

Secretary

School Board Meeting Minutes

**June 6, 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

Absent: Ron Huntington

Roles, Responsibilities, Operating Principles

- **Approval of Operating Principles as defined in February Meeting.**

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**
- **Discussed an extension to Mary Beth Tacks Contract**

Adjourned @ 5:05

X

School Board President

X

School Board Secretary

CERTIFICATED PERSONNEL

June 15, 2020

New Hires 2020/21 school year:

Andersen, Autumn – Teacher, Huntington Middle School

1.0 FTE

Effective: 2020/21 School Year

Bradbury, Annie – Leave Replacement Teacher, Catlin Elementary

1.0 FTE

Effective 2020/21 School Year

Madsen, Aaron – Teacher, Catlin Elementary

1.0 FTE

Effective 2020/21 School Year

Nitta, Carly – Leave Replacement Teacher, Wallace Elementary

2.0 FTE

Effective 2020/21 School Year

Ogden, Heather – Director, Special Programs

3.0 FTE

Effective 2020/21 School Year

Resignations:

Hieter, Brooke – Teacher, Butler Acres Elementary

1.0 FTE

Effective: June 30, 2020

Widner, Kaprice – SLP, District Wide

1.0 FTE

Effective: June 30, 2020

Wightman-Massey, Ginny – SLP, District Wide

1.0 FTE

Effective: June 30, 2020

Peterson, Tim – Director, Human Resources, Administration

1.0 FTE

Effective: June 30, 2020

2020-21 Leave of Absence from Teaching:

Dahl, Sarah – Interim Asst. Principal, Butler Acres Elementary

1.0 FTE

Effective: July 1, 2020 – June 30, 2021

Micheletto, Tara – Interim Asst. Principal, Catlin Elementary

1.0 FTE

Effective: July 1, 2020 – June 30, 2021

Oswald, Lynette – Interim Asst. Principal, Beacon Hill Elementary

1.0 FTE

Effective: July 1, 2020 – June 30, 2021

Distribution List:

Human Resources

KEA

Payroll

Student Records Mgr

Cody Reid

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
May 6, 2020 - June 10, 2020**

Date Issued	Name	Position	School	
5/14/2020	McWilliam, Joe	Add'l Period - 3rd Trimester	KHS	
5/14/2020	Strassner, Eric	Add'l Period - 3rd Trimester	KHS	
6/5/2020	Guttormsen, Gunnar	Equity & TPEP Support to CEL	District Office	
6/5/2020	Guttormsen, Gunnar	Math Curricular Support (July/August)	District Office	

For Board Approval: June 15, 2020

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Advanced Electrical Technologies	Gary Schimmel	To provide temporary power to portables at Butler Acres	Bid price is \$92,617.00
AMN Healthcare Inc	Holly Budge	To provide SLP for one KSD student	Cost is \$75/hr Regular Rate, \$86.25/hr Incentive Rate, \$97.50 Crisis Rate
Cascadia Piper - John Goff	Mary Beth Tack	Provided bagpiper services for virtual grad ceremony 5/11/20	Cost is \$300.00
CenturyLink	Gary Schimmel	Special Construction Proposal for Carrolls	Advance payment required of \$4,155.00
Collins Architectural Group	Scott Westlund	Fee Amendment request for Butler Acres Modernization	Increase of \$37,404.79
Collins Architectural Group	Scott Westlund	Change Orders for Carrolls Elementary Modernization	
		No. 1R	Increase of \$1,943.00
		No. 2	Increase of \$2,402.00
		No. 3	Increase of \$3,212.00
		No. 4	Increase of \$1,246.00
		No. 6	Increase of \$4,537.00
		No. 7	Increase of \$17,045.00
		No. 8	Increase of \$2,178.00
		No. 10	Increase of \$10,908.00
		No. 12	Increase of \$624.00
		No. 14	Increase of \$6,256.00
Fire Science Training Program	Melissa Boudreau	To provide fire science training to students enrolled in program	Cost is \$655.00 per enrolled student per trimester with minimum 20 students guaranteed
FORMA Construction	Scott Westlund	Change Order 02 - Wallace Elementary	Increase of \$224,173.13
FORMA Construction	Scott Westlund	Change Order 03 - Wallace Elementary	Increase of \$50,783.00

Frontline Education	Anna Roller	To provide Time & Attendance Tracking and also Applicant Tracking	Cost is One-time fee of \$13,300.00 Annual Recurring fee of \$20,004.75 (Initial Term Prorated Fees) \$1,260.57
Gibbs & Olson Inc	Scott Westlund	Amendment No. 1 - Land Surveying Services - Butler Acres	Increase of \$5,257.00
Gibbs & Olson Inc	Scott Westlund	Amendment No. 1 - Huntington	Increase of \$9,130.00
Interagency LCC Head Start/EHS/ ECEAP	Scott Westlund	To provide collaborative Special Education and related services for service to eligible preschool children 3 years to Kindergarten	Non-financial
Inter-District Fire Science Program	Melissa Boudreau	To provide an introductory Fire Science class for students enrolled in program 2020/2021	Non-financial
Inter-District Health Science Careers	Melissa Boudreau	To provide an introductory Health Science Careers course for students enrolled in program 2020/2021	Non-financial
Inter-District Police Science Program	Melissa Boudreau	To provide an introductory Police Science training class for students enrolled in program	Non-financial
Josten's - Yearbook	Megan Thomas	Agreement establishes Josten's as the exclusive yearbook provider for KSD from 2021 through 2023	To be determined
Orca Pacific Inc	Scott Westlund	Agreement for the Replaster of Gaither Pool	Estimated cost is \$185,000.00
Police Science Training Program	Melissa Boudreau	To provide training in police science services to students enrolled in program	Cost of \$655.00 per enrolled student per trimester with minimum 20 students guaranteed
<div>ESD 112 CONTRACTS</div>			
Audiological Consortium Services	Holly budge	To provide Audiological Services to KSD	Cost not to exceed \$12,896.00
Flash Alert Newswire & Messenger	Mary Beth Tack	To enable operation of the FlashAlert system for notifications to media & subscribers; and FlashAlert texting services	Cost not to exceed \$1,635.00

Interlocal Participation in Cooperative Purchasing Contracts	Scott Westlund	For the cooperative purchasing of personal protective equipment (PPE)	Non-financial
Regional Special Education Transition Program (STEPS)	Holly Budge	Provides the opportunity for eligible students in KSD to participate in the STEPS program	Cost not to exceed \$18,340.00

**GENERAL FUND
MAY 29, 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) 257428-257429 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF
\$3,350.38 ON MAY 29, 2020**

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$4,614,179.07. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257430 through 257463, totaling \$4,614,179.07

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

Check Nbr	Vendor Name	Check Date	Check Amount
257430	ACH Cowlitz County Treasurer	05/29/2020	2,232,970.47
257431	COWLITZ COUNTY TREASURER	05/29/2020	276,561.69
257432	COWLITZ COUNTY TREASURER	05/29/2020	474,728.66
257433	DEPT OF RETIREMENT SYSTEMS	05/29/2020	1,308.58
257434	DEPT OF RETIREMENT SYSTEMS	05/29/2020	164,913.22
257435	DEPT OF RETIREMENT SYSTEMS	05/29/2020	517,260.86
257436	DEPT OF RETIREMENT SYSTEMS	05/29/2020	12,812.26
257437	ESD 112 WORK/COMP	05/29/2020	55,567.82
257438	ESD 112 UNEMPLOYMENT COOP	05/29/2020	6,286.93
257439	Vendor Continued Check	05/29/2020	0.00
257440	HCA-SEBB BENEFITS	05/29/2020	754,881.00
257441	HCA-SEBB FLEX SPEND	05/29/2020	3,884.24
257442	HEALTH CARE AUTHORITY	05/29/2020	1,343.39
257443	HEALTH EQUITY	05/29/2020	867.00
257444	INFOARMOR INC	05/29/2020	128.55
257445	KELSO SCHOOLS FOUNDATION	05/29/2020	517.00
257446	KELSO TRANS CHAPTE	05/29/2020	97.50
257447	LEGALEASE GROUP	05/29/2020	376.92
257448	MALAIER, TRUSTEE, Michael G	05/29/2020	730.00
257449	METROPOLITAN LIFE	05/29/2020	5,416.50
257450	NATIONWIDE	05/29/2020	611.47
257451	Oregon Dept. of Revenue	05/29/2020	3,087.97
257452	PSE KELSO LOCAL	05/29/2020	554.00
257453	PUBLIC SCHOOL EMPLOYEES OF WA	05/29/2020	1,395.58
257454	PUBLIC SCHOOL EMPLOYEES OF WA	05/29/2020	10,089.80
257455	The Standard Insurance Company	05/29/2020	3,635.05
257456	THE OMNI GROUP	05/29/2020	39,165.00

Check Nbr	Vendor Name	Check Date	Check Amount
257457	UNITED WAY OF COWLITZ CO	05/29/2020	634.50
257458	VEBA TRUST	05/29/2020	9,275.58
257459	W.S.P.L.E.A.	05/29/2020	10.00
257460	WA ST SCHOOL RETIREES ASSOC	05/29/2020	147.00
257461	WA ST SUPPORT REGISTRY	05/29/2020	217.16
257462	WEA	05/29/2020	29.11
257463	WEA PAYROLL DEDUCTIONS	05/29/2020	34,674.26
34	Computer	Check(s) For a Total of	4,614,179.07

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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$3,119.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257464 through 257464, totaling \$3,119.12

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

Check Nbr	Vendor Name	Check Date	Check Amount
257464	ACH-AP COWLITZ COUNTY TREASURE	05/29/2020	3,119.12

1	Computer	Check(s) For a Total of	3,119.12
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$3,119.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 192000452 through 192000473, totaling \$3,119.12

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000452	Beard, Deanna L	05/29/2020	32.42
192000453	Birdsell, Robert L	05/29/2020	121.61
192000454	Booth, Stacey Dawn	05/29/2020	100.00
192000455	Boudreau, Melissa Mae	05/29/2020	377.80
192000456	Broschat, Claudia Francine	05/29/2020	57.28
192000457	Cattin, Ray Allen	05/29/2020	180.00
192000458	Crawford, Brenda Lee	05/29/2020	42.96
192000459	Fanning, Rhiannon	05/29/2020	127.49
192000460	Ford, Ian M	05/29/2020	56.98
192000461	Geisler, Alison Christina	05/29/2020	190.38
192000462	Hadaller, Jamaica Mary	05/29/2020	100.00
192000463	Hiatt II, Lennie Dean	05/29/2020	60.41
192000464	Mirenta, Kimberley K	05/29/2020	20.93
192000465	Naglich, Sarah Elizabeth	05/29/2020	164.14
192000466	Parsons, Tammy Lea	05/29/2020	150.00
192000467	Prescott, Denise Anne	05/29/2020	113.15
192000468	Ramseth, Tammy G	05/29/2020	263.03
192000469	Sherrell, Cynthia L	05/29/2020	100.00
192000470	Treadway, Robbin Mae	05/29/2020	100.00
192000471	Viscuso, Rebecca Ann	05/29/2020	85.90
192000472	Watkins, Katherine St Claire	05/29/2020	79.97
192000473	Westlund, Scott W	05/29/2020	594.67

22	ACH	Check(s) For a Total of	3,119.12
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$558,058.91. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257465 through 257585, totaling \$558,058.91

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

Check Nbr	Vendor Name	Check Date	Check Amount
257465	ACCOUNTABLE HEALTHCARE STAFFIN	05/29/2020	12,300.00
257466	ADVANCED MEDICAL PERSONNEL SER	05/29/2020	10,500.00
257467	AMAZON	05/29/2020	9,781.70
257468	ARAMARK	05/29/2020	101.76
257469	AVEANNA HEALTHCARE	05/29/2020	3,070.82
257470	BAKER LUMBER CO.	05/29/2020	538.35
257471	BANK OF AMERICA	05/29/2020	7,324.55
257472	BAXTER AUTO PARTS #23	05/29/2020	1,850.63
257473	BEACON HILL SEWER	05/29/2020	169.14
257474	BELL STUDIOS	05/29/2020	8,593.95
257475	BOILER AND COMBUSTION SERVICE,	05/29/2020	1,393.44
257476	BOUND TO STAY BOUND BOOKS, INC	05/29/2020	53.76
257477	CALIFORNIA HYDRONICS CORP	05/29/2020	1,069.39
257478	CAMFIL USA INC	05/29/2020	8,868.27
257479	CAPTEK ALARM	05/29/2020	135.13
257480	CAREERSTAFF UNLIMITED	05/29/2020	4,380.00
257481	CARROLLS WATER ASSOCIATION	05/29/2020	218.10
257482	CASCADE NETWORKS	05/29/2020	7,636.00
257483	CASCADE NATURAL GAS	05/29/2020	9,415.37
257484	CASCADIA PIPER	05/29/2020	300.00
257485	CENTRAL WELDING SUPPLY	05/29/2020	13.35
257486	CHOWN HARDWARE & MACHINERY	05/29/2020	20.72
257487	CITE - COLUMBIA IND TRAIN & ED	05/29/2020	675.00
257488	CITY OF KELSO	05/29/2020	10,757.00
257489	CITY OF KELSO - UTILITY DEPT	05/29/2020	19,400.48
257490	CLASS CREATOR	05/29/2020	370.00
257491	COLUMBIA SECURITY SERV & SYSTE	05/29/2020	1,140.00

Check Nbr	Vendor Name	Check Date	Check Amount
257492	COLUMBIA WELLNESS	05/29/2020	450.00
257493	COMPUTYPE INC	05/29/2020	481.10
257494	CONSOLIDATED ELECTRICAL DIST	05/29/2020	128.94
257495	COPIES TODAY SPEEDY LITHO	05/29/2020	5,440.15
257496	CORNWELL QUALITY TOOLS	05/29/2020	513.42
257497	COST LESS AUTO PARTS	05/29/2020	21.86
257498	COWLITZ COUNTY PUBLIC WORKS DE	05/29/2020	20.81
257499	COWLITZ PUD	05/29/2020	27,212.75
257500	COWLITZ COUNTY HEALTH DEPT	05/29/2020	50.00
257501	DAILY JOURNAL OF COMMERCE INC	05/29/2020	319.80
257502	DAILY JOURNAL OF COMMERCE	05/29/2020	386.40
257503	DAILY NEWS - LEGAL	05/29/2020	786.50
257504	DAIRY FRESH FARMS	05/29/2020	6,732.59
257505	DALE MCGHEE & SONS WELL DRILLI	05/29/2020	45.00
257506	DELL	05/29/2020	64.97
257507	DEMCO, INC.	05/29/2020	477.24
257508	DSU PETERBILT & GMC INC	05/29/2020	40.61
257509	DUCK DELIVERY PRODUCE, INC.	05/29/2020	5,902.60
257510	EASTSIDE PSYCHOLOGY SERVICES,	05/29/2020	2,500.00
257511	EDUCATIONAL SERVICE DIST #112	05/29/2020	127,583.98
257512	EMERALD SERVICES, INC.	05/29/2020	210.72
257513	FAIRFAX HOSPITAL	05/29/2020	4,166.38
257514	FASTENAL COMPANY	05/29/2020	1.51
257515	FEDERAL EXPRESS CORPORATION	05/29/2020	4.19
257516	FOCUSED FITNESS	05/29/2020	1,000.00
257517	FOXHIRE LLC	05/29/2020	12,000.00
257518	GB MANCHESTER CORPORATION	05/29/2020	579.96
257519	GORDON TRUCK CENTERS	05/29/2020	200.30
257520	HEALTH-E PRO	05/29/2020	5,286.09
257521	INTERSTATE BATTERY	05/29/2020	365.27
257522	J.L. STOREDAHL & SONS, INC.	05/29/2020	266.26
257523	JKM CONSULTING LLC	05/29/2020	3,572.21
257524	JOSTENS	05/29/2020	2,654.94
257525	JUBITZ CORP	05/29/2020	112.58
257526	K-D-L HARDWARE SUPPLY INC	05/29/2020	196.91

Check Nbr	Vendor Name	Check Date	Check Amount
257527	KING COUNTY DIRECTORS	05/29/2020	2,210.07
257528	L.G. ISAACSON CO. INC	05/29/2020	1,713.94
257529	LEADER SERVICES	05/29/2020	767.20
257530	LENOVO (UNITED STATES) INC	05/29/2020	11,847.78
257531	LongBELL SECURITY RESOURCES	05/29/2020	369.70
257532	Longview School District #122	05/29/2020	345.00
257533	LOWE'S	05/29/2020	445.62
257534	MALLORY SAFETY AND SUPPLY LLC	05/29/2020	104.09
257535	MANTHE EQUIPMENT, INC.	05/29/2020	26.48
257536	MI CONTROLS, INC.	05/29/2020	490.73
257537	MICROK12	05/29/2020	391.21
257538	MILLER PAINT CO	05/29/2020	24.54
257539	NORTH COAST ELECTRIC CO.	05/29/2020	355.52
257540	NuCO2	05/29/2020	623.23
257541	OETC	05/29/2020	116.62
257542	OFFICE DEPOT	05/29/2020	658.53
257543	OFFICE EXPRESS, INC	05/29/2020	1,348.72
257544	PACIFIC FIBRE PRODUCTS INC	05/29/2020	635.09
257545	PACIFIC OFFICE AUTOMATION	05/29/2020	1,234.08
257546	PACIFIC OFFICE AUTOMATION	05/29/2020	4,763.20
257547	PALMERS GLASS COMPANY	05/29/2020	52.76
257548	PERIPOLE INC	05/29/2020	231.25
257549	PORTER FOSTER RORICK LLP	05/29/2020	2,157.50
257550	PROGRESS CENTER, INC.	05/29/2020	44,820.00
257551	REHAB SEMINARS	05/29/2020	5,430.00
257552	RENAUD ELECTRIC CO., INC	05/29/2020	593.47
257553	RMT EQUIPMENT	05/29/2020	355.07
257554	RODDA PAINT	05/29/2020	76.16
257555	RYAN, THOMAS	05/29/2020	228.00
257556	SAFEWAY INC	05/29/2020	160.27
257557	SECURITY PROFESSIONALS, LLC	05/29/2020	611.69
257558	SHERWIN WILLIAMS	05/29/2020	215.60
257559	SIGN PRINT 360	05/29/2020	1,073.37
257560	SOLIANT HEALTH	05/29/2020	13,500.00
257561	STAPLES CONTRACT & COMMERCIAL	05/29/2020	17.23

