



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
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Board Meeting Agenda

Remote Location- join with the following ZOOM link:

<https://zoom.us/j/98162681572?pwd=czk1aGhhUkNVYVdsalhDbIZzeEVGQT09>

May 28, 2020

7:00 p.m.

1. Call to order
2. Flag salute
3. Additions/deletions to agenda
4. Adoption of agenda
5. Consent agenda:
 - a. Minutes
 - b. Bills:
6. Reports
 - a. Enrollment
 - b. District Instruction and Learning
7. **Audience Comment:** *Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.*
8. Action items
 - a. Resolution No. 19/20-10: Delegating Authority to WIAA
 - b. Resolution No. 19/20/11: Emergency Waiver of School Days and Instructional Hours & District Continuous Learning Plan
 - c. Transportation Maintenance Shop Bus Portable Lift System
 - d. District Covered Play Structure Change Orders
 - e. Second Reading of Policies
 - i. Policy No. 5411: Staff Vacations
 - f. Resignations/Retirements/Leaves
 - g. New Hires

10--General Fund-- CASH BASIS -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2019 (September 1, 2019 - August 31, 2020)For the White Salmon School District for the Month of April, 2020Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	40,169.05
G/L 240 CASH ON DEPOSIT CTY TREAS	697,202.93
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	2,469,000.00
G/L 451 Investment/Cash With Trustee	.00
Subtotal - Cash and Investments	3,211,371.98 *
G/L 241 WARRANTS OUTSTANDING	595,689.43-

A. Net Beginning Cash and Investments 2,615,682.55 **

<u>REVENUES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 LOCAL TAXES	2,502,753	1,009,658.72	1,945,776.27		556,976.73	77.75
2000 LOCAL SUPPORT NONTAX	446,842	242.67-	335,781.62		111,060.38	75.15
3000 STATE, GENERAL PURPOSE	10,911,793	958,699.83	7,162,477.54		3,749,315.46	65.64
4000 STATE, SPECIAL PURPOSE	3,426,738	263,250.58	2,066,868.93		1,359,869.07	60.32
5000 FEDERAL, GENERAL PURPOSE	7,500	7,402.31	7,402.31		97.69	98.70
6000 FEDERAL, SPECIAL PURPOSE	1,293,387	93,481.61	577,181.90		716,205.10	44.63
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	95,500	3,606.60	95,453.73		46.27	99.95
9000 OTHER FINANCING SOURCES	1,000	.00	.00		1,000.00	0.00
B. Total REVENUES	18,685,513	2,335,856.98	12,190,942.30		6,494,570.70	65.24

C. Beginning Net Cash and Investments Plus Revenues (A+B) 14,806,624.85 **

<u>EXPENDITURES</u>						
00 Regular Instruction	10,391,330	769,768.57	6,729,765.63	3,121,644.37	539,920.00	94.80
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	2,234,362	157,202.04	1,313,924.86	0.00	920,437.14	58.81
30 Voc. Ed Instruction	495,346	37,340.94	317,967.38	150,688.12	26,690.50	94.61
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,476,824	95,008.30	853,249.24	434,582.85	188,991.91	87.20
70 Other Instructional Pgms	796,380	10,097.97	125,137.65	32,208.05	639,034.30	19.76
80 Community Services	165,622	3,493.58	65,390.74	35,215.00	65,016.26	60.74
90 Support Services	3,779,859	301,031.37	2,474,345.99	1,099,494.25	206,018.76	94.55
D. Total EXPENDITURES	19,339,723	1,373,942.77	11,879,781.49	4,873,832.64	2,586,108.87	86.63

Current Cash and Investments

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	9,288.01
G/L 240 CASH ON DEPOSIT CTY TREAS	1,754,351.44
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	1,789,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	715,208.69-
	2,842,430.76 *

Ending Net Cash and Investments 2,926,843.36 **

Adjustments 84,412.60-

Total Ending Cash & Investments & Adjustments 2,842,430.76 **

Net Change in Cash Since Sept 1 226,748.21

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

For the White Salmon School District for the Month of April, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 200 Imprest Cash	.00
G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	7,014,893.50
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	394,000.00
G/L 451 Investment/Cash With Trustee	.00
Subtotal - Cash and Investments	7,408,893.50 *
G/L 241 WARRANTS OUTSTANDING	24,880.94-

A. Net Beginning Cash and Investments 7,384,012.56 **

<u>REVENUES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	5.58		5.58-	0.00
2000 Local Support Nontax	141,640	6,963.45	158,253.50		16,613.50-	111.73
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.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	0	.00	.00		.00	0.00

B. Total REVENUES 141,640 6,963.45 158,259.08 16,619.08- 111.73

C. Beginning Net Cash and Investments Plus Revenues (A+B) 7,542,271.64 **

<u>EXPENDITURES</u>						
10 Sites	1,040,391	40,926.94	409,537.98	133,707.76	497,145.26	52.22
20 Buildings	4,992,066	49,524.01	474,319.72	905,188.83	3,612,557.45	27.63
30 Equipment	0	.00	77,939.80	21,420.28	99,360.08-	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	297,383	.00	55,510.37	0.00	241,872.63	18.67
90 Debt	0	.00	.00	0.00	.00	0.00
D. <u>Total EXPENDITURES</u>	6,329,840	90,450.95	1,017,307.87	1,060,316.87	4,252,215.26	32.82

Current Cash and Investments

G/L 200 Imprest Cash	.00
G/L 230 CASH ON HAND	19,849.61-
G/L 240 CASH ON DEPOSIT CTY TREAS	192,264.33
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	6,443,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	90,450.95-
	6,524,963.77 *

Ending Net Cash and Investments 6,524,963.77 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 6,524,963.77 **

Net Change in Cash Since Sept 1 859,048.79-

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

For the White Salmon School District for the Month of April, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 230 -- NEW ACCOUNT --	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	4,713.91	
G/L 250 CASH WITH FISCAL AGENT	.00	
G/L 450 INVESTMENTS	378,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	382,713.91	*
G/L 241 Warrants Outstanding	.00	

A. Net Beginning Cash and Investments 382,713.91 **

<u>REVENUES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	460,406	164,082.28	367,482.29		92,923.71	79.82
2000 Local Support Nontax	2,851	130.73	3,006.53		155.53-	105.46
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
B. <u>Total REVENUES</u>	463,257	164,213.01	370,488.82		92,768.18	79.97

C. Beginning Net Cash and Investments Plus Revenues (A+B) 753,202.73 **

EXPENDITURES

11 Matured Bond Expenditures	420,000	.00	420,000.00	0.00	.00	100.00
21 Interest On Bonds	239,499	.00	12,825.00	0.00	226,674.00	5.35
31 Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
41 Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
51 Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
61 Underwriter's Fees	10,000	.00	.00	0.00	10,000.00	0.00
D. <u>Total EXPENDITURES</u>	669,499	.00	432,825.00	0.00	236,674.00	64.65

Current Cash and Investments

G/L 230 -- NEW ACCOUNT --	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	165,377.73
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	155,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 Warrants Outstanding	.00
	320,377.73 *

Ending Net Cash and Investments 320,377.73 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 320,377.73 **

Net Change in Cash Since Sept 1 62,336.18-

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

For the White Salmon School District for the Month of April, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	7,300.00	
G/L 230 CASH ON HAND	2,918.34	
G/L 240 CASH ON DEPOSIT CTY TREAS	15,205.30	
G/L 450 INVESTMENTS	124,000.00	
Subtotal - Cash and Investments	149,423.64	*
G/L 241 WARRANTS OUTSTANDING	10,579.53-	