Check Nbr	Vendor Name	Check Date	Check Amount
257562	SUPERINTENDENT OF PUBLIC INSTR	05/29/2020	7,009.70
257563	T & T TIRE LLC	05/29/2020	4,000.02
257564	THE HOME DEPOT PRO-SUPPLYWORKS	05/29/2020	16,837.20
257565	TWIN CITY SERVICE CO. INC.	05/29/2020	4,668.30
257566	U.S. CELLULAR	05/29/2020	1,388.95
257567	UNITED BATTERY	05/29/2020	207.40
257568	UNITED RENTALS	05/29/2020	12,770.93
257569	US BANK EQUIPMENT FINANCE	05/29/2020	3,812.56
257570	US FOODS INC	05/29/2020	35,467.21
257571	UW EDUCATIONAL OUTREACH REGIST	05/29/2020	5,850.00
257572	VANCOUVER SCHOOL DISTRICT #37	05/29/2020	4,500.00
257573	VISION EDUCATION RESEARCH, LLC	05/29/2020	2,530.00
257574	WA School Personnel Asso.	05/29/2020	50.00
257575	WA ST DEPT OF HEALTH	05/29/2020	91.00
257576	WA ST SCHOOL DIRECTORS ASSOCIA	05/29/2020	12,864.71
257577	WASTE CONTROL/KELSO	05/29/2020	2,360.25
257578	WATKINS TRACTOR & SUPPLY CO.	05/29/2020	4,709.19
257579	WEATHERGUARD, INC	05/29/2020	483.86
257580	WESTERN EQUIPMENT DISTRIBUTORS	05/29/2020	77.02
257581	WILCO	05/29/2020	202.24
257582	WILCOX & FLEGEL FUEL OIL CO.	05/29/2020	2,417.38
257583	WINDSTREAM	05/29/2020	1,848.78
257584	WOOD'S LOGGING SUPPLY, INC	05/29/2020	22.76
257585	Youth & Family Link	05/29/2020	6,042.78

121	Computer	Check(s) For a Total of	558,058.91
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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 May 11, 2020, the board, by a ^{vote,}
~~approves payments, totaling \$518.37. The payments are further identified~~
in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257586 through 257586, totaling \$518.37

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

Check Nbr	Vendor Name	Check Date	Check Amount
257586	ACH- COWLITZ COUNTY TREASURER	05/29/2020	518.37

1	Computer	Check(s)	For a Total of	518.37
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$1,258.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257587 through 257590, totaling \$1,258.06

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

Check Nbr	Vendor Name	Check Date	Check Amount
257587	HCA-SEBB BENEFITS	06/02/2020	1,189.00
257588	INFOARMOR INC	06/02/2020	16.95
257589	LEGALEASE GROUP	06/02/2020	13.96
257590	METROPOLITAN LIFE	06/02/2020	38.15

4	Computer	Check(s) For a Total of	1,258.06
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$100.00. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257591 through 257591, totaling \$100.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
257591	WA ASSOC FOR PUPIL TRANSPORTAT	06/02/2020	100.00

1	Computer	Check(s) For a Total of	100.00
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Capital Projects 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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$4,388,355.44. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3262 through 3272, totaling \$4,388,355.44

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

Check Nbr	Vendor Name	Check Date	Check Amount
3262	BANK OF AMERICA	05/29/2020	1,342.11
3263	CARROLLS WATER ASSOCIATION	05/29/2020	182.25
3264	CITY OF KELSO-COMM DEVL-BLDG &	05/29/2020	1,267.85
3265	COWLITZ COUNTY BUILDING & PLAN	05/29/2020	27,519.34
3266	EDUCATIONAL SERVICE DIST #112	05/29/2020	54,224.15
3267	FORMA CONSTRUCTION CO	05/29/2020	3,944,357.59
3268	HERITAGE BANK & FORMA CONSTRUC	05/29/2020	174,192.29
3269	INTEGRUS ARCHITECTURE PS	05/29/2020	181,478.22
3270	NOW ENVIRONMENTAL SERVICES, IN	05/29/2020	1,100.00
3271	SECURITY PROFESSIONALS, LLC	05/29/2020	43.19
3272	THREE RIVERS AUDIO VISUAL	05/29/2020	2,648.45

11	Computer	Check(s) For a Total of	4,388,355.44
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$9,001.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30764 through 30771, totaling \$9,001.27

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

Check Nbr	Vendor Name	Check Date	Check Amount
30764	BANK OF AMERICA	05/29/2020	156.39
30765	CONTINENTAL ATHLETIC SUPPLY	05/29/2020	3,236.94
30766	COPIES TODAY SPEEDY LITHO	05/29/2020	28.00
30767	KELSO SCHOOL DISTRICT	05/29/2020	2,600.51
30768	MARK MORRIS HIGH SCHOOL	05/29/2020	60.00
30769	MINT VALLEY GOLF COURSE	05/29/2020	966.67
30770	PROM NITE	05/29/2020	1,792.76
30771	WIAA	05/29/2020	160.00

8	Computer	Check(s) For a Total of	9,001.27
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$145.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30772 through 30772, totaling \$145.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
30772	ACH- COWLITZ COUNTY TREASURER	05/29/2020	145.21

1	Computer	Check(s) For a Total of	145.21
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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 May 11, 2020, the board, by a _____ vote, approves payments, totaling \$1,669.69. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1656 through 1657, totaling \$1,669.69

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

Check Nbr	Vendor Name	Check Date	Check Amount
1656	JOSTEN'S OF VANCOUVER	05/29/2020	207.95
1657	KELSO SCHOOL DISTRICT	05/29/2020	1,461.74

2	Computer	Check(s) For a Total of	1,669.69
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2020/2021 School Board Calendar—Draft

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 14 6:00 Regular Board Meeting	October 12 5:00 Work Session (Math) 6:00 Regular Board Meeting	November 9 5:00 Work Session (ELA) 6:00 Regular Board Meeting	December 14 5:00 Work Session (Wallace Celebration) 6:00 Regular Board Meeting
September 28 5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting	October 26 5:00 Work Session (Dual Credit) 6:00 Regular Board Meeting	November 23 5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 11 5:00 Work Session (SEL) 6:00 Regular Board Meeting	February 8 5:00 Work Session (ELA) 6:00 Regular Board Meeting	March 8 5:00 Work Session (EL) 6:00 Regular Board Meeting	April 19 6:00 Regular Board Meeting
January 25 5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting	February 22 5:00 Work Session (AVID) 6:00 Regular Board Meeting	March 22 5:00 Work Session (Science) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 3 6:00 Regular Board Meeting	June 7 5:00 Work Session or Special Meeting (Graduation Appeals)	July 12 5:00 Regular Board Meeting	August 16 5: Regular Board Meeting
May 17 6:00 Regular Board Meeting	June 21 5:00 Regular Board Meeting		

Unfinished Business

New Business

- A. Policy 4040P Public Access to District Records (1st Reading)
- B. Policy 3207 & 3207P Prohibition of Harassment, Intimidation, and Bullying (1st Reading)
- C. Policy 3225 & 3225P School Based Threat Assessment (1st Reading)
- D. Student Rights & Responsibilities Handbook (Action)
- E. Budget Status Report (April & May) (Information)
- F. Summer Nutrition Update (Information)
- G. Technology Donation (Action)
- H. Summer School Update (Information)
- I. Procedure 1220P Board Operating Principles (Information)
- J. Superintendents Report

Public Access to District Records Policy 4040P

PURPOSE OF THESE PROCEDURES AND GENERAL PRINCIPLES

These procedures have been established by the Superintendent and published pursuant to Board Policy 4040 and RCW 42.56.040 to explain the process for public access to school district records and to provide guidance in how the District will respond to such requests.

School district records relating to the conduct of operations and functions of the District that have been prepared, owned, used, or retained by the District in any format are, in fact, **public records** to which members of the public may request access consistent with this procedure.

When processing such requests, the District will provide the fullest assistance to the requestor and provide a response in the timeliest manner possible.

DISTRICT PUBLIC RECORDS OFFICER

Public Records Officer

For the most timely and efficient response, requests for school district records should be directed in writing through the attached form (found on the district website) to the Public Records Officer listed below, whose responsibilities include serving as a point of contact for members of the public in this process and overseeing the District's compliance with the Washington Public Records Act, Chapter 42.56 RCW, and Policy 4040.

The current Public Records Officer of the District may be reached at the District's Central Administrative Building as follows:

Superintendent's Administrative Assistant
Kelso School District
601 Crawford Street, Kelso, WA 98626
360-501-1927
molly.guler@kelsosd.org

Information regarding contacting the Public Records Officer is also available at the District website at www.kelso.wednet.edu

Public Records Officer Training

Consistent with state law, the Public Records Officer shall complete trainings related to the Washington Public Records Act and public records retention no later than ninety (90) days after assuming the responsibilities of the Public Records Officer. After the initial training(s), the Public Records Officer must complete refresher training at intervals of no more than four years as long as he or she remains the District's Public Records Officer. Training must address particular issues related to the retention, production, and disclosure of electronic documents, including updating and improving technology information services.

AVAILABILITY OF PUBLIC RECORDS

Hours for Inspection

Public records are available for inspection and copying during normal business hours of the District, Monday through Friday, 8:00 a.m. to 4:30p.m., during the school year, excluding legal holidays. Records must be inspected at the offices of the District.

Organization of Records

The District will maintain its records in a reasonable, organized manner and take reasonable actions to protect records from damage and disorganization. A requestor shall not take District records from District offices without the permission of the Public Records Officer or designee. During the inspection of records, a District employee will typically be present to protect records from damage or disorganization.

The District will also maintain a log of public records requests that have been submitted to and processed by the District. This log shall include, but not be limited to, the following information for each request:

- The identity of the requestor if provided;
- The date the request was received;
- The text of the original request;
- A description of the records produced in response to the request;
- A description of the record redacted or withheld and the reasons therefor; and
- The date of the final disposition of the request.

Information Online

A variety of records and information are available on the District website at www.kelso.wednet.edu. Requestors are encouraged to view the documents available on the website prior to submitting a records request.

MAKING A REQUEST FOR PUBLIC RECORDS

Request to Public Records Officer

Any person wishing to inspect or copy public records of the District will fill out the Public Records Request Form and return it in person during the District's normal office hours, by mail, or email addressed to the Public Records Officer.

Identifiable Records

A request under the Washington Public Records Act, Chapter 42.56 RCW and District Policy 4040 must seek an identifiable record or identifiable records. A request for all or substantially all of the records prepared, owned, used, or retained by the District is not a valid request for identifiable records. General requests for information from the District that do not seek identifiable records are also not covered by Policy 4040. A request for all records discussing a particular topic or containing a particular keyword or name will not be considered a request for all of the District's records.

Creating New Records

The District is not obligated by law to create a new record to satisfy a records request for information. The District may choose to create a record depending on the nature of the request and the convenience of providing the information in a new document, such as when data from multiple locations is requested and can be more easily combined into a single new record.

Copies of Records

If the requestor wishes to have copies of the records made instead of inspecting them, he or she shall make this clear in the request and make arrangements to pay for copies of the records or a deposit.

PROCESSING OF PUBLIC RECORDS REQUESTS

Order of Processing Requests

The district will typically process requests in the order received. However, requests may also be processed out of order if doing so allows the most requests to be processed in the most efficient manner.

Central Review

Records requests not made to the Public Records Officer of the District will be forwarded by building level administrators, program administrators, or other staff receiving the request to the Public Records Officer for processing.

Five-Day Response

Within five (5) business days of receipt of a request, the Public Records Officer will do one or more of the following:

1. Provide copies of the record(s) requested or make the record available for inspection – or, in the alternative, provide an internet address and link to the District’s website where the specific record can be accessed (provided that the requestor has not notified the District that he or she cannot access the records through the internet); or
2. Acknowledge that the District has received the request and provide a reasonable estimate of the time it will require to fully respond; or
3. Acknowledge that the District has received the request, and ask the requestor to provide clarification for a request that is unclear, while providing to the greatest extent possible a reasonable estimate of the time the District will require to respond to the request if it is not clarified; or
4. Deny the request (although no request will be denied solely on the basis that the request is overbroad.)

If the requestor fails to respond to the District’s request for clarification within 30 days and the entire request is unclear, the District may – close the request and not further respond to it. If the requestor fails to respond to the District’s request for clarification within 30 days, and part of the request is unclear, the District will respond to the portion of the request that is clear and may close the remainder of the

request. In unusual circumstances, the District may also seek a court order enjoining disclosure pursuant to law.

The District may deny a bot request that is one of multiple requests from the requestor within a twenty-four hour period if the District establishes that responding to the multiple bot requests would cause excessive interference with the District's other essential function. The District may deem a request to be a bot request when the District reasonably believes the request was automatically generated by a computer program or script.

If the District does not respond in writing within five business days of receipt of the request for disclosure, the requestor should contact the Public Records Officer to determine the reason for the failure to respond.

Purpose of Request

The District may inquire into the purpose for which a record is requested and may use the answer to aid in gathering responsive records and determining whether the public has a legitimate interest in obtaining the information. However, a requester is not required to provide a purpose and the District may not decline to furnish the records solely because the requester refuses to furnish a purpose for the request.

Protecting Rights of Others

In the event that the requested records contain information that may affect rights of others and may be arguably exempt from disclosure, the Public Records Officer may, prior to providing the records, give notice to such others. The notice may make it possible for the others to contact the requestor and ask him or her to revise the request, or, if necessary, seek a court order to prevent or limit the disclosure. The notice to the affected persons may also include a copy of the request.

Records Exempt from Disclosure

Some records are exempt from disclosure, in whole or in part, under a specific exemption contained in chapter 42.56 RCW or another statute which exempts or prohibits disclosure of specific information or records.

If the District believes that a record is exempt from disclosure and should be withheld, the Public Record Officer will state in writing the specific exemption (and statutory section) which applies and provide a brief explanation of how the exemption applies to the record being withheld or redacted. This exemption and explanation will be provided to the requestor in a withholding index or log.

If only a portion of a record is exempt from disclosure, but the remainder is not exempt, the Public Records Officer will redact the exempt portions, provide the nonexempt portions, and indicate to the requestor why portions of the record are being redacted in the withholding index or log.

List of Laws Exempting or Prohibiting Disclosure

Pursuant to RCW 42.56.070 (2), these rules contain a list of laws – other than those specifically listed in the Washington Public Records Act, Chapter 42.56 RCW – which may exempt disclosure of certain public records or portions of records. The District has identified the following laws:

- The Family Educational and Privacy Rights Act (FERPA), 20 USC § 1232g (regarding student educational records);
- Washington State Student Education Records Law, RCW 28A.605.030
- The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et. Seq. and 34 C.F.R. Part 300 (protecting the confidentiality of personally identifying information contained in student records of students with disabilities).
- Privileged communications and attorney work product, such as set forth in Chapter 5.60 RCW;
- Criminal Records Privacy Act (CRPA, Chapter 10.97, RCW;
- Information on students receiving free or reduced lunch, 42 USC § 1758(b)(6);
- Health Insurance Portability and Accountability Act (HIPPA), 45 CFR parts 160-164 (regarding health care information privacy and security
- Abuse of Children – Protection and Procedure, RCW 26.44.010; RCW 26.44.030(9);
- Notification of Juvenile Offenders, RCW 13.04.155(3);
- Examination question for teachers or pupils prior to the examination, RCW 28A.635.040;
- Public Law 98-24, Section 527 of the Public Health Services Act, 41 USC § 290dd-2 (confidentiality of alcohol and drug abuse patient records);
- United States and Washington Constitutional provisions including, but not limited to, the right of privacy and freedom of association.

In addition to these exemptions, RCW 42.56.070(9) prohibits providing access to lists of individuals requested for commercial purposes, and the District may not do so unless specifically authorized or directed by law.

The above list is for informational purposes only and is not intended to cover all possible exemptions from the public records law. The above list includes only exemptions which may be in addition to those set forth in Chapter 42.56 RCW. Under appropriate circumstances, the District may rely upon other legal exemptions which are not set forth above or contained within the public disclosure law.

Inspection of Records

Consistent with other demands, and without unreasonably disrupting District operations, the District shall promptly provide for the inspection of nonexempt public *records within a reasonable time depending on volume of records requested*. No member of the public may remove a document from the viewing area without the permission of the Public Records Officer, nor may he or she disassemble or alter any document. The requestor shall indicate which documents he or she wishes the District to copy.
~~There is no cost to inspect District records.~~

Providing Copies of Non-electronic Records

After inspection is complete, the Public Records Officer or designee shall make the requested copies or arrange for copying.

Providing Electronic Records

When a requestor requests records in an electronic format, the Public Records Officer or designee will provide the nonexempt records or portion of such records that are reasonably locatable in an electronic format that is used by the District and is generally commercially available, or in a format that is reasonably translatable from the format in which the District keeps the record.

Providing Records in Installments

When the request is for a large number of records, the Public Records Officer or designee has the right to provide access for inspection and copying in installments. If, within thirty (30) days, the requestor fails to inspect the entire set of records or one or more of the installments, the Public Records Officer or designee may stop searching for the remaining records and close the request as discussed further below.

Completion of Inspection

When the inspection of the requested records is complete and all requested copies are provided, the Public Records officer or designee will indicate that the District has completed a diligent search for the requested records and made any located nonexempt records available for inspection.

Closing Withdrawn or Abandoned Request

The requestor must **provide the fee (if applicable) and/or** claim or review the assembled records within thirty (30) days of the District's notification to him or her that the records are available for inspection or copying. ~~The District should notify the requestor in writing of this requirement and inform the requestor that he or she should contact the District to make arrangement to claim or review the records.~~ If the requestor or a representative of the requestor fails to **provide the fee (if applicable) and/or** claim or review the records within the ~~third~~ thirty (30) day period or make other arrangements, the District may close the request and refile the assembled records.

When the requestor either withdraws the request or fails to fulfil his or her obligations to inspect the records or pay the deposit or final payment for the requested copies, the Public Records Officer will close the request and indicate to the requestor that the District has closed the request.

Later Discovered Documents

If, after the District has informed the requestor that it has provided all available records, the District becomes aware of additional responsive documents existing at the time of the request, it will promptly inform the requestor of the additional documents and provide them on an expedited basis.

COST OF PROVIDING RECORDS, WAIVER OF COSTS, AND AGREEMENTS REGARDING COSTS

Cost of Printed Copies and Mailing

~~The cost of providing photocopies or printed copies of electronic records is 15 cents per page. Alternatively, if the District determines and documents that the fees allowed under this procedure are clearly equal to, or more than, two dollars, the District may instead charge a flat fee of two dollars to provide the records. If the District charges a flat fee for the first installment, the District will not charge an additional flat fee or a per page fee for any subsequent installments. Payment may be made by cash, check, or money order payable to the District.~~

The District ~~may also~~ **will** charge actual costs of mailing, ~~including the cost of the shipping container or envelope,~~ **fifteen (15) cents per page (electronic or printed), and any additional devices used in transferring documents. (move to below – Cost for Electronic or Printed Records #5)**

The Public Records Officer or designee may require the payment of the remainder of the copying costs before providing all the records, or the payment of the costs of copying an installment before providing that installment.

If requested, the District will provide a summary of the applicable charges before any copies are made. The requestor will be allowed to revise the request in order to reduce the applicable charges.

Customized Service Charge

A customized service charge may be imposed if the District estimates that the request would require the use of information technology expertise to prepare data compilations, or to provide customized electronic access services when such compilations and customized access services are not used by the District for other District purposes. The customized service charge may reimburse the District up to the actual cost of providing the services in this paragraph.

The District will not assess a customized service charge unless it has notified the requestor of the customized service charge to be applied to the request, including an explanation of why the customized service charge applies, a description of the specific expertise, and a reasonable estimate cost of the charge. The notice will also provide the requestor the opportunity to amend his or her request in order to avoid or reduce the cost of a customized service charge.

Cost for Electronic **or Printed** Records

The cost for providing electronic records is as follows:

1. ~~Ten~~ **Fifteen (15)** cents per page for public records scanned into an electronic format or for the use of District equipment to scan the records;
2. ~~Five cents per each four electronic files or attachment uploaded to email, cloud-based data storage service, or other means of electronic delivery;~~
3. ~~Ten cents per gigabyte for the transmission of public records in an electronic format or for the use of District equipment to send the records electronically; and~~
4. The actual cost of any digital storage media or device provided by the District, the actual cost of any container or envelope used to mail the copies to the requestor, and the actual postage or delivery charge.
5. The District ~~may also~~ **will** charge actual costs of mailing, ~~including the cost of the shipping container~~

or envelope, **fifteen (15) cents per page (electronic or printed), and any additional devices used in transferring documents.**

The District will take reasonable steps to provide the records in the most efficient manner available to the District in its normal operations;

~~Alternatively, if the District determines and documents that the fees allowed under this procedure are clearly equal to, or more, than two dollars, the District may instead charge a flat fee of two dollars to provide the records. If the District charges a flat fee for the first installment, the District will not charge an additional flat fee or a per page fee for any subsequent installments.~~

The Public Records Officer or designee may also require the payment of the remainder of the copying costs before providing all the records, or the payment of the costs of copying an installment before providing that installment.

If requested, the District will provide a summary of the applicable charges before charges are imposed under this procedure. The requestor will be allowed to revise the request in order to reduce the applicable charges.

The District will not impose copying charges for access to or downloading of records that the District routinely posts on its website prior to the receipt of a request, unless the requestor has specifically requested that the District provide copies of such records through other means.

Deposits

Before beginning to make the copies, the Public Records Officer or designee may require a deposit of up to ten percent of the estimated costs of copying all the records selected by the requestor, including the cost of a customized service charge according to the provision above.

Waiver

The Public Records Officer may waive any charge assessed for a request. On behalf of the District, the Public Records Officer may also enter into any contract, memorandum of understanding, or other agreement with a requestor that provides an alternative fee arrangement to the charges authorized in this Procedure, or in response to a voluminous or frequently occurring request.

INTERNAL REVIEW OF DENIALS OF PUBLIC RECORDS

Petition for Internal Administrative Review of Denial of Access

Any person who objects to the initial denial or partial denial of a records request may petition in writing (including email) to the Public Records Officer for a review of that decision. The petition shall include a copy of or reasonably identify the written statement by the Public Records Officer or designee denying the request.

Consideration of Petition for Review

The Public Records Officer shall immediately consider the petition and shall either affirm or reverse the denial within two business days following the receipt of the petition, or within such other time as the District and the requestor mutually agree to.

REPORTING COSTS OF PRODUCING PUBLIC RECORDS

The District will provide the information specified in RCW Chapter 40.14 to the Joint Legislative Audit and Review Committee as required by law.

Adopted: 3.13.06

Revised: 8.11 | 3.23.15 | 3.11.19 | 1.10.20

Prohibition of Harassment, Intimidation, or Bullying Policy 3207

The district is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and community members that is free from harassment, intimidation or bullying. **As defined in legislation**, “Harassment, intimidation or bullying” means any intentionally **electronic**, written ~~message or image — including those that are electronically transmitted~~ verbal, or physical act, including but not limited to one shown to, **one shown to** be motivated by **any characteristic in RCW 28A.640.010 and 28A.642.010**, ~~race, color, religion, ancestry, national origin, gender, sexual orientation including gender expression or identity, mental or physical disability~~ or other distinguishing characteristics, when ~~an~~ **the** act:

- Physically harms a student or damages the student’s property.; -
- Has the effect of substantially interfering with a students’ education.;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the actions(s).

Behaviors/Expressions

This policy recognizes that ‘harassment’, ‘intimidation’, and ‘bullying’ are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors, however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies, or building, classroom or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the perpetrator, and to restore a positive school climate. The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals

~~The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.~~

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavior issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborated false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 3200	Rights and Responsibilities
	Policy 3210	Nondiscrimination
	Policy 3211	Transgender Students
	Policy 3240	Student Conduct
	Policy 3241	Classroom Management, Corrective Actions or Punishment
	Policy 5011	Sexual Harassment
Legal References:	RCW 28A.300.285	Harassment, intimidation and bullying prevention policies and procedures – Model policy and procedure – Training materials – Posting on website – Rules – Advisory committee
	WAC 392.190.059	Harassment, intimidation and bullying prevention policy and procedures – School Districts
Management Resources:	<i>Policy News</i> August 2019	
	December 2014	Office for Civil Rights Dear Colleague Letter: Responding to Bullying of Students with Disabilities (OCR 10/21/14)
	December 2010	Harassment Intimidation and Bullying Policy Strengthened
	April 2008	Cyberbullying Policy Required
	April 2002	Legislature Passes an Anti-Bullying Bill

Adopted: 5.19.03

Revised: 5.8.06 | 6.07 | 6.9.08 | 5.9.11 | 4.7.14 | 5.11.15

Prohibition of Harassment, Intimidation and Bullying

Procedure 3207P

A. Kelso School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported is expected to take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

B. Definitions

Aggressor means a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

Harassment, intimidation or bullying means an intentional electronic, written, verbal, or physical act that:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. These forms are available at schools and can be downloaded from the district website.

Retaliation is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student means a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

C. Behaviors/Expressions

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. Although this procedure differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. Harassment refers to any malicious act, which causes harm to any person's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence. Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted youth including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying

D. Relationship to Other Laws

This procedure applies only to RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. RCW 28A.300.285 – Harassment, Intimidation and Bullying
2. RCW 28A.640.020 – Sexual Harassment
3. RCW 28A. 642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

E. Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information of the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided to students, staff, volunteers, and parents/guardians, and is available in school and district offices and/or hallways, or is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of Washington Administrative Code 392-400-226.

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions or other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

3. Training

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

F. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations. If a written report of harassment, intimidation or bullying indicates a potential violation of the district's nondiscrimination policy (Policy 3210); the compliance officer must promptly notify the district's civil rights compliance coordinator.
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;

5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receives annual fall training;
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
8. 8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the students. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx

G. Staff Intervention

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff is able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

H. Filing an Incident Reporting

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

I. Addressing Bullying – Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non- confidential).

Status of Reporter

a. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.)

b. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely

on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

c. **Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receives an oral or written report of harassment, intimidation or bullying shall attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Incident Reporting Form by the reporting party and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy (Policy 3210), the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of

this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation shall include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the alleged aggressor;
 - c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
 - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and

- d. The process for the complainant to file an appeal if the complainant disagrees with results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee shall request assistance from the district.

Step 4: Corrective Measure for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented to district policy 3241, Classroom Management, Corrective Actions or Punishment. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measure, including discipline.

Step 5: Targeted Student's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) schools days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day

following the termination of the hearing, and shall provide a copy to all parties involved. The board's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measure within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to district policy 3241, Classroom Management, Corrective Actions or Punishment.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider school-wide training or other activities to address the incident.

If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

J. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

K. Other Resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office 360.725.6162
Email: equity@k12.wa.us www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission 800.233.3247
www.hum.wa.gov/index.html

- Office for Civil Rights, U.S. Department of Education, Region IX 206.607.1600
Email: OCR.Seattle@ed.gov www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service 877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297.2597
Email: OEOinfo@gov.wa.gov www.governor.wa.gov/oeo/default.asp
- OSPI Safety Center 360.725.6044
www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

K. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined herein, but which are, or may be, prohibited by other district or school rules.

Adopted: 5.07

Revised: 6.9.08 | 8.08 | 5.9.11 | 5.11.15

School – Based Threat Assessment Policy 3225

The Board is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management.

Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student conduct or conducting a threat assessment. Further, suspension, or other removal from the school environment can create the risk of triggering either an immediate or a delayed violent response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district personnel from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student's presence poses an immediate and continuing danger to other students or school personnel or an immediate and continuing threat of material and substantial disruption of the educational process.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, it might include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,
- Law enforcement, such as a school resource officer,
- School administration, such as a principal or other senior administrator,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school personnel will make every reasonable attempt to involve parents and the student in the resolution of the student's behavioral violations, consistent with Policy and Procedure 3241 – Student Discipline

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school administrator, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team, including district / school-based members and community resource / law enforcement members, shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according Policy 2145 – Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;
- Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Timely reports its determination to the superintendent or designee.

Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Other tasks of threat assessment team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

Cross References: Policy 2121 Substance Abuse Program

Policy 2145 Suicide Prevention

Policy 2161 Special Education and Related Service for Eligible Students

Policy 2162 Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973

Policy 3143 District Notification of Juvenile Offenders

Policy 3231 Student Records

Policy 3432 Emergencies

Policy 3241 Student Discipline

Policy 4210 Regulation of Dangerous Weapons on School Premises

Policy 4310 District Relationships with Law Enforcement and other Government Agencies

Policy 4314 Notification of Threats of Violence or Harm

Legal References

Chapter 28A.300 RCW

Chapter 28A.320 RCW

CFR 34, Part 99, Family Educational Rights & Privacy Act Regulations

Management Resources:

2019 – December Issue

Adopted:

Revised:

School – Based Threat Assessment Procedure 3225P

Definitions

For purposes of district or school-based threat assessments of students, the following definitions will apply:

- A **school-based threat assessment** means the formal process, established by a school district, of evaluating the threatening, or potentially threatening, behavior of a student, and the circumstances surrounding the threat, to uncover any facts or evidence that the student or other actor is likely to carry out the threat.
- **School-based threat management** means the development and implementation of a plan to manage or reduce the threatening, or potentially threatening, behavior of a student in a way that increases the physical and psychological safety of students, staff, and visitors, while providing for the education of all students.
- A **threat** is an expression of an intent to cause physical harm to self/others. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct, such as “I am going to beat you up.” or indirect, such as, “I’m going to get him.”
- A **low risk threat** is one in which it is determined that the individual/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.
- A **moderate risk threat** is one in which the person/situation does not appear to pose a threat of violence, or serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.
- A **high-risk threat** is one in which the person/situation appears to pose a threat of violence, exhibiting behaviors that indicate both a continuing intent to harm self/others and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.
- An **imminent threat** exists when the person/situation appears to pose a clear and immediate threat of serious violence toward self/others that requires containment and action to protect identified or identifiable target(s); and may also exhibit other concerning behaviors that require intervention.

Principles

Six principles form the foundation of the threat assessment process. These principles are:

- Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
- Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- Effective threat assessment is based upon facts rather than on characteristics or “traits.”
- An “integrated systems approach” should guide threat assessment inquiries and investigations.
- The central question in a threat assessment inquiry or investigation is whether a student *poses* a threat, not whether the student has made a threat.

Identifying and Reporting Threats

Timely reporting of expression to harm is crucial to an effective school-based threat assessment program.

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to administrator or Director of Student Services.

All school district employees, volunteers, and contractors should report immediately to administrator or Director of Student Services, any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses an *imminent* threat of serious violence that requires containment should notify school security and/or law enforcement.

Assessing Threats

A School-based threat assessment is distinct from law enforcement investigation (if any). The goal of the threat assessment process is to take appropriate preventive or corrective measures to maintain a safe and secure school environment, to protect and support potential victims, and to provide assistance, as needed, to the individual being assessed. School-based threat assessment is also distinct from student discipline procedures. However, the functions of school-based threat assessment may run parallel to student discipline procedures.

Triage

The superintendent will designate a team leader for each threat assessment team(s), such as a school principal or a district administrator. If it is not feasible for all team members to be involved with the screening of initial reports referred to the team, the threat assessment team leader may designate a subset of team members to triage cases and determine their appropriateness for review and/or action by the full team. If a team implements a triage process, at least two members of the team will review initial reports and determine if the full team should further assess and manage the situation. All triaged cases must be

shared with all members of the assessment team to ensure the cases were adequately addressed. All threat assessment team members shall be trained to triage cases effectively.

Imminent

Upon notification of threatening behavior or communications, the school administrator, threat assessment team, or triage team shall first determine if an imminent threat is believed to exist. If the individual appears to pose an imminent threat of serious violence to themselves or to others in the school, the administrator or assessment team shall notify law enforcement.

Moderate or high-risk threat

If the threat assessment team cannot determine with a reasonable degree of confidence that the alleged threat is a not a threat, or is a low risk threat, then the threat assessment team will undertake a more in-depth assessment to determine the nature and degree of any safety concerns and to develop strategies to prevent violence and reduce risk, as necessary.

The threat assessment team's review may include but is not limited to, reviews of records; interviews and consultations with staff, students, family members, community members, and others who know the individual; and interviews of the individual and the target/recipient of the threat(s). The threat assessment team will also screen for risk of self-harm and suicidal ideation, regardless of whether the alleged threat also included possible self-harm.

Upon a determination that a student poses a threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or designee. The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

In instances where the threat is deemed moderate risk or high risk, or requires further intervention to prevent violence or serious harm, the school administrator shall notify the parent and/or guardian of any student who is the target/recipient of a threat as well as the parent and/or guardian of any student who made the threat. See Policy and Procedure 4314 – Notification of Threats of Violence or Harm. The district will ensure that the notice is in a language the parent and/or guardian understands, which may require language assistance for parents or guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If the threat assessment team determines that an individual poses a threat of violence, based on the information collected, the threat assessment team develops, implements, and monitors intervention strategies to address, reduce, and mitigate the threat and assistance to those involved, as needed. If these strategies include disciplinary consequences, the district will provide notice to the student and their parents or legal guardian consistent with Student Discipline Policy and Procedure 3241.

The threat assessment team may assist individual(s) within the school to access appropriate school and community-based resources for support and/or further intervention. This includes assisting those who engaged in threatening behavior or communication, and any impacted staff or students.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team must align intervention strategies with the student's individualized education program (IEP) or the student's plan developed under section 504 of the rehabilitation act of 1973 (section 504 plan) by coordinating with the student's IEP team or section 504 plan team.

No identifiable threat or low risk threat

If the threat assessment team concludes that no further assessment is necessary to determine the reported possible threat is not identifiable or constitutes a low threat of violence or harm to self or others, the threat assessment team need not intervene or take further steps.

Data Collection, Review and Reporting

The superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines.

Management Resources: 2019 December Issue


Adopted:

Revised:

Student Rights
&
Responsibilities
Handbook



June 15, 2020

TO: Mary Beth Tack, Superintendent
FROM:  Scott Westlund, Chief Financial and Operations Officer
SUBJECT: Budget Status Reports for April 30, 2020, and May 31, 2020.