A. Net Beginning Cash and Investments 138,844.11 **

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES AND OTHER FIN. SOURCES</u>						
1000 General Student Body	126,600	147.33	20,827.17		105,772.83	16.45
2000 Athletics	166,900	.00	38,029.15		128,870.85	22.79
3000 Classes	34,000	.00	1,655.00		32,345.00	4.87
4000 Clubs	100,500	.00	21,923.81		78,576.19	21.81
6000 Private Moneys	6,500	.00	149.00		6,351.00	2.29
B. <u>Total REVENUES</u>	434,500	147.33	82,584.13		351,915.87	19.01

C. Beginning Net Cash and Investments Plus Revenues (A+B) 221,428.24 **

EXPENDITURES

1000 General Student Body	102,600	582.90	16,817.44	0.00	85,782.56	16.39
2000 Athletics	156,800	.00	39,024.83	0.00	117,775.17	24.89
3000 Classes	21,500	874.73	2,489.83	0.00	19,010.17	11.58
4000 Clubs	99,500	585.00	19,390.16	0.00	80,109.84	19.49
6000 Private Moneys	7,500	.00	.00	0.00	7,500.00	0.00
D. <u>Total EXPENDITURES</u>	387,900	2,042.63	77,722.26	0.00	310,177.74	20.04

Current Cash and Investments

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	3,562.24-
G/L 240 CASH ON DEPOSIT CTY TREAS	2,395.54
G/L 450 INVESTMENTS	136,000.00
G/L 241 WARRANTS OUTSTANDING	1,181.70-
	140,951.60 *

Ending Net Cash and Investments 143,705.98 **

Adjustments 2,754.38-

Total Ending Cash & Investments & Adjustments 140,951.60 **

Net Change in Cash Since Sept 1 2,107.49

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

For the White Salmon School District for the Month of April, 2020

Sept 1 Beginning Cash and Investment Balance

G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DPT. CO. TREAS	70,205.89	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	269,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	339,205.89	*
G/L 241 WARRANTS OUTSTANDING	.00	
<u>A. Net Beginning Cash and Investments</u>	339,205.89	**

<u>REVENUES AND OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,500	355.54	3,723.20		223.20-	106.38
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	81,243	.00	.00		81,243.00	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
From the General Fund	0	.00	.00		.00	0.00
<u>B. Total REVENUES</u>	84,743	355.54	3,723.20		81,019.80	4.39

C. Beginning Net Cash and Investments Plus Revenues (A+B) 342,929.09 **

EXPENDITURES

Type 30 Equipment	350,000	.00	.00	0.00	350,000.00	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>D. Total EXPENDITURES</u>	350,000	.00	.00	0.00	350,000.00	0.00

Current Cash and Investments

G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DPT. CO. TREAS	1,929.09
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	341,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	.00
	342,929.09 *

Ending Net Cash and Investments 342,929.09 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 342,929.09 **

Net Change in Cash Since Sept 1 3,723.20

The regular meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA was called to order at 7:00 p.m. Thursday, April 23, 2020 via a ZOOM public meeting per the Governor's proclamation 20-28 Open Public Meetings Act and Public Records Act. Present: Chairman Alan Reitz, Andrea VanSickle, Laurie Stanton, Paul Mosbrucker, William Gross, and Supt. Jerry Lewis, and guests.

Additions/Deletions to Agenda: Additions include:

- i. Action Item H: High School Grading
- ii. Action Item I: Bond Project Change Orders

Andrea VanSickle moved to adopt the agenda with the additions. Seconded by William Gross. Carried.

Andrea VanSickle moved to accept the Consent Agenda, general fund bills including checks 50536 through 50614, totaling \$121,406.82, check 50625, totaling \$16,756.56, and checks 50626 through 50638 totaling \$32,848.60. ASB fund checks 50619 through 50624, totaling \$2,042.63. Capital Projects checks 50615 through 50618 totaling \$90,450.95. Electronic deposits to Department of Revenue of \$170.97 and \$66.57. Payroll checks 50639 through 50679 including electronic deposits and payroll tax in the amount of \$1,075,287.39. Seconded by Paul Mosbrucker. Carried.