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

For district funding and staffing purposes (excluding Running Start and Kelso GOLD), estimated average annual FTE enrollment through the end of the year is 4852 FTE. With the school closures related to COVID-19, OSPI has provided all school districts with an average annual FTE count based upon trends from Spring 2019. With approximate Running Start (107 FTE) and Kelso GOLD (10 FTE), our average annual FTE enrollment through June is 4969 FTE. This will put us approximately 19 FTE below budget.

It is estimated that our ending fund balance in August 2020 is projected to be between \$4.4 million and \$5 million, or 6.2% and 7% of projected expenditures and transfers for 2019/20.

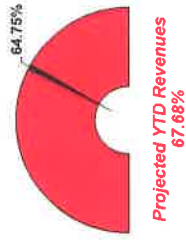
As we get further along in the school closure and can determine expenditures that are either reduced or delayed, our ending fund balance should see some upward movement.

The budget looks good through the nine months of school.

General Fund Revenues | Dashboard Summary

For the Period Ending April 30, 2020

Total Revenues Actual YTD



Local Sources Actual YTD



State Sources Actual YTD



Federal Sources Actual YTD

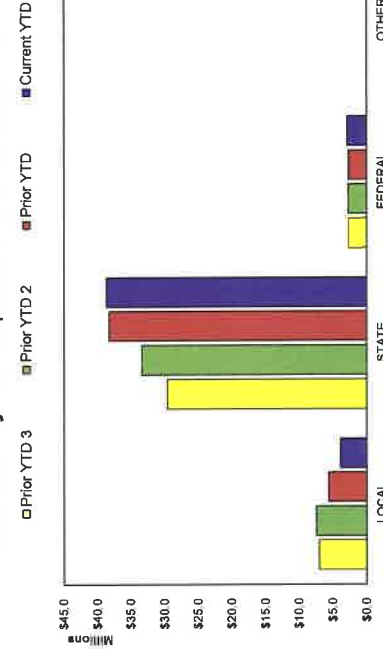


Revenue Analysis

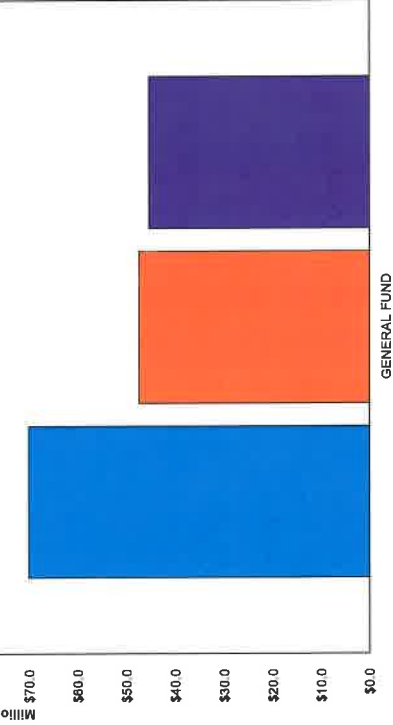
Top 10 Sources of Revenue (YTD)

Apportionment	\$28,152,137
Special Purpose - Unassigned	\$8,224,063
Local Property Tax	\$3,115,776
Special Purpose - OSPI Unassigned	\$2,711,271
Local Effort Assistance	\$2,282,448
Sales of Goods, Supplies, and Services - Unassigned	\$357,052
Local Support Non-Tax - Unassigned	\$212,918
USDA Commodities	\$120,985
Timber Excise Tax	\$102,481
Gifts, Grants, and Donations (Local)	\$50,903
Percent of Total Revenues YTD	99.54%

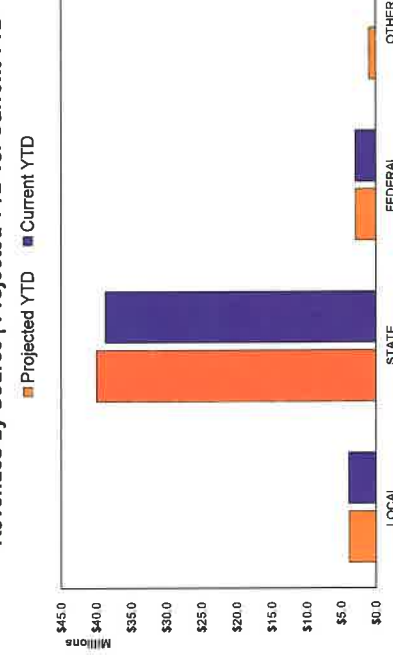
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



Revenues by Source | Projected YTD vs. Current YTD



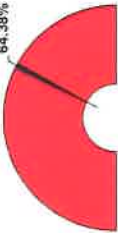
General Fund Expenditures | Dashboard Summary

For the Period Ending April 30, 2020

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
66.76%

Salaries & Benefits
Actual YTD



Projected YTD Salary/ Benefits
66.17%

Basic Education
Actual YTD



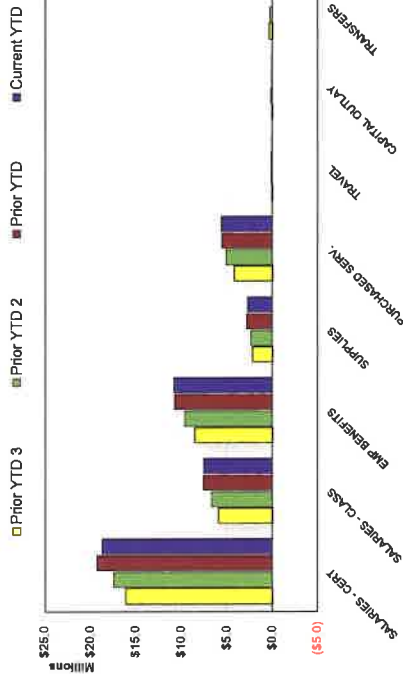
Projected YTD Basic Education
66.97%

Expenditure Analysis

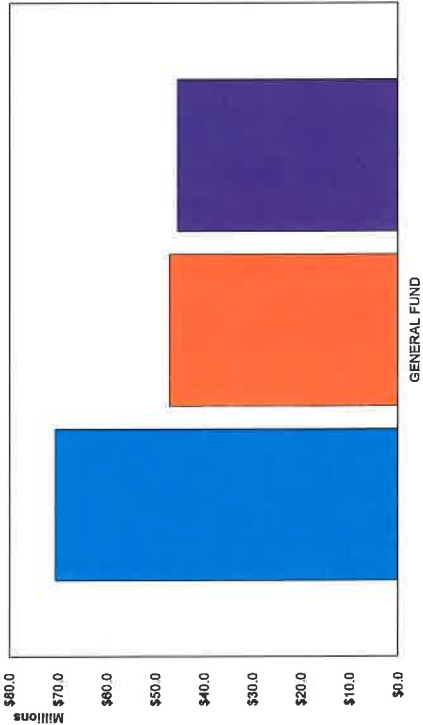
Top 10 Expenditures by Program (YTD)

Basic Education	\$19,575,855	
Handicapped	\$5,839,784	
General Supportive Serv	\$3,823,116	
Dist Support-Dir Bus Services	\$2,453,059	
Food Service	\$1,852,276	
Pupil Transportation	\$1,621,011	
Learning Assistance	\$1,525,370	
Basic Ed-Exec Dir Sup Ser	\$1,323,654	
Title I Part A	\$848,964	
Basic Ed-Dir Hr	\$777,791	
Percent of Total Expenditures YTD	87.20%	

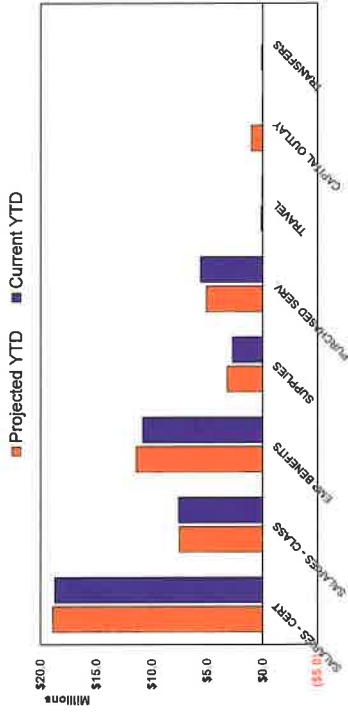
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



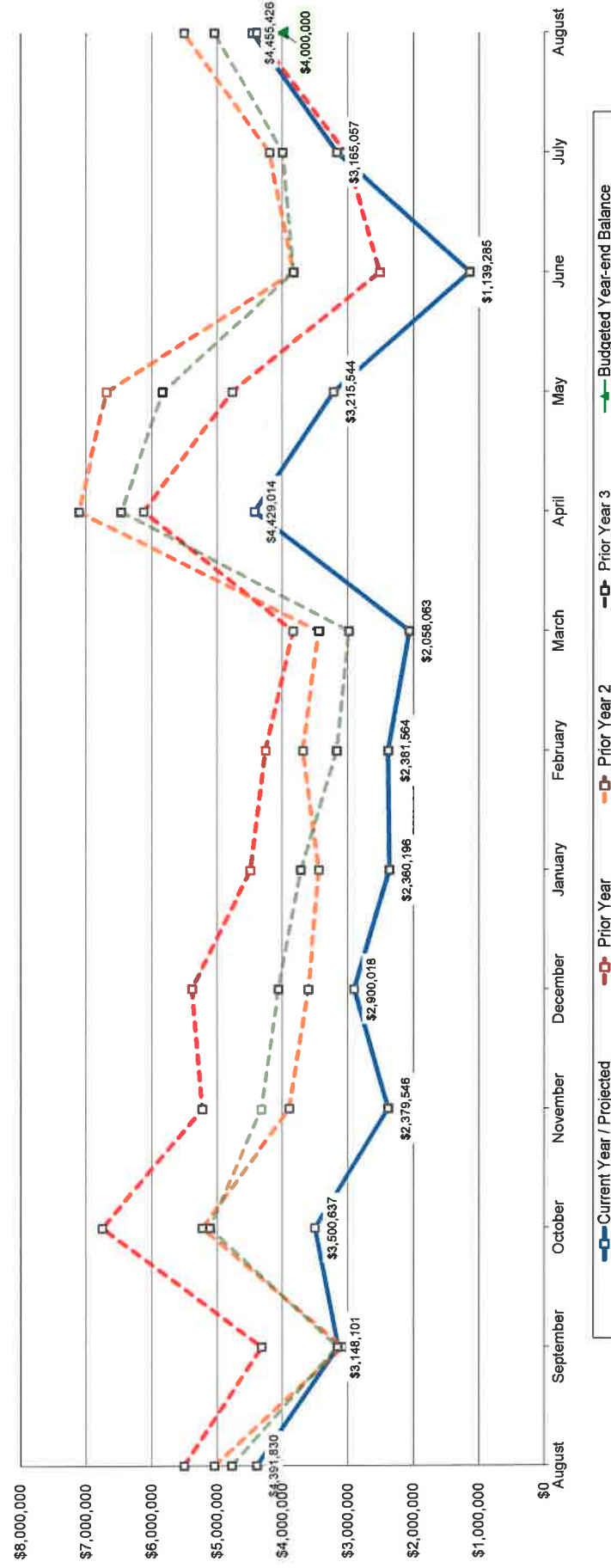
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending April 30, 2020

Month-End Balances (Year-over-Year Trend)

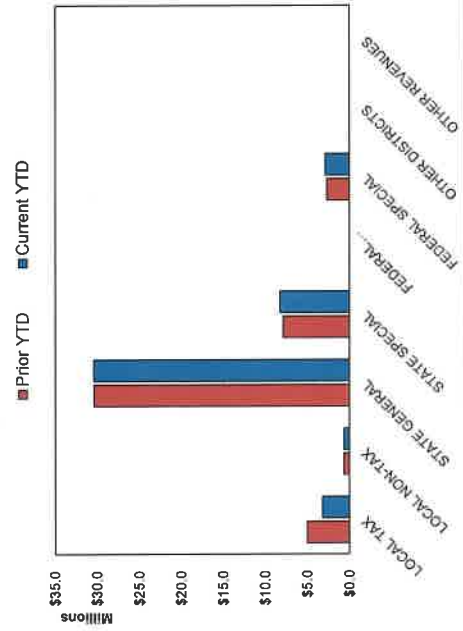


General Fund | Financial Summary

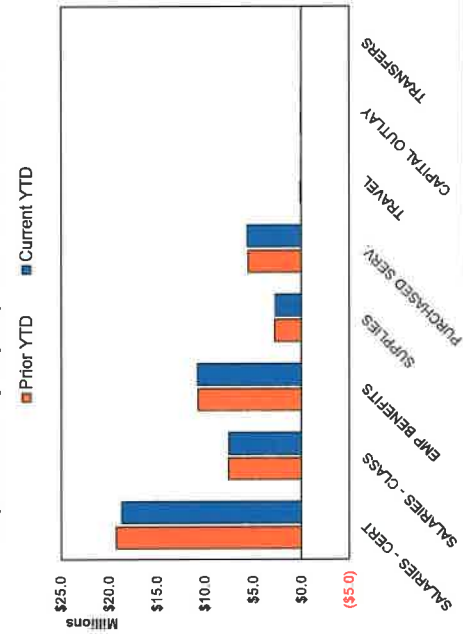
For the Period Ending April 30, 2020

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$5,012,700	\$5,327,028	94.10%	\$3,218,257	\$3,751,674	85.78%
Local Support Non-Tax	656,303	993,909	66.03%	681,064	785,500	86.70%
State General Purpose	30,391,072	44,835,315	67.78%	30,434,591	46,623,663	65.28%
State Special Purpose	7,910,032	12,195,791	64.84%	8,262,725	13,112,589	63.01%
Federal General Purpose	14,682	15,738	93.29%	14,812	16,165	91.63%
Federal Special Purpose	2,701,581	4,575,342	59.05%	2,858,041	4,608,998	62.01%
Other School Districts	1,643	4,857	33.82%	237	0	1.81%
Other Revenues	30,048	118,434	25.37%	24,650	1,358,500	64.75%
TOTAL REVENUE	\$46,718,061	\$68,070,414	68.63%	\$45,494,377	\$70,257,089	64.75%
EXPENDITURES						
Salaries - Certificated Employees	\$19,290,522	\$29,462,290	65.48%	\$18,711,708	\$28,752,075	65.08%
Salaries - Classified Employees	7,564,540	11,195,240	67.57%	7,547,446	11,133,806	67.79%
Employee Benefits and Payroll Taxes	10,747,859	16,165,730	66.49%	10,795,609	17,144,725	62.97%
Supplies, Instr. Resources, and Non-Cap Items	2,790,772	4,147,443	67.29%	2,701,728	4,584,630	58.93%
Purchased Services	5,515,184	7,577,948	72.78%	5,595,329	7,370,746	75.91%
Travel	102,306	245,273	41.71%	63,421	156,838	40.44%
Capital Outlay	87,974	146,080	60.22%	41,952	1,460,000	2.87%
Transfers	4,840	4,840	100.00%	(0)	0	
TOTAL EXPENDITURES	\$46,103,997	\$68,944,843	66.87%	\$45,457,193	\$70,602,820	64.38%
SURPLUS / (DEFICIT)	\$614,064	(\$874,429)		\$37,184	(\$348,731)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$1,500	
Other Financing Uses	\$0	(\$240,000)		\$0	(\$140,000)	
NET CHANGE IN FUND BALANCE	\$614,064	(\$1,114,429)		\$37,184	(\$484,231)	
ENDING FUND BALANCE	\$6,120,323			\$4,429,014		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

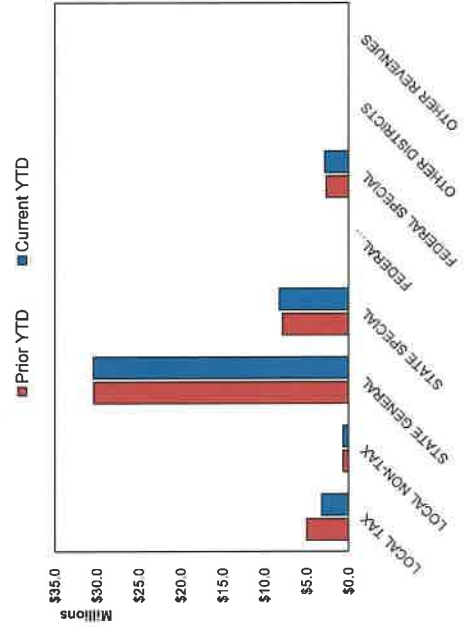


General Fund | Financial Summary

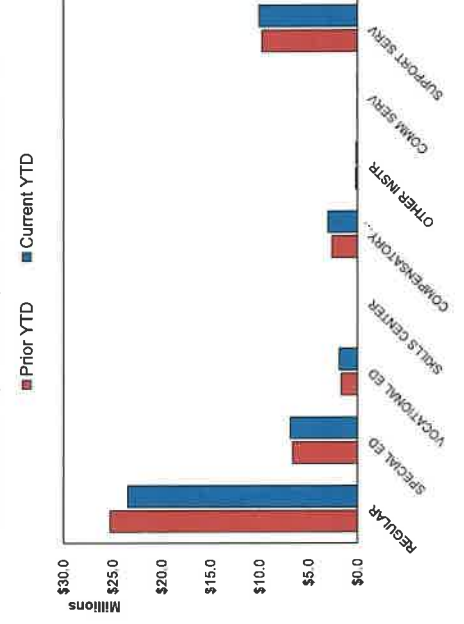
For the Period Ending April 30, 2020

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$5,012,700	\$5,327,028	94.10%	\$3,218,257	\$3,751,674	85.78%
Local Support Non-Tax	696,303	993,909	66.03%	681,064	785,500	86.70%
State General Purpose	30,391,072	44,835,315	67.78%	30,434,591	46,623,663	65.28%
State Special Purpose	7,910,032	12,199,791	64.84%	8,262,725	13,112,589	63.01%
Federal General Purpose	14,662	15,738	93.29%	14,812	16,165	91.63%
Federal Special Purpose	2,701,581	4,575,342	59.05%	2,858,041	4,608,998	62.01%
Other School Districts	1,643	4,857	33.82%	237	0	
Other Revenues	30,048	118,434	25.37%	24,650	1,358,500	1.81%
TOTAL REVENUE	\$46,718,061	\$68,070,414	68.63%	\$45,494,377	\$70,257,089	64.75%
EXPENDITURES						
Regular Instruction	\$25,265,104	\$37,440,443	67.48%	\$23,477,073	\$36,300,538	64.67%
Special Education Instruction	6,607,561	9,812,292	67.34%	6,867,093	10,448,266	65.72%
Vocational Education Instruction	1,665,956	2,619,997	63.59%	1,874,444	2,919,019	64.21%
Skills Center Instruction	0	0		0	0	
Compensatory Education Instruction	2,608,089	4,666,649	55.89%	3,033,189	5,192,729	58.41%
Other Instructional Programs	174,452	294,490	59.24%	128,192	1,507,435	8.50%
Community Services	34,733	76,529	44.23%	43,851	49,789	88.07%
Support Services	9,748,101	14,032,444	69.47%	10,033,369	14,185,044	70.73%
TOTAL EXPENDITURES	\$46,103,997	\$68,944,843	66.87%	\$45,457,193	\$70,602,820	64.38%
SURPLUS / (DEFICIT)	\$614,064	(\$874,429)		\$37,184	(\$345,731)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$1,500	
Other Financing Uses	\$0	(\$240,000)		\$0	(\$140,000)	
NET CHANGE IN FUND BALANCE	\$614,064	(\$1,114,429)		\$37,184	(\$484,231)	
ENDING FUND BALANCE	\$6,120,323			\$4,429,014		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