Audience Comments: None.

Reports:

- a) **Enrollment Report:** Dr. Lewis shared that the state is now setting the district's enrollment through the end of the school year. This month's FTE is 1231.91. This is 3.09 FTE below the budgeted projections.
- b) **Bond Projects Update:** Dr. Lewis updated the board regarding the status on the district bond projects. He also shared the changes that will need to happen regarding the projects.
- c) **District Instruction and Learning:**
 - i. **OSPI update:** Dr. Lewis shared some of the recent updates from OSPI. The annual instructional hours must be met for the year. An update on the new grading guidance from the state was given. Dr. Lewis also shared that OSPI is hoping to open schools at the start of the school year, but they are preparing for multiple possibilities. OSPI is hoping to have a better idea by mid-June.
 - ii. **Report from buildings:** Each Principal shared an update with the board regarding distance learning; the ways in which instruction is being given and the platforms being used, communication with students and families, grading, staff and student schedules, as well as plans moving forward.
 - iii. **SPED report:** Janelle gave an update to the board regarding SPED services. Staff has been rewriting all IEP's to adapt to the new environment. An update was given to the board regarding communication with families and students, staff training, and how supports and services are being provided to students.
 - iv. **A-List:** Dr. Lewis shared an update regarding the after-school program and their current communication and support of students. He also shared some of the future planning and where the program is, regarding summer plans.
- d) **First Reading of Policies:**
 - i. Policy No. 5411: Staff Vacations

Action Items:

- a) **2020-2021 New School Bus Order:** Paul Mosbrucker moved to approve the order of two new school buses. Andrea VanSickle seconded. Carried.
- b) **Surplus of Old School Buses:** Laurie Stanton moved to approve the surplus of four buses that have expired for district use. Seconded by William Gross. Carried.
- c) **OSPI Teacher Out of Endorsement Waiver:**
 - **Caitlin Cray**, 372798R, CHS PE Independent Study, Health Education, Lifetime Fitness Education (endorsed in Spanish, Biology, Elementary Ed)
 - **Heidi Dent**, 552829D, CHS Applied English & Communication, Particular Topics in Foundation Math (endorsed in Special Education)
 - **Shawn Friese**, 462165B, CHS Theatre-Acting/Performance (endorsed in English Language Arts)

- **Jennifer Hallead**, 369681B, all HS Subjects. Jennifer is the Overseer of the Running Start Program where all classes are assigned a college professor. (endorsed in School Counselor, Reading, Elementary Ed, Early Childhood Ed)
 - **John Hallead**, 393865A, CHS PE Independent Study, Weight Training, Lifetime Fitness Education (endorsed in Social Studies)
 - **Michael Hannigan**, 374080J, HMS Robotics & Computer Literacy (endorsed in Social Studies, History, English as a Second Language, Designated Science: Earth Science)
 - **Jennifer Howe**, 446878A, HMS Physical Ed, Spanish, Crafts (endorsed in English Language Arts)
 - **Michelle Kock**, 406884G, CHS Algebra I, Informal Geometry, Geometry General Ed (endorsed in Biology & Science)
 - **Kelsey Lemon**, 545952D, CHS Photo Imaging & Publication Production (endorsed in Designated Arts: Visual Arts)
 - **Richard Lyons**, 357406H, HMS Chorus (endorsed in Biology & Earth Science)
 - **Peter Prosch-Jensen**, 489062J, CHS Chorus & Health Education (endorsed in Designated Arts: Music Instrumental)
- Laurie Stanton moved to approve the Out of Endorsement Waiver. Seconded by Andrea VanSickle. Carried.

d) **Resolution No. 19/20-09: Policy 2419 Waiver of High School Graduation Credits:** Paul Mosbrucker moved to approve resolution No. 19/20-09. Seconded by Laurie Stanton. Carried.

e) **Second Reading of Policies:**

- a. Policy No. 2402: English Language Arts
- b. Policy No. 2403: Math
- c. Policy No. 2404: Science
- d. Policy No. 2405: Social Studies
- e. Policy No. 2406: Arts
- f. Policy No. 2407: Health & Fitness
- g. Policy No. 2408: Integrated Environmental Sustainability Education
- h. Policy No. 2409: World Language Competency

Laurie Stanton moved to waive the first reading of the policies. Seconded by Andrea VanSickle. Carried.

Andrea VanSickle moved to approve the policies. Seconded by Laurie Stanton. Carried.

f) **Resignations/Leaves/ Retirements:**

- i. Andrea VanSickle moved to approve the updated leave request for Laura Meyer, for the 2020-2021 school year. Seconded by Paul Mosbrucker. Carried.

g) **New Hires:** Laurie Stanton moved to approve the hiring of Amy Landgren, HMS/WPSIS PE Teacher and Haley Harkema, HMS .5 ELL Teacher. Seconded by William Gross.

h) **High School Grading:** Laurie Stanton moved to approve the Columbia High School's adjusted grading scale. Seconded by Andrea VanSickle. Carried.

i) **Bond Project Change Orders:**

- a. **36" Bypass Pipe Project:** The length of the pipe will increase 220 ft. Change order amount \$29,530.00

- b. **Final Configuration of Health & Wellness Portable:** Change order amount \$5,729.00

Laurie Stanton moved to approve the change orders. Seconded by William Gross. Carried.

Alan Reitz adjourned the meeting at 8:29 p.m. with a motion by Andrea VanSickle, seconded by Laurie Stanton. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, May 28, 2020 held remotely via ZOOM.

ATTEST:

Chairman

Secretary

State of Washington
Superintendent of Public Instruction
Summary of Full-Time Equivalent Enrollment as Reported on Form P223 for School Year Ending 2020

White Salmon Valley S.D. No. 405			Klickitat County No. 20					ESD-112		
Grades	February		March		April		May		June	
Half-DY.	88.00	-1.00	88.00	0.00	88.00	0.00	89.00	1.00	87.15	-1.85
First	99.08	0.08	99.08	0.00	100.08	1.00	100.00	-0.08	96.22	-3.78
Second	97.00	-0.01	98.00	1.00	98.00	0.00	98.00	0.00	95.97	-2.03
Third	96.00	0.00	96.00	0.00	97.00	1.00	97.00	0.00	100.31	3.31
Fourth	95.00	0.00	95.00	0.00	95.00	0.00	95.00	0.00	97.18	2.18
Fifth	89.00	1.00	89.00	0.00	90.00	1.00	88.00	-2.00	87.43	-0.57
Sixth	109.08	1.92	110.08	1.00	110.08	0.00	106.08	-4.00	111.18	5.10
Seventh	108.76	2.00	108.76	0.00	110.76	2.00	110.76	0.00	108.76	-2.00
Eighth	93.17	1.00	93.17	0.00	91.17	-2.00	91.17	0.00	89.83	-1.34
Ninth	79.00	-1.00	82.00	3.00	79.00	-3.00	78.00	-1.00	79.14	1.14
Tenth	104.86	2.65	105.07	0.21	105.91	0.84	105.21	-0.70	102.60	-2.61
Eleventh	78.58	0.79	79.21	0.63	81.75	2.54	82.19	0.44	78.30	-3.89
Twelfth	94.91	-0.10	92.56	-2.35	87.43	-5.13	75.49	-11.94	85.81	10.32
K	88.00	-1.00	88.00	0.00	88.00	0.00	89.00	1.00	87.15	-1.85
Grades 1-3	292.08	-0.01	293.08	1.00	295.08	2.00	295.00	-0.08	292.50	-2.50
Grades 4	95.00	0.00	95.00	0.00	95.00	0.00	95.00	0.00	97.18	2.18
Grades 5-6	198.08	2.92	199.08	1.00	200.08	1.00	194.08	-6.00	198.61	4.53
Grades 7-8	201.93	3.00	201.93	0.00	201.93	0.00	201.93	0.00	198.59	-3.34
Grades 9-12	357.35	2.34	358.84	1.49	354.09	-4.75	340.89	-13.20	345.85	4.96
District Total	1232.44	7.25	1235.93	3.49	1234.18	-1.75	1215.90	-18.28	1219.88	3.98