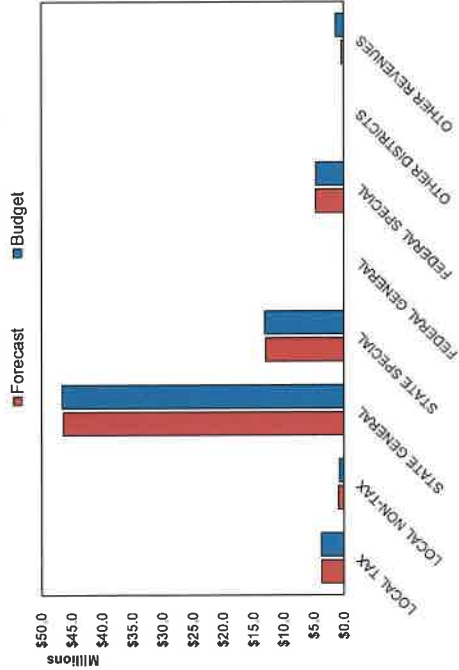


General Fund (High Level) | Financial Forecast

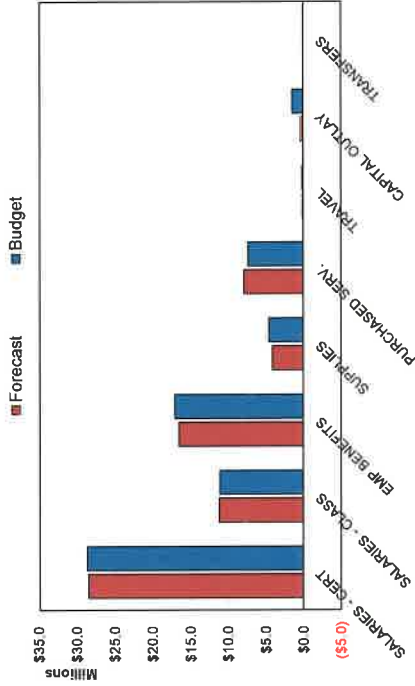
For the Period Ending April 30, 2020

	Prior YTD	Current YTD	Add. Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$5,012,700	\$3,218,257	\$470,460	\$3,688,717	\$3,751,674	(\$62,957)
Local Support Non-Tax	656,303	681,064	259,031	940,095	785,500	154,595
State General Purpose	30,391,072	30,434,591	15,974,200	46,408,791	46,623,663	(214,872)
State Special Purpose	7,910,032	8,262,725	4,671,169	12,933,893	13,112,589	(178,696)
Federal General Purpose	14,882	14,812	6,045	20,857	16,165	4,692
Federal Special Purpose	2,701,581	2,858,041	1,764,134	4,622,176	4,608,998	13,178
Other School Districts	1,643	237	0	237	0	237
Other Revenues	30,048	24,650	406,186	430,835	1,358,500	(927,665)
TOTAL REVENUE	\$46,718,061	\$45,494,377	\$23,551,224	\$69,045,601	\$70,257,089	(\$1,211,488)
EXPENDITURES						
Salaries - Certificated Employees	\$19,290,522	\$18,711,708	\$9,853,490	\$28,565,198	\$28,752,075	\$186,877
Salaries - Classified Employees	7,564,540	7,547,446	3,679,362	\$11,226,808	11,133,806	(93,002)
Employee Benefits and Payroll Taxes	10,747,859	10,795,609	5,763,190	\$16,558,798	17,144,725	585,927
Supplies, Instr. Resources, and Non-Cap Items	2,790,772	2,701,728	1,420,735	\$4,122,463	4,584,630	462,167
Purchased Services	5,515,184	5,595,329	2,321,951	\$7,917,280	7,370,746	(\$546,534)
Travel	102,306	63,421	50,029	\$113,450	156,838	43,388
Capital Outlay	87,974	41,952	394,408	\$436,361	1,460,000	1,023,639
Transfers	4,840	(0)	(193)	\$436,361	0	193
TOTAL EXPENDITURES	\$46,103,997	\$45,457,193	\$23,482,972	\$68,940,165	\$70,602,820	\$1,662,655
SURPLUS / (DEFICIT)	\$614,064	\$37,184	\$68,251	\$105,436	(\$346,731)	\$451,167
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$183	\$183	\$1,500	\$0
Other Financing Uses	\$0	\$0	(\$42,022)	(\$42,022)	(\$140,000)	\$97,978
NET CHANGE IN FUND BALANCE	\$614,064	\$37,184	\$26,412	\$63,596	(\$484,231)	\$549,145
ENDING FUND BALANCE	\$6,120,323	\$4,425,014		\$4,455,426	\$4,000,000	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending April 30, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$4,917,012	\$3,115,776	\$404,457	\$3,520,233	\$3,564,314	(\$44,081)
1500 Timber Excise Tax	95,688	102,481	34,336	136,817	92,360	44,457
1900 Other Local Taxes	0	0	31,667	31,667	95,000	(63,333)
2100 Tuition and Fees - Unassigned	7,247	4,712	5,141	9,853	15,000	(5,147)
2200 Sales of Goods, Supplies, and Services - Unassigned	381,826	357,052	123,821	480,873	510,000	(29,127)
2300 Investment Earnings	72,557	34,927	41,117	76,044	100,000	(23,956)
2500 Gifts, Grants, and Donations (Local)	38,725	50,903	22,428	73,330	50,000	23,330
2600 Fines and Damages	4,327	4,868	5,454	10,322	10,000	322
2700 Rentals and Leases	21,541	14,229	15,104	29,333	35,000	(5,667)
2800 Insurance Recoveries	721	1,456	205	1,661	500	1,161
2900 Local Support Non-Tax - Unassigned	129,358	212,918	45,761	258,679	65,000	193,679
3100 Apportionment	27,894,215	28,152,137	14,130,771	42,282,908	42,284,861	(11,953)
3300 Local Effort Assistance	2,496,857	2,282,448	1,843,416	4,125,864	4,328,747	(202,883)
3600 State Forests	0	6	13	19	55	(36)
4100 Special Purpose - Unassigned	7,896,311	8,224,063	4,671,169	12,895,232	13,112,589	(217,357)
4300 Other State Agencies - Unassigned	13,722	38,661	0	38,661	0	38,661
5500 Federal Forests	14,682	14,812	6,045	20,857	16,165	4,692
6100 Special Purpose - OSPI Unassigned	2,499,481	2,711,271	1,696,427	4,407,698	4,388,498	19,200
6200 Direct Special Purpose Grants	6,476	7,133	8,037	15,170	20,500	(5,330)
6300 Federal Grants Through Other Entities - Unassigned	33,556	18,653	35,980	54,633	40,000	14,633
6900 USDA Commodities	162,069	120,985	23,690	144,675	160,000	(15,325)
7100 Program Participation - Unassigned	1,643	237	0	237	0	237
8100 Governmental Entities	(193)	1,872	363,523	365,396	1,300,500	(935,104)
8200 Private Foundation	8,050	9,924	11,795	21,719	18,000	3,719
8500 Educational Service Districts	22,191	12,853	30,867	43,721	40,000	3,721
9300 Sale of Equipment	0	0	183	183	1,500	(1,317)
TOTAL REVENUES	\$46,718,061	\$45,494,377	\$23,551,407	\$69,045,783	\$70,258,589	(\$1,212,806)
EXPENDITURES						
01 Basic Education	\$25,158,038	\$23,335,054	\$11,908,271	\$35,243,325	\$36,048,106	\$804,781
02 Alternative Learning Experience	107,066	88,049	41,865	129,914	134,082	4,168
03 DO Reengagement	0	53,970	39,450	93,420	118,350	24,930
21 Special Education - Supplemental - State	5,563,356	5,839,784	2,877,390	8,717,173	8,860,370	163,197
22 Special Education - Infants & Toddlers, State	314,160	337,810	224,977	562,787	536,402	(26,385)
24 Special Education - Supplemental - Federal	730,045	689,500	342,767	1,032,267	1,031,494	(773)
31 Vocational - Basic - State	1,445,900	1,577,158	901,812	2,478,969	2,472,598	(6,371)
34 Middle School Career and Technical Education State	208,573	277,628	150,029	427,657	411,575	(16,082)
38 Vocational - Federal	11,483	19,658	15,275	34,933	34,846	(87)
51 ESEA Disadvantaged - Federal	745,413	888,529	505,468	1,393,998	1,380,982	(13,016)
52 Other Title Grants Under ESEA - Federal	149,797	205,212	133,856	339,069	302,805	(36,264)
55 Learning Assistance Program - State	1,312,880	1,525,370	999,201	2,524,571	2,556,370	31,799
58 Special and Pilot Programs - State	62,161	77,857	343,685	421,541	409,439	(12,102)
64 Limited English Proficiency - Federal	25,296	18,545	10,198	28,743	39,076	10,333
65 Transitional Bilingual - State	285,587	297,271	172,095	469,366	465,557	(3,809)
68 Indian Education - Federal - ED	14,134	11,003	4,382	15,385	20,500	5,115
69 Compensatory - Other	12,821	9,381	3,624	13,005	18,000	4,995
74 Highly Capable	105,831	89,745	43,821	133,566	136,970	3,404
79 Instructional Programs - Other	68,621	38,447	381,290	419,737	1,370,465	950,728
89 Other Community Services	34,733	43,851	26,719	70,571	48,789	(20,782)
97 Districtwide Support	6,365,643	6,560,082	2,887,118	9,447,200	9,154,930	(292,270)
98 School Food Services	1,859,563	1,852,276	715,393	2,567,668	2,623,960	56,292
99 Pupil Transportation	1,522,896	1,621,011	754,288	2,375,299	2,405,154	30,855
TOTAL EXPENDITURES	\$46,103,997	\$45,457,193	\$23,482,973	\$68,940,165	\$70,602,820	\$1,662,655
SURPLUS / (DEFICIT)	614,064	37,184	105,618	(344,231)	(344,231)	(1,317)
Other Financing Uses	0	0	(42,022)	(42,022)	(140,000)	97,978
ENDING FUND BALANCE	6,120,323	4,423,014	0	4,455,428	4,000,000	0

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of April, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	3,751,674	1,413,559.22	3,218,256.81		533,417.19	85.78
2000 LOCAL SUPPORT NONTAX	785,500	71,008.99	683,755.52		101,744.48	87.05
3000 STATE, GENERAL PURPOSE	46,623,663	4,924,326.35	30,434,591.02		16,189,071.98	65.28
4000 STATE, SPECIAL PURPOSE	13,112,589	1,110,441.65	8,262,724.69		4,849,864.31	63.01
5000 FEDERAL, GENERAL PURPOSE	16,165	14,812.37	14,812.37		1,352.63	91.63
6000 FEDERAL, SPECIAL PURPOSE	4,608,998	361,527.60	2,858,041.46		1,750,956.54	62.01
7000 REVENUES FR OTH SCH DIST	0	.00	236.59		236.59-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	1,358,500	9,924.10	24,649.82		1,333,850.18	1.81
9000 OTHER FINANCING SOURCES	1,500	.00	.00		1,500.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	70,258,589	7,905,600.28	45,497,068.28		24,761,520.72	64.76
<u>B. EXPENDITURES</u>						
00 Regular Instruction	36,585,610	2,769,447.64	23,510,466.71	11,374,322.73	1,700,820.56	95.35
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	10,448,266	887,435.73	6,881,346.45	3,430,227.05	136,692.50	98.69
30 Voc. Ed Instruction	3,113,876	189,101.57	1,872,942.81	892,362.94	348,570.25	88.81
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	5,653,695	339,942.10	3,038,700.92	1,287,756.57	1,327,237.51	76.52
70 Other Instructional Pgms	566,540	14,953.41	131,247.27	44,087.89	391,204.84	30.95
80 Community Services	49,789	4,243.80	49,472.78	0.00	316.22	99.36
90 Support Services	14,185,044	1,329,525.41	9,972,864.29	3,251,728.95	960,450.76	93.23
<u>Total EXPENDITURES</u>	70,602,820	5,534,649.66	45,457,041.23	20,280,486.13	4,865,292.64	93.11
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	140,000	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	484,231-	2,370,950.62	40,027.05		524,258.05	108.27-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	5,000,000		4,391,829.86			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	4,515,769		4,431,856.91			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	62,422.66
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	347,750	401,193.16
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	425,728.19
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	125,000	270,303.21
G/L 890 Unassigned Fund Balance	3,793,019	3,272,209.69
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	4,515,769	4,431,856.91

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of April, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	1,000,000	79,295.25	1,016,642.17		16,642.17-	101.66
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	8,600,000	.00	.00		8,600,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	140,000	.00	.00		140,000.00	0.00
<u>Total REVENUES/OTHER FIN. SOURCES</u>	9,740,000	79,295.25	1,016,642.17		8,723,357.83	10.44
<u>B. EXPENDITURES</u>						
10 Sites	10,000,000	275,337.83	568,405.86	29,340.18	9,402,253.96	5.98
20 Buildings	50,000,000	4,465,687.71	19,623,895.86	10,662,482.72	19,713,621.42	60.57
30 Equipment	0	.00	212,692.63	77,407.58	290,100.21-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	60,000,000	4,741,025.54	20,404,994.35	10,769,230.48	28,825,775.17	51.96
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	140,000	.00	9,488.90			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER (UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	50,400,000-	4,661,730.29-	19,397,841.08-		31,002,158.92	61.51-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	84,600,000		84,413,331.71			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	34,200,000		65,015,490.63			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RES FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	24,600,000	62,048,389.13
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 RES FOR FEDERAL PROCEEDS	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	9,600,000	2,967,101.50
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	34,200,000	65,015,490.63

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of April, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	7,001,750	2,498,444.23	5,799,373.10		1,202,376.90	82.83
2000 Local Support Nontax	10,000	1,779.17	35,771.86		25,771.86-	357.72
3000 State, General Purpose	0	.00	395,127.28		395,127.28-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	397,000	.00	40,790.66		356,209.34	10.27
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,408,750	2,500,223.40	6,271,062.90		1,137,687.10	84.64
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,989,079	.00	3,675,000.00	0.00	314,079.00	92.13
Interest On Bonds	4,179,058	.00	1,548,190.66	0.00	2,630,867.34	37.05
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	8,168,137	.00	5,223,190.66	0.00	2,944,946.34	63.95
C. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
D. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
E. <u>EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	759,387-	2,500,223.40	1,047,872.24		1,807,259.24	237.99-
F. <u>TOTAL BEGINNING FUND BALANCE</u>	3,503,000		3,592,430.36			
G. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
H. <u>TOTAL ENDING FUND BALANCE</u>	2,743,613		4,640,302.60			
<u>(E+F + OR - G)</u>						
I. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,743,613		4,640,302.60			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	2,743,613		4,640,302.60			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of April, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	489,895	1,738.84	284,077.80		205,817.20	57.99
2000 Athletics	69,350	.00	42,534.68		26,815.32	61.33
3000 Classes	43,950	.00	17,071.00		26,879.00	38.84
4000 Clubs	367,750	8,435.17	144,794.05		222,955.95	39.37
6000 Private Moneys	36,500	3.50	7,252.36		29,247.64	19.87
Total REVENUES	1,007,445	10,177.51	495,729.89		511,715.11	49.21
B. EXPENDITURES						
1000 General Student Body	345,460	9,146.18	135,101.39	3,949.75	206,408.86	40.25
2000 Athletics	250,040	829.23	162,753.09	5,608.65	81,678.26	67.33
3000 Classes	45,050	158.03	12,732.97	3,963.50	28,353.53	37.06
4000 Clubs	390,490	1,955.57	143,889.63	20,396.18	226,204.19	42.07
6000 Private Moneys	36,500	.00	6,682.69	0.00	29,817.31	18.31
Total EXPENDITURES	1,067,540	12,089.01	461,159.77	33,918.08	572,462.15	46.38
C. EXCESS OF REVENUES						
OVER(UNDER) EXPENDITURES (A-B)	60,095-	1,911.50-	34,570.12		94,665.12	157.53-
D. TOTAL BEGINNING FUND BALANCE	312,867		350,175.43			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE	252,772		384,745.55			
C+D + OR - E)						
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	222,772		337,216.81			
G/L 840 Nonspnd FB - Invent/Prepd Itms	30,000		47,528.74			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	252,772		384,745.55			