The Vocational/Secondary and Skill Enrollment Below is Included in Grade 9-12 Enrollment:

Voc-Secndry	54.09	-0.63	53.88	-0.21	55.02	1.14	49.35	-5.67	57.20	7.85
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The College Enrollment is Reported Below and is not Included in Enrollment Reported Above

Nonvoc	23.00	1.00	22.00	-1.00	22.00	0.00	22.00	0.00	14.88	-7.12
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	19-20 Budget	May	Year to Date	Over/Under
Whitson	387.00	384.00	-3.00	
Intermediate	290.00	289.08	-0.92	
Henkle	192.00	201.93	9.93	
Columbia	366.00	340.89	-25.11	
Total	1235.00	1215.90	-19.10	
Running Start		22.00		
Total	1235.00	1237.90		

Columbia High School



School Board Report 5/28/20
By Craig McKee & Brian Morris

Virtual Ceremony Agenda

Our virtual graduation ceremony will follow the same format as our traditional Columbia High School graduations.

- The playing of pomp and circumstance
- Students deliver welcome speeches in English and Spanish
- Mr. McKee will deliver a speech thanking graduates, staff, parents, friends, and relatives
- First student performance
- A student that is in the top 7% of the C.H.S. graduating class of 2020 will be chosen to speak.
- Second student Performance
- Columbia High School and White Salmon Academy slideshows
- Mr. Morris will read the names of graduates as their pictures are displayed. If we are able, we will substitute video of students picking up their diplomas
- Tassel turn
- Cap toss clips
- Graduation walkout song to a slideshow of senior group photos

Ceremony Part #2: Graduation Stage Crossing

In Washington's phased approach Klickitat County is in phase one. There is a very good chance we will remain in phase one through the month of June. In phase one, we cannot have any kind of meaningful graduation stage crossing ceremony. Skamania County is in phase two at this time and will likely remain in phase two throughout the month of June. In phase two, we are allowed to have students walk across the stage if we follow all of the phase two rules. We are looking into renting the Underwood Community Center for the graduation stage crossing. The community center is in Skamania County. We would rent the community center for Wednesday, June 10, and Thursday, June 11. On those evenings, we would schedule students by their advisory groups to come to the community center wearing their caps and gowns to walk across the stage with their diploma cover. Two to three people would be able to come into the community center to take pictures of their student walking across the stage. We can have no more than five people in the community center at one time. We will be filming the students walking across the stage to hopefully add to our virtual graduation ceremony.



Senior Celebration Committee (A committee of staff, senior students and senior parents)

I would like to thank the senior celebration committee for all their help in making this year special for our seniors. Our Friday Night Lights Parade was a huge success. Fun was had by all those that participated. The senior photo banners will soon be going up in downtown White Salmon and Bingen. I would like to thank the P.U.D. and the White Salmon Valley School District for their help in making this project happen. Soon all seniors will have graduation signs put in their yards by the



C.H.S. staff. A big thank you to Harvest Market for donating the signs. Each day three seniors are posted on Facebook as part of our senior spotlight. Make sure you visit the White Salmon Valley School District Facebook page to see the spotlighted senior students.