GL	GL	Account Level	Beginning	2019-20	2019-20	Ending
		Description	Balance	FYTD Debits	FYTD Credits	Balance
200	Imprest Cash					
20-	Imprest Cash					
230	Cash on Hand			22,740.00	22,740.00	
23-	Cash on Hand			22,740.00	22,740.00	
240	Cash on Dep w/Co.Treas		0.60	14,695.51	14,077.17	618.94
241	Warrants Outstanding			2,588.11	3,206.11	-618.00
24-	Cash on Dep w/Co.Treas		0.60	17,283.62	17,283.28	0.94
2--	Imprest Cash		0.60	40,023.62	40,023.28	0.94
320	Due from Other Funds					
32-	Due from Other Funds		28,726.13	11,508.51	2,977.00	37,257.64
340	Accounts Receivable		28,726.13	11,508.51	2,977.00	37,257.64
34-	Accounts Receivable			3,225.56	3,225.56	
3--				3,225.56	3,225.56	
450	Investments					
45-	Investments		28,726.13	11,508.51	2,977.00	37,257.64
4--			28,726.13	11,508.51	2,977.00	37,257.64
601	Accounts Payable					
60-				3,225.56	3,225.56	
640	DUE TO OTHER FUNDS					
64-	DUE TO OTHER FUNDS					
6--				3,225.56	3,225.56	
520	Encumbrances			3,256.95	3,180.22	76.73
52-	Encumbrances			3,256.95	3,180.22	76.73
5--				3,256.95	3,180.22	76.73
820	Reserved for Encumbrances			3,180.22	3,256.95	-76.73
82-	Reserved for Encumbrances			3,180.22	3,256.95	-76.73
855	Reserv for Trst Principal		-1,800.00			-1,800.00
857	Held in Trust for Pvt Purposes		-26,936.16	3,206.11	11,737.96	-35,468.01
85-			-28,736.16	3,206.11	11,737.96	-37,268.01
889	Assigned to Fund Purposes					
88-						
890	Unres.Undes.Fund Balance					
89-	Unres.Undes.Fund Balance					
8--			-28,736.16	6,386.33	14,994.91	-37,344.74
Grand Asset Totals			28,726.73	51,532.13	43,000.28	37,258.58
Grand Liability Totals				3,225.56	3,225.56	
Grand Equity Totals			-28,736.16	9,643.28	18,175.13	-37,268.01
Grand Totals			-9.43	64,400.97	64,400.97	-9.43

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of April, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	283.38	2,919.44		2,419.44-	583.89
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	270,000	.00	.00		270,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	270,500	283.38	2,919.44		267,580.56	1.08
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	270,500	283.38	2,919.44		267,580.56	1.08
<u>D. EXPENDITURES</u>						
Type 30 Equipment	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	257,000	.00	31,301.76			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	13,500	283.38	28,382.32-		41,882.32-	310.24-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	295,000		300,075.10			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	308,500		271,692.78			
K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	51,500		14,692.78			
G/L 830 Restricted for Debt Service	257,000		257,000.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	308,500		271,692.78			

General Fund Revenues | Dashboard Summary

For the Period Ending May 31, 2020

Total Revenues Actual YTD



Local Sources Actual YTD



State Sources Actual YTD



Federal Sources Actual YTD

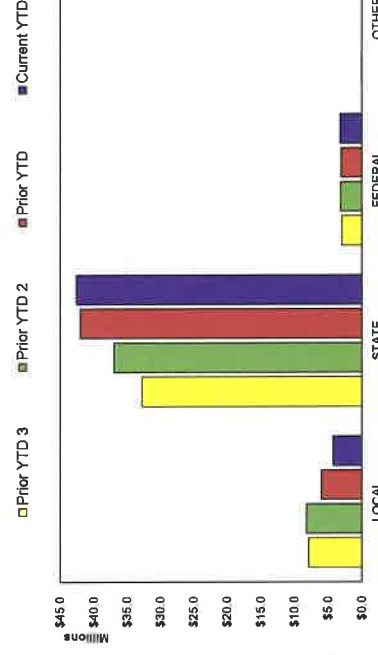


Revenue Analysis

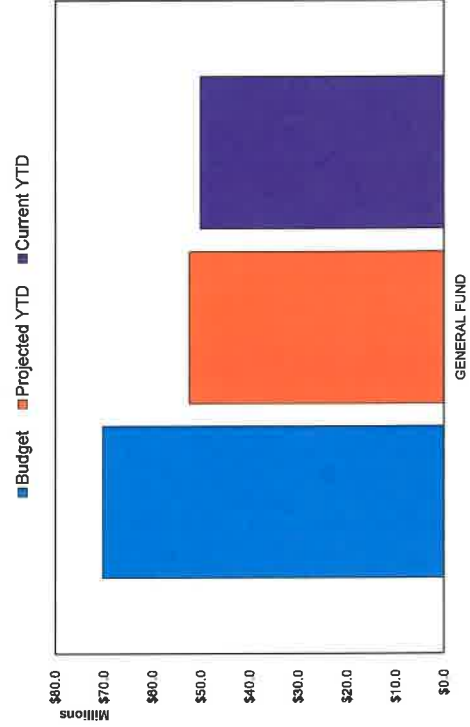
Top 10 Sources of Revenue (YTD)

Apportionment	\$30,234,525
Special Purpose - Unassigned	\$8,846,837
Local Effort Assistance	\$3,511,148
Local Property Tax	\$3,465,329
Special Purpose - OSPI Unassigned	\$3,043,838
Sales of Goods, Supplies, and Services - Unassigned	\$360,749
Local Support Non-Tax - Unassigned	\$218,447
USDA Commodities	\$141,478
Timber Excise Tax	\$102,481
Gifts, Grants, and Donations (Local)	\$50,944
Percent of Total Revenues YTD	99.65%

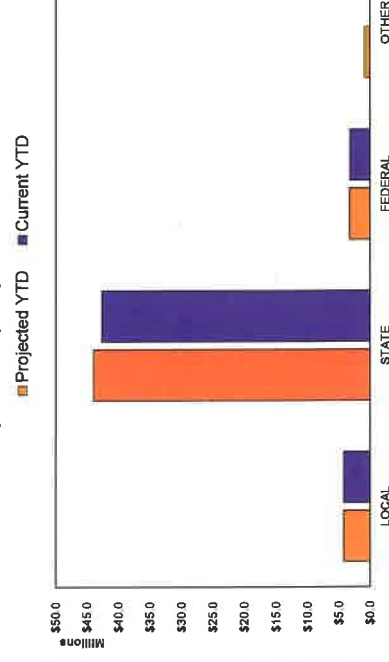
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



Revenues by Source | Projected YTD vs. Current YTD



General Fund Expenditures | Dashboard Summary

For the Period Ending May 31, 2020

Projected YE Balance as
% of Budgeted Expenditures



Total Expenditures
Actual YTD



Projected YTD Expenditures
75.22%

Salaries & Benefits
Actual YTD



Projected YTD Salary/Benefits
74.67%

Basic Education
Actual YTD



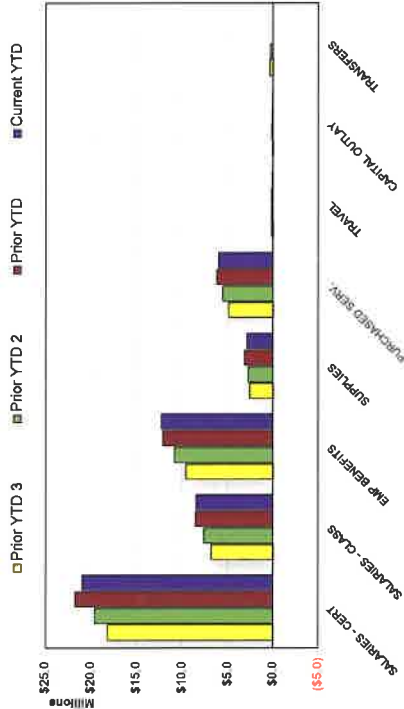
Projected YTD Basic Education
75.38%

Expenditure Analysis

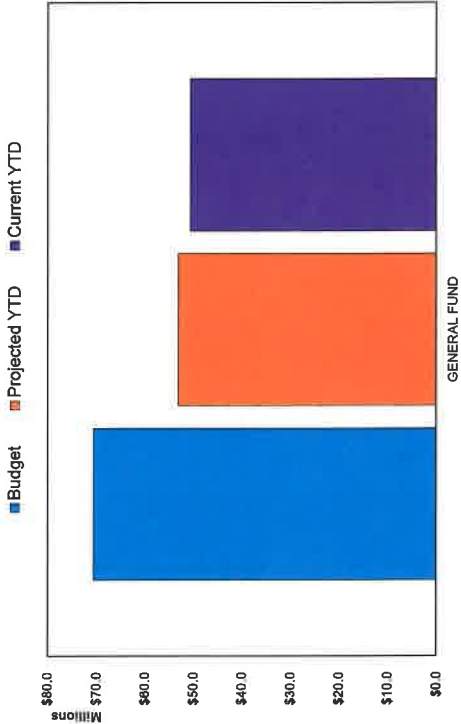
Top 10 Expenditures by Program (YTD)

Basic Education	\$21,992,855
Handicapped	\$6,601,453
General Supportive Serv	\$4,318,066
Dist Support-Dir Bus Services	\$2,611,319
Food Service	\$2,045,044
Pupil Transportation	\$1,801,576
Learning Assistance	\$1,708,974
Basic Ed-Exec Dir Sup Ser	\$1,344,876
Title I Part A	\$931,951
Basic Ed-Dir Hr	\$681,932
Percent of Total Expenditures YTD	87.32%

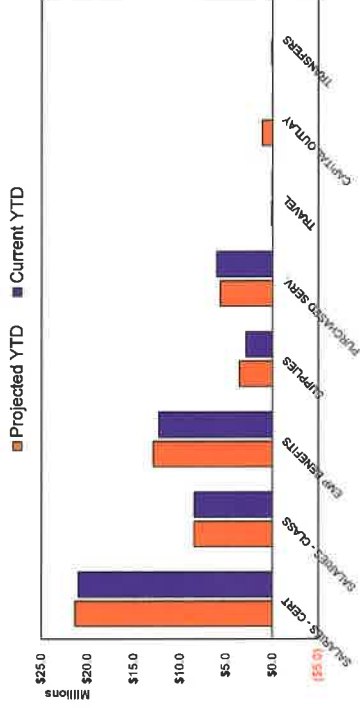
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD



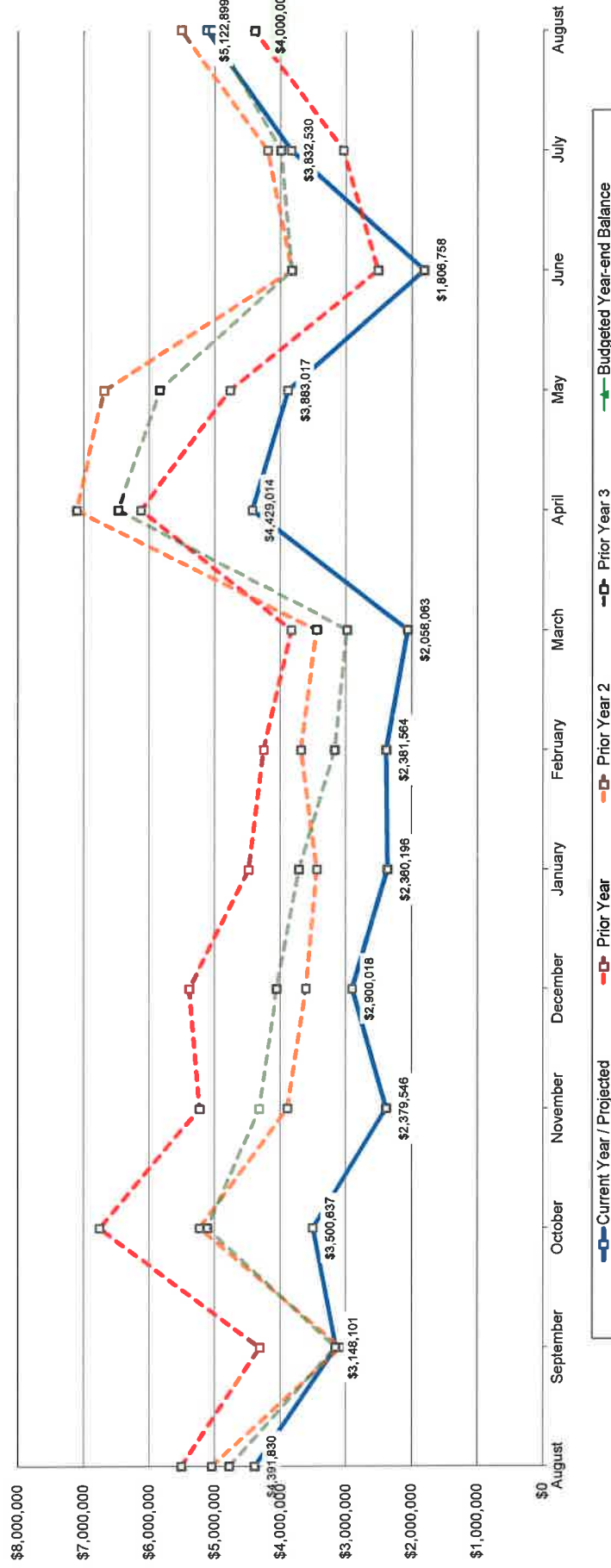
Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending May 31, 2020

Month-End Balances (Year-over-Year Trend)

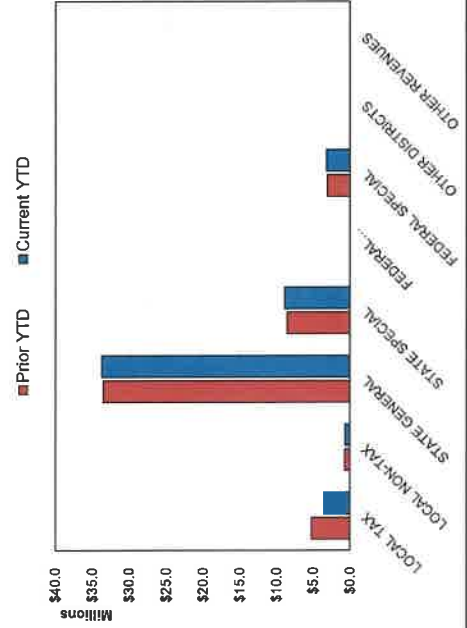


General Fund | Financial Summary

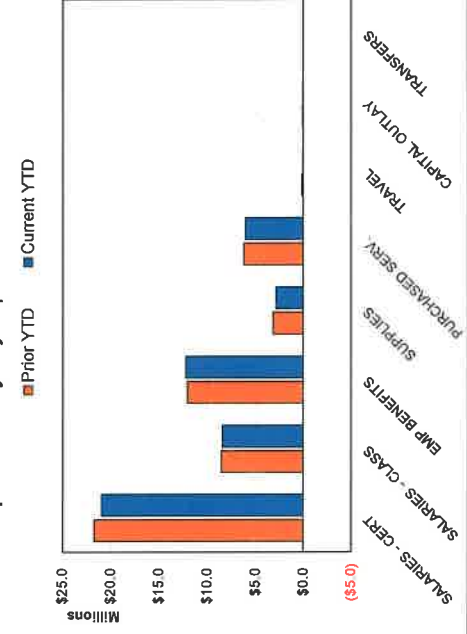
For the Period Ending May 31, 2020

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$5,261,778	\$5,327,028	98.78%	\$3,567,810	\$3,751,674	95.10%
Local Support Non-Tax	736,525	993,909	74.10%	692,845	785,500	88.20%
State General Purpose	33,529,623	44,835,315	74.78%	33,745,680	46,623,663	72.38%
State Special Purpose	8,553,367	12,199,791	70.11%	8,887,874	13,112,589	67.78%
Federal General Purpose	15,738	15,738	100.00%	14,812	16,165	91.63%
Federal Special Purpose	3,058,278	4,575,342	66.84%	3,217,041	4,606,998	69.80%
Other School Districts	2,785	4,857	57.35%	467	0	
Other Revenues	43,832	118,434	37.01%	24,650	1,358,500	1.81%
TOTAL REVENUE	\$51,201,926	\$68,070,414	75.22%	\$50,151,179	\$70,257,089	71.38%
EXPENDITURES						
Salaries - Certificated Employees	\$21,747,490	\$29,462,290	73.81%	\$20,982,761	\$28,752,075	72.98%
Salaries - Classified Employees	8,530,262	11,195,240	76.20%	8,442,831	11,133,806	75.83%
Employee Benefits and Payroll Taxes	12,102,440	16,165,730	74.86%	12,259,367	17,144,725	71.51%
Supplies, Instr. Resources, and Non-Cap Items	3,136,328	4,147,443	75.62%	2,859,918	4,584,630	62.38%
Purchased Services	6,161,938	7,577,948	81.58%	6,008,412	7,370,746	81.52%
Travel	151,814	245,273	61.90%	64,751	156,838	41.29%
Capital Outlay	87,974	146,080	60.22%	41,952	1,460,000	2.87%
Transfers	4,840	4,840	100.00%	(0)	0	
TOTAL EXPENDITURES	\$51,942,986	\$68,944,843	75.34%	\$50,659,992	\$70,602,820	71.75%
SURPLUS / (DEFICIT)	(\$741,060)	(\$874,429)		(\$508,813)	(\$346,731)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$1,500	
Other Financing Uses	\$0	(\$240,000)		\$0	(\$140,000)	
NET CHANGE IN FUND BALANCE	(\$741,060)	(\$1,114,429)		(\$508,813)	(\$484,231)	
ENDING FUND BALANCE	\$4,765,199			\$3,863,017		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

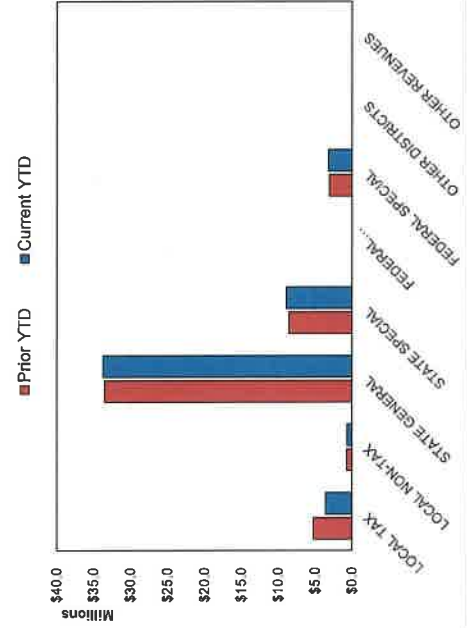


General Fund | Financial Summary

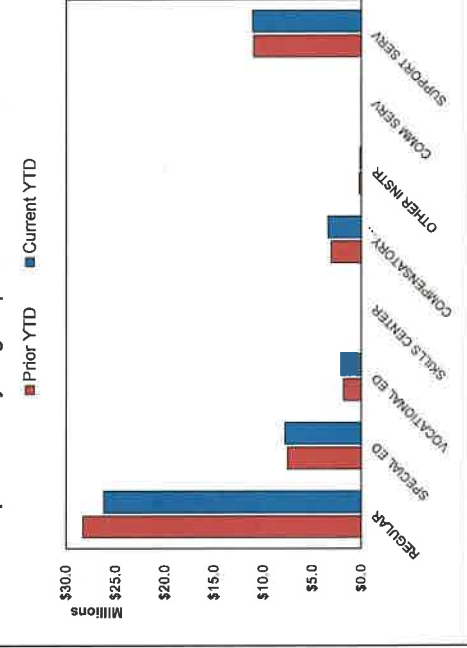
For the Period Ending May 31, 2020

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$5,261,778	\$5,327,028	98.78%	\$3,567,810	\$3,751,674	95.10%
Local Support Non-Tax	736,525	993,909	74.10%	682,845	785,500	88.20%
State General Purpose	33,529,623	44,835,315	74.78%	33,745,680	46,623,663	72.38%
State Special Purpose	8,553,367	12,198,791	70.11%	8,887,874	13,112,589	67.78%
Federal General Purpose	15,738	15,738	100.00%	14,812	16,165	91.63%
Federal Special Purpose	3,058,278	4,575,342	66.84%	3,217,041	4,608,998	69.80%
Other School Districts	2,765	4,857	57.35%	467	0	
Other Revenues	43,832	118,434	37.01%	24,650	1,358,500	1.81%
TOTAL REVENUE	\$51,201,926	\$68,070,414	75.22%	\$50,151,179	\$70,257,089	71.38%
EXPENDITURES						
Regular Instruction	\$28,295,399	\$37,440,443	75.57%	\$26,177,898	\$36,300,538	72.11%
Special Education Instruction	7,505,755	9,812,292	76.49%	7,756,920	10,448,266	74.24%
Vocational Education Instruction	1,848,091	2,619,997	70.54%	2,072,972	2,919,019	71.02%
Skills Center Instruction	0	0		0	0	
Compensatory Education Instruction	3,084,005	4,686,649	66.09%	3,382,772	5,192,729	65.14%
Other Instructional Programs	194,753	294,490	66.13%	149,432	1,507,435	9.91%
Community Services	40,666	78,529	51.78%	43,851	49,789	88.07%
Support Services	10,974,317	14,032,444	78.21%	11,076,149	14,185,044	78.08%
TOTAL EXPENDITURES	\$51,942,986	\$68,944,843	75.34%	\$50,659,992	\$70,602,820	71.75%
SURPLUS / (DEFICIT)						
	(\$741,060)	(\$874,429)		(\$508,813)	(\$345,731)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0		\$0	\$1,500	
Other Financing Uses	\$0	(\$240,000)		\$0	(\$140,000)	
NET CHANGE IN FUND BALANCE	(\$741,060)	(\$1,114,429)		(\$508,813)	(\$484,231)	
ENDING FUND BALANCE	\$4,765,199			\$3,883,017		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

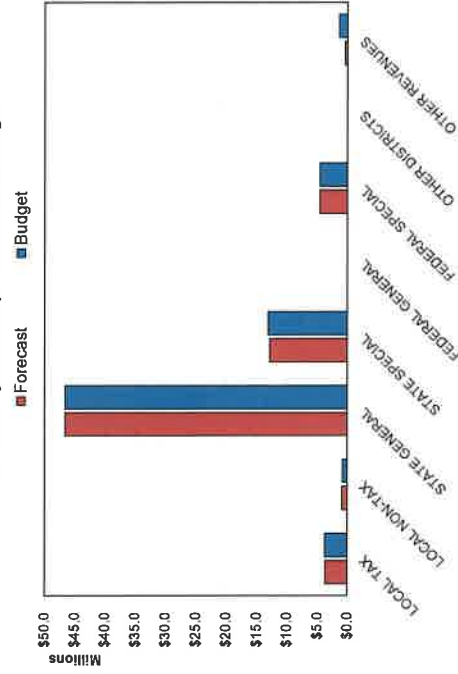


General Fund (High Level) | Financial Forecast

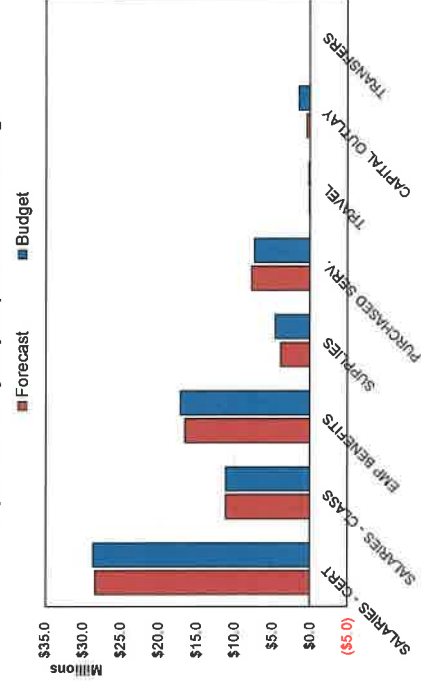
For the Period Ending May 31, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$5,261,778	\$3,667,810	\$112,876	\$3,680,686	\$3,751,674	(\$70,988)
Local Support Non-Tax	736,525	692,845	178,249	871,094	785,500	85,594
State General Purpose	33,528,623	33,745,680	12,960,915	46,606,595	46,623,663	(17,068)
State Special Purpose	8,553,367	8,887,874	3,960,622	12,848,496	13,112,589	(264,093)
Federal General Purpose	15,738	14,812	3,072	17,884	16,165	1,719
Federal Special Purpose	3,056,278	3,217,041	1,384,049	4,601,090	4,608,998	(7,908)
Other School Districts	2,785	467	0	467	0	467
Other Revenues	43,832	24,850	401,201	425,851	1,358,500	(932,649)
TOTAL REVENUE	\$51,201,926	\$50,151,179	\$18,300,984	\$68,052,163	\$70,257,089	(\$1,204,926)
EXPENDITURES						
Salaries - Certificated Employees	\$21,747,490	\$20,982,761	\$7,457,280	\$28,440,041	\$28,752,075	\$312,034
Salaries - Classified Employees	8,530,262	8,442,831	2,691,045	\$11,133,876	11,133,806	(70)
Employee Benefits and Payroll Taxes	12,102,440	12,259,367	4,297,250	\$16,556,617	17,144,725	588,108
Supplies, Instr. Resources, and Non-Cap Items	3,136,328	2,859,918	1,019,907	\$3,879,825	4,584,630	704,805
Purchased Services	6,181,838	6,008,412	1,735,948	\$7,744,360	7,370,746	(373,614)
Travel	151,814	64,751	37,556	\$102,308	156,838	54,530
Capital Outlay	87,974	41,952	383,099	\$425,051	1,460,000	1,034,949
Transfers	4,840	(0)	(2,042)	(\$2,042)	0	2,042
TOTAL EXPENDITURES	\$51,942,986	\$50,659,992	\$17,620,043	\$68,280,035	\$70,602,820	\$2,322,784
SURPLUS / (DEFICIT)	(\$741,060)	(\$508,813)	\$1,280,941	\$772,128	(\$346,731)	\$1,117,869
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$0	\$0	\$183	\$183	\$1,500	\$0
Other Financing Uses	\$0	\$0	(\$41,242)	(\$41,242)	(\$140,000)	\$98,758
NET CHANGE IN FUND BALANCE	(\$741,060)	(\$508,813)	\$1,239,882	\$731,069	(\$464,231)	\$1,216,617
ENDING FUND BALANCE	\$4,765,199	\$3,883,017		\$5,122,899	\$4,000,000	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending May 31, 2020

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$5,166,090	\$3,465,329	\$54,790	\$3,520,119	\$3,564,314	(\$44,195)
1500 Timber Excise Tax	95,688	102,481	34,336	136,817	92,360	44,457
1900 Other Local Taxes	0	0	23,750	23,750	95,000	(71,250)
2100 Tuition and Fees - Unassigned	11,198	5,347	2,263	7,610	15,000	(7,390)
2200 Sales of Goods, Supplies, and Services - Unassigned	436,709	360,749	65,374	426,123	510,000	(83,877)
2300 Investment Earnings	80,674	36,237	33,384	69,622	100,000	(30,378)
2500 Gifts, Grants, and Donations (Local)	42,551	50,944	17,183	68,127	50,000	18,127
2600 Fines and Damages	5,232	5,435	4,643	10,079	10,000	79
2700 Rentals and Leases	24,606	14,229	11,787	26,017	35,000	(8,983)
2800 Insurance Recoveries	721	1,456	205	1,661	500	1,161
2900 Local Support Non-Tax - Unassigned	134,834	218,447	43,409	261,856	65,000	196,856
3100 Apportionment	30,097,827	30,234,525	12,016,028	42,250,554	42,294,861	(44,307)
3300 Local Effort Assistance	3,431,766	3,511,148	844,874	4,356,022	4,328,747	27,275
3600 State Forests	0	6	13	19	55	(36)
4100 Special Purpose - Unassigned	8,538,902	8,846,837	3,960,622	12,807,459	13,112,589	(305,130)
4300 Other State Agencies - Unassigned	14,466	41,037	0	41,037	0	41,037
5500 Federal Forests	15,738	14,812	3,072	17,884	16,165	1,719
6100 Special Purpose - OSPI Unassigned	2,846,660	3,043,838	1,328,774	4,372,612	4,388,498	(15,886)
6200 Direct Special Purpose Grants	14,134	7,133	6,307	13,440	20,500	(7,060)
6300 Federal Grants Through Other Entities - Unassigned	35,415	24,592	29,668	54,261	40,000	14,261
6900 USDA Commodities	162,069	141,478	19,300	160,777	160,000	777
7100 Program Participation - Unassigned	2,785	467	0	467	0	467
8100 Governmental Entities	(193)	1,872	361,699	363,572	1,300,500	(936,928)
8200 Private Foundation	11,195	9,924	11,227	21,151	18,000	3,151
8500 Educational Service Districts	32,831	12,853	28,275	41,129	40,000	1,129
9300 Sale of Equipment	0	0	183	183	1,500	(1,317)
TOTAL REVENUES	\$51,201,926	\$50,151,179	\$18,901,166	\$69,052,346	\$70,258,589	(\$1,206,243)
EXPENDITURES						
01 Basic Education	\$28,175,567	\$25,025,533	\$8,876,348	\$34,901,881	\$36,046,106	\$1,146,225
02 Basic Education - Alternative Learning Experience	119,832	98,395	31,070	129,465	134,082	4,617
03 DO Reengagement	0	53,970	29,588	83,557	118,350	34,793
21 Special Education - Supplemental - State	6,331,226	6,601,453	2,140,022	8,741,475	8,880,370	138,895
22 Special Education - Infants & Toddlers, State	359,590	382,630	179,454	562,084	536,402	(25,682)
24 Special Education - Supplemental - Federal	814,938	772,837	255,100	1,027,937	1,031,494	3,557
31 Vocational - Basic - State	1,601,555	1,745,045	697,109	2,442,154	2,472,598	30,444
34 Middle School Career and Technical Education State	235,052	308,269	117,993	426,262	411,575	(14,687)
38 Vocational - Federal	11,483	19,658	10,543	30,201	34,846	4,645
51 ESEA Disadvantaged - Federal	832,913	980,096	394,568	1,374,663	1,380,982	6,319
52 Other Title Grants Under ESEA - Federal	233,267	217,355	76,522	293,877	302,805	8,928
55 Learning Assistance Program - State	1,572,580	1,708,974	763,289	2,472,263	2,566,370	84,107
58 Special and Pilot Programs - State	69,589	94,298	329,235	423,532	409,439	(14,093)
64 Limited English Proficiency - Federal	26,490	20,596	6,687	27,283	39,076	11,793
65 Transitional Bilingual - State	321,795	335,471	125,350	460,820	485,557	24,737
68 Indian Education - Federal - ED	14,134	16,339	2,563	18,901	20,500	1,599
69 Compensatory - Other	13,238	9,644	2,341	11,985	18,000	6,015
74 Highly Capable	117,062	99,274	32,783	132,057	136,970	4,913
79 Instructional Programs - Other	77,691	50,158	372,377	422,535	1,370,465	947,930
89 Other Community Services	40,666	43,851	22,659	66,510	49,789	(16,721)
97 Districtwide Support	7,130,432	7,229,529	2,161,037	9,390,566	9,154,930	(235,636)
98 School Food Services	2,110,735	2,045,044	455,169	2,500,213	2,623,960	123,747
99 Pupil Transportation	1,733,149	1,801,576	538,237	2,339,813	2,406,154	66,341
TOTAL EXPENDITURES	\$51,942,986	\$50,655,992	\$17,620,043	\$68,280,035	\$70,602,820	\$2,322,786
SURPLUS / (DEFICIT)	(741,060)	(508,813)		772,310	(344,231)	(1,317)
Other Financing Uses	0	0	(41,242)	(41,242)	(140,000)	98,758
ENDING FUND BALANCE	4,765,199	3,883,017	0	5,122,899	4,000,000	0

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)For the KELSO SCHOOL DISTRICT #458 School District for the Month of May, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES/OTHER FIN. SOURCES						
1000 LOCAL TAXES	3,751,674	349,553.12	3,567,809.93		183,864.07	95.10
2000 LOCAL SUPPORT NONTAX	785,500	11,780.76	695,536.28		89,963.72	88.55
3000 STATE, GENERAL PURPOSE	46,623,663	3,311,089.29	33,745,680.31		12,877,982.69	72.38
4000 STATE, SPECIAL PURPOSE	13,112,589	625,149.16	8,887,873.85		4,224,715.15	67.78
5000 FEDERAL, GENERAL PURPOSE	16,165	.00	14,812.37		1,352.63	91.63
6000 FEDERAL, SPECIAL PURPOSE	4,608,998	358,999.38	3,217,040.84		1,391,957.16	69.80
7000 REVENUES FR OTH SCH DIST	0	230.74	467.33		467.33-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	1,358,500	.00	24,649.82		1,333,850.18	1.81
9000 OTHER FINANCING SOURCES	1,500	.00	.00		1,500.00	0.00
Total REVENUES/OTHER FIN. SOURCES	70,258,589	4,656,802.45	50,153,870.73		20,104,718.27	71.38
B. EXPENDITURES						
00 Regular Instruction	36,587,899	2,700,824.72	26,211,291.43	8,970,266.52	1,406,341.05	96.16
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	10,448,266	889,826.07	7,771,172.52	2,577,106.12	99,987.36	99.04
30 Voc. Ed Instruction	3,115,315	198,527.42	2,071,470.23	820,534.29	223,310.48	92.83
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	5,653,695	349,602.29	3,388,303.21	1,006,844.63	1,258,547.16	77.74
70 Other Instructional Pgms	562,812	21,239.73	152,487.00	57,704.94	352,620.06	37.35
80 Community Services	49,789	.00	49,472.78	0.00	316.22	99.36
90 Support Services	14,185,044	1,042,779.49	11,015,643.78	2,540,339.53	629,060.69	95.57
Total EXPENDITURES	70,602,820	5,202,799.72	50,659,840.95	15,972,796.03	3,970,183.02	94.38
C. OTHER FIN. USES TRANS. OUT (GL 536)	140,000	.00	.00			
D. OTHER FINANCING USES (GL 535)	0	.00	.00			
E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)	484,231-	545,997.27-	505,970.22-		21,739.22-	4.49
F. TOTAL BEGINNING FUND BALANCE	5,000,000		4,391,829.86			
G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
H. TOTAL ENDING FUND BALANCE (E+F + OR - G)	4,515,769		3,885,859.64			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	62,422.66
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	347,750	401,193.16
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	250,000	425,728.19
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committd to Econmc Stabilizatr	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	125,000	270,303.21
G/L 890 Unassigned Fund Balance	3,793,019	2,726,212.42
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	4,515,769	3,885,859.64

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of May, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	1,000,000	45,731.43	1,062,373.60		62,373.60-	106.24
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	8,600,000	.00	.00		8,600,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	140,000	.00	.00		140,000.00	0.00
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 9,740,000	 45,731.43	 1,062,373.60		 8,677,626.40	 10.91
 <u>B. EXPENDITURES</u>						
10 Sites	10,000,000	.00	568,405.86	29,340.18	9,402,253.96	5.98
20 Buildings	50,000,000	4,388,355.44	24,012,251.30	10,341,388.41	15,646,360.29	68.71
30 Equipment	0	.00	212,692.63	77,407.58	290,100.21-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 60,000,000	 4,388,355.44	 24,793,349.79	 10,448,136.17	 24,758,514.04	 58.74
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 140,000	 .00	 9,488.90			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	 50,400,000-	 4,342,624.01-	 23,740,465.09-		 26,659,534.91	 52.90-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 84,600,000		 84,413,331.71			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	 XXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	 34,200,000		 60,672,866.62			

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RES FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	24,600,000	57,660,033.69
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	0	.00
G/L 864 RES FOR FEDERAL PROCEEDS	0	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	9,600,000	3,012,832.93
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	34,200,000	60,672,866.62

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of May, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	7,001,750	594,168.55	6,393,541.65		608,208.35	91.31
2000 Local Support Nontax	10,000	1,576.85	37,348.71		27,348.71-	373.49
3000 State, General Purpose	0	.00	395,127.28		395,127.28-	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	397,000	.00	40,790.66		356,209.34	10.27
<u>Total REVENUES/OTHER FIN. SOURCES</u>	7,408,750	595,745.40	6,866,808.30		541,941.70	92.69
<u>B. EXPENDITURES</u>						
Matured Bond Expenditures	3,989,079	.00	3,675,000.00	0.00	314,079.00	92.13
Interest On Bonds	4,179,058	.00	1,548,190.66	0.00	2,630,867.34	37.05
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	8,168,137	.00	5,223,190.66	0.00	2,944,946.34	63.95
<u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	0	.00	.00			
<u>D. OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
<u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	759,387-	595,745.40	1,643,617.64		2,403,004.64	316.44-
<u>F. TOTAL BEGINNING FUND BALANCE</u>	3,503,000		3,592,430.36			
<u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXXX		.00			
<u>H. TOTAL ENDING FUND BALANCE (E+F + OR - G)</u>	2,743,613		5,236,048.00			
<u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	2,743,613		5,236,048.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	2,743,613		5,236,048.00			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of May, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	489,895	882.39	284,960.19		204,934.81	58.17
2000 Athletics	69,350	528.00	43,062.68		26,287.32	62.09
3000 Classes	43,950	.00	17,071.00		26,879.00	38.84
4000 Clubs	367,750	9,563.00	154,357.05		213,392.95	41.97
6000 Private Moneys	36,500	20.00	7,272.36		29,227.64	19.92
Total REVENUES	1,007,445	10,993.39	506,723.28		500,721.72	50.30
B. EXPENDITURES						
1000 General Student Body	345,460	600.00	135,701.39	6,243.83	203,514.78	41.09
2000 Athletics	250,040	4,451.61	167,204.70	2,376.11	80,459.19	67.82
3000 Classes	45,050	2,024.39	14,757.36	1,863.50	28,429.14	36.89
4000 Clubs	390,490	2,070.48	145,960.11	19,833.23	224,696.66	42.46
6000 Private Moneys	36,500	.00	6,682.69	0.00	29,817.31	18.31
Total EXPENDITURES	1,067,540	9,146.48	470,306.25	30,316.67	566,917.08	46.90
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	60,095-	1,846.91	36,417.03		96,512.03	160.60-
D. TOTAL BEGINNING FUND BALANCE	312,867		350,175.43			
E. G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)	XXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	252,772		386,592.46			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	222,772		339,063.72			
G/L 840 Nonspnd FB - Invent/Prepd Itms	30,000		47,528.74			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	252,772		386,592.46			

GL	GL	Account Level Description	Beginning Balance	2019-20		Ending Balance
				FYTD Debits	FYTD Credits	
200	Imprest Cash					
20-	Imprest Cash					
230	Cash on Hand			29,684.00	29,684.00	
23-	Cash on Hand			29,684.00	29,684.00	
240	Cash on Dep w/Co.Treas		0.60	18,185.77	16,513.43	1,672.94
241	Warrants Outstanding			3,206.11	4,875.80	-1,669.69
24-	Cash on Dep w/Co.Treas		0.60	21,391.88	21,389.23	3.25
2--	Imprest Cash		0.60	51,075.88	51,073.23	3.25
320	Due from Other Funds					
32-	Due from Other Funds					
340	Accounts Receivable					
34-	Accounts Receivable					
3--						
450	Investments		28,726.13	13,326.77	2,977.00	39,075.90
45-	Investments		28,726.13	13,326.77	2,977.00	39,075.90
4--			28,726.13	13,326.77	2,977.00	39,075.90
601	Accounts Payable			4,895.25	4,895.25	
60-				4,895.25	4,895.25	
640	DUE TO OTHER FUNDS					
64-	DUE TO OTHER FUNDS					
6--				4,895.25	4,895.25	
520	Encumbrances			8,484.74	4,926.64	3,558.10
52-	Encumbrances			8,484.74	4,926.64	3,558.10
5--				8,484.74	4,926.64	3,558.10
820	Reserved for Encumbrances			4,926.64	8,484.74	-3,558.10
82-	Reserved for Encumbrances			4,926.64	8,484.74	-3,558.10
855	Reserv for Trst Principal		-1,800.00	4,926.64	8,484.74	-3,558.10
857	Held in Trust for Pvt Purposes		-26,936.16	4,875.80	15,228.22	-1,800.00
85-			-28,736.16	4,875.80	15,228.22	-37,288.58
889	Assigned to Fund Purposes					
88-						
890	Unres.Undes.Fund Balance					
89-	Unres.Undes.Fund Balance					
8--			-28,736.16	9,802.44	23,712.96	-42,646.68
Grand Asset Totals			28,726.73	64,402.65	54,050.23	39,079.15
Grand Liability Totals				4,895.25	4,895.25	
Grand Equity Totals			-28,736.16	18,287.18	28,639.60	-39,088.58
Grand Totals			-9.43	87,585.08	87,585.08	-9.43

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)

For the KELSO SCHOOL DISTRICT #458 School District for the Month of May, 2020

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	171.29	3,090.73		2,590.73-	618.15
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	270,000	.00	.00		270,000.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS (LESS TRANS)</u>	270,500	171.29	3,090.73		267,409.27	1.14
B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
C. <u>Total REV./OTHER FIN. SOURCES</u>	270,500	171.29	3,090.73		267,409.27	1.14
<u>D. EXPENDITURES</u>						
Type 30 Equipment	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
<u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	257,000	.00	31,301.76			
F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES OVER (UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	13,500	171.29	28,211.03-		41,711.03-	308.97-
H. <u>TOTAL BEGINNING FUND BALANCE</u>	295,000		300,075.10			
I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS (+OR-)</u>	XXXXXXXXXX		.00			
J. <u>TOTAL ENDING FUND BALANCE (G+H + OR - I)</u>	308,500		271,864.07			
<u>K. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	51,500		14,864.07			
G/L 830 Restricted for Debt Service	257,000		257,000.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
<u>TOTAL</u>	308,500		271,864.07			

Summer Nutrition Update



June 15, 2020

TO: Mary Beth Tack, Superintendent
FROM: *SW* Scott Westlund, Chief Financial and Operations Officer
RE: Board Acceptance of Donation for Technology Equipment.

Battle Ground School District is in the process of moving to a new wireless network system, and has extra Aruba Wireless equipment they no longer need. They would like to surplus and donate the equipment to the Kelso School District. The estimated value of the donation is approximately \$59,200.

This equipment includes two Aruba 7220 Wireless Controllers, as well as 30 Aruba AP315 Wireless Access Points. Receiving these controllers will allow us to move to running two wireless controllers in tandem, and will allow us to migrate all of our individual Instant wireless networks to controller-based networks. Receiving the 30 wireless access points will allow us to discard end of life Aruba IAP205s at some elementary school locations, as well as help us acquire adequate quantity of wireless access points for the new Wallace Elementary School.

I would ask that the Board accept this donation as required under Board Policy 6114. Under Policy 6114, the Board must approve the acceptance any gift to the district, school, department or classroom of money, materials, or equipment having a value of \$5,000.00 or greater.

Summer School Update



The Kelso School District and the Special Programs department is providing Extended School Year (ESY - special education summer school) in accordance with the Individual Educational Programs (IEPs) for students identified in the 2019-2020 school year – as recommended to assist in maintaining the skills he/she has learned during this school year.

Kelso School District will be providing Extended School Year (ESY) services to identified students with disabilities as scheduled, beginning July 13th through July 30th. Based on the current guidance related to the provision of in person services to students with disabilities, the district anticipates having to provide services in a distance learning format.

If changes in guidance related to the safe provision of in person services to students with disabilities are released prior to July 13th, our district ESY staff is prepared to deliver these services in a classroom setting. In order to provide a safe learning environment, individual student considerations regarding student health and safety will be made in coordination with the student's guardians.

Our ESY program will run for three consecutive weeks, Mondays through Thursdays, four mornings a week, from July 13 to July 30th.

We have sent out parent letters with ESY information and have asked that parents return an 'intent to participate' in order to properly plan for program structure and student support mechanisms.

The 'intent to participate' requests are sent as a matter of regular practice, however, we usually solicit the information to plan for transportation, health care specialist, and meal services.

For the 2019-2020 ESY program, we have 20 students identified as students to access ESY services and be programmed for an ESY IEP. As of June 10, 2020 we have received communication from 9 families affirming their child's 'intent to participate'.

Board Officer and Duties of Board Members—Operating Principals

School Board/Superintendent Operating Protocols

Procedure 1220P

Introduction:

Successful organizations are the result of effective and dynamic leadership. To assure a quality operation, leaders must agree on basic ways of working together. Operating principles define the beliefs, values, and methods of working together.

The manner in which the Board and Superintendent conduct their business becomes a model throughout the District for students, teachers, parents, and staff on how problems are solved.

The following principles outline a philosophy of cooperative behavior that is agreed upon by the Board and Superintendent in the Kelso School District. As members of the leadership team, we are committed to upholding these principles.

COMMUNICATIONS/COOPERATION AND SUPPORT

Open communication requires trust, respect and a fundamental belief in goodwill among board members and the superintendent. We will work to minimize misunderstandings and reduce conflict by:

- Supporting each other constructively and courteously.
- Maintaining confidentiality.
- Focusing our discussions on issues, not personalities.
- Encouraging constructive disagreement.
- Upholding the integrity of every individual.
- Pursuing thorough understanding.
- Involving those parties who will be affected by the decision

_____ and solution.

- Expressing our opinions and positions on issues honestly and openly while being sensitive to others' opinions.

The board will give direction to the superintendent as a total board through adopted policies or action taken at a board meeting.

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 board will give the superintendent feedback on her performance on a regular basis.

~~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.~~

~~The board president will be the official spokesperson for the board. The superintendent will be the official spokesperson for areas of district operation.~~

~~Board members should call the school principal or stop in the office prior to visiting classes or the campus.~~

~~JUDGMENT AND TRUST~~

~~The complexities of operating a school district cannot be fully addressed in policies, procedures or operating principles. Working with people and handling difficult and controversial issues on a daily basis requires good judgment, common sense and a strong trust relationship between board and superintendent. Every complaint cannot be resolved to the satisfaction of all parties involved; every issue or concern will not be foreseen. For these reasons trust in each other, allowance for error, and team efforts to address problems are a key part of an effective school district operation. We will approach these situations with the belief the other person is working in good faith with good expectations.~~

~~DECISION-MAKING~~

~~The identification and evaluation of alternatives, an awareness of short and long term consequences, an appreciation for the needs of the group, as well as individuals, and sensitivity toward collective action are essential to the decision-making process.~~

~~In order to formulate and execute sound decisions, we agree to:~~

- ~~• Resolve problems at the lowest level possible.~~
- ~~• Provide for input from all concerned when possible.~~
- ~~• Use a decision-making style appropriate to the situation.~~
- ~~• Reevaluate the effectiveness of the decision when appropriate.~~
- ~~• Clearly communicate decisions that are made.~~

~~Using this process, we recognize that a decision may sometimes be superseded by a higher level of authority. When this occurs, the rationale will be communicated to those involved before releasing the information.~~

~~DEALING WITH CITIZEN OR STAFF COMPLAINTS~~

~~When a board member or the superintendent is contacted by a community member or a staff member who has a complaint, he/she will:~~

- ~~• Listen to the individual's concern.~~
- ~~• Inquire if the individual has discussed the issue with the person immediately responsible. If this has not been done, tell them how to contact the appropriate person.~~
- ~~• Explain the district process for resolving concerns and conflicts. Describe the appropriate channels that should be followed if the complaint is not resolved.~~

- Explain that, as a final resource, a complaint can be submitted to the board, but that the board practice is to carefully investigate complaints before taking any action. Explain that complaints raised against individuals will not be addressed in a public meeting. To protect the rights of individuals, these concerns are scheduled for executive sessions.
- Be cautious of giving the appearance of agreeing with the person, sometimes just listening makes people think you are on "their side." Remember that anything you say might be understood as the "position of the board or superintendent."

Board members 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.

BOARD MEETINGS

The public will have input to the Board of Directors at study sessions and public comment section of regular board meetings.

- A. Study session public comments will be held at the end of board discussion and before the conclusion of the meeting.
 - B. At regular board meetings, there will be a public comment section at the beginning of the meeting. Comments will be limited to a time period established by board policy. During Unfinished Business and New Business, members of the audience may comment on "Action" items listed on the agenda and may also comment on policies at first and second readings.
2. Board members and staff will not debate or argue with public during board meetings. If the board is questioned by the public during the public comment section, the board president may do the following:
- A. If the question is concerning district policy: Ask the superintendent to take note and answer the person later after consulting with the president for direction if needed.
 - B. If the question is concerning areas of district operation: Ask the superintendent to address the issue with the person at a later time.
 - C. Factual responses to simple questions may be given by the board President if the information is publically available.
 - D. Thank the public for making comments to the board (without follow-up comment by the president).
3. Changes on minutes will be called to the superintendent's secretary or the superintendent, and in most cases, will not be addressed at meetings. All board members with changes will call the district office prior to the board meeting. An updated copy of the minutes will be given to each board member and to the public at the scheduled meeting.
4. Board agendas will be developed as a partnership between the board president and the superintendent. The board president and the superintendent will review the agenda in detail prior

~~to the board meeting. Board members requesting items for the agenda will contact the superintendent or board president with the items.~~

- ~~5. Board meeting agenda and background material on agenda items will be provided by the superintendent to all board members at least two days before regular board meetings.~~
- ~~6. Board members will review all material provided and seek clarification or additional information as needed prior to the board meeting. When possible, board members will discuss proposals they have concerns about with the superintendent and/or board president prior to the board meeting.~~
- ~~7. Board members requesting information from staff at board meetings will do so through the superintendent. All items addressed to the board for action or discussion by staff will be given in an objective fashion explaining both the positive and negative aspects of the decisions. If board members feel "rushed" or feel they do not have enough information, the board member will request a "table" or postponement until such time as adequate information is presented.~~
- ~~8. Open and honest discussion of issues, ideas and positions on proposals is encouraged.~~
- ~~9. In conjunction with the Open Public Meetings Act, there will be no online communications between board members during meetings. Members will give their full and undivided attention to the business at hand.~~
- ~~10. Once a final decision has been made on a proposal, board members and superintendent will individually and collectively publicly support successful implementation.~~
- ~~11. All discussions that occur during executive sessions are privileged and shall not be shared with anyone unless it is the express decision of the board to do so.~~

~~LISTENING/COMMUNICATION~~

~~Listening expresses our concern for others by showing an interest in not only the information but the other person. Active listening benefits each party and is a key to effective communication. We should take sufficient time to summarize and paraphrase what we have heard.~~

~~A healthy climate for communication requires trust, respect and a fundamental belief in the goodwill among team members. Messages are open, honest, and tactful. We work to minimize misunderstanding and reduce conflict. We strive for mutual understanding and support.~~

~~As a leadership team, we make the following commitments:~~

- ~~• Keep the tone and demeanor of discussions professional by avoiding defensiveness and personalized anger.~~
- ~~• Demonstrate that we have recognized the other's point of view.~~
- ~~• Share information with all people affected in a timely manner.~~

~~HONESTY, LOYALTY, AND DISAGREEMENT~~

~~A sustained commitment to a group, person, or organization survives and is nurtured in an open environment that recognizes the need and right of the parties to construct, express, examine, and synthesize divergent thought. Understanding opposing viewpoints helps us to better represent the Kelso School District's interests.~~

~~We accept the challenge of pursuing a common intent through a review of opinion and fact, to an end that is understood and defensible by all. Once a final decision is reached, each member will support the decision and aid in its implementation.~~

~~By way of fulfilling our commitment to the challenge, we agree:~~

- ~~• To support each other constructively and courteously.~~
- ~~• To maintain confidentiality.~~
- ~~• To allow ourselves and others the freedom to admit mistakes.~~
- ~~• To focus our discussions on issues, not personalities, free of defensiveness.~~
- ~~• To pursue thorough understanding.~~

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);

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- 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.
- 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.

Adopted: 3.21.2009

Revised: 8.16.10 | 8.2011

Superintendents Update