Professional Development

To begin developing a distance learning model for all students and to begin delivering instruction in just four days we relied on our staff to provide professional development. We decided to use Google Classroom as our distance learning platform. We had one of our staff members provide a beginning and intermediate Google Classroom course for our staff. Soon teachers from all the schools in our district had signed up for the courses. We have now provided an advanced Google Classroom course and we are planning a Google Classroom course for parents. During the first week of distance learning we had another staff member provide two Zoom trainings for staff. We use Zoom to meet with our classes, to provide office hours for students, meet as a staff, and for committee meetings. Our entire staff also spent time watching a Jeff Utecht video presentation on distance learning.

Student Supplies

We made sure all students who needed a Chromebook were able to check them out from our school. Students and/or families have also come to the school to pick up learning materials and books. Before this, we sent a technology survey out to all our students to determine their access to technology and the Internet at home.

Teacher Expectations

Teachers are required to attempt to have two-way communication with students at least once a week and track this contact on a weekly basis. Teachers are focusing on the most important standards in each course and are assigning minimal workloads to students. Student should have no more than 30 minutes of work per day per class. Teachers are communicating with their students by email, Zoom, Google Classroom, Phone, or Remind Text Messaging.

In order to prevent students from having overlapping lessons or contact times, teachers are following a schedule. Between 8:00 am and 11:00 am, students will have two-way communication with their first-period teachers on Monday, second-period teachers on Tuesday, third-period teachers on Wednesday, fourth-period teachers on Thursday, and fifth-period teachers on Friday. Between 12:30 and 2:00, teachers will be available to assist families and or students by appointment or have set virtual office hours for drop in meetings. From 2:00 to 3:30, Tuesday through Thursday teachers will be working with their advisory students. Staff meetings are held on Mondays, from 2:00 to 3:30

Student Grading

No student shall receive a failing grade for the third trimester. However, if a student cannot or chooses not to engage in learning, they may receive an incomplete. Students receiving incompletes will have an opportunity to recover their lost credit next school year.

We have expanded the grading bands and done away with the "D" grade and all plus or minus designations to provide equity to our students. We want to reward our students for their hard work during this challenging time.

Third Trimester 2020 Columbia High School Grading Scale

- A = 100% - 85%
- B = 84% - 70%
- C = 69% - 55%
- Below 55% is an incomplete

Teachers will continue to use a Pass grade for advisory and for Teacher Assistants.

Grade Posting

- Teachers will update student grades on Skyward weekly on Mondays.
 - It will allow parents, advisors, administrators, our counselor, and the SAT team to find a student's grade and missing assignments quickly.
- If teachers keep student's daily work in Google Classroom they will:
 - Set up one assignment in Skyward worth 100 points for each class.
 - Every Monday update each student's grade in Skyward based on their overall percentage in Google Classroom.
 - Communicate to their students and parents that their student's cumulative grade for the trimester will be updated weekly on Skyward, but they will have to look at their student's Google Classroom for assignment grades and missing assignments.
 - At the end of the year, they will need to print out your Google Gradebook for each class for records retention purposes

Identifying subject area standards

The CHS staff was given meeting time to work with their subject area groups. Each staff member had to reduce their curriculum in a meaningful way using state standards.

Student Engagement Tracking

As required by OSPI guidance, WSA and CHS staff are tracking and recording weekly engagement and contact with students. Staff enter how contact was made and whether the student was engaged each week on a shared spreadsheet. The data is to be entered by the end of the workday on Mondays for the preceding week. The data is then organized and analyzed with the results being share with all school staff the superintendent by the end of the week.

Henkle Middle School May Board Report - COVID-19

Greetings WSVSD Board Members,

First and foremost, I want to give a HUGE shoutout to my staff. They have rallied during such an unfortunate time to dig in, be vulnerable and learn alongside our families. Their response time to get up and running, while also connecting with students so they have access to not only academic learning, but social connection has been incredible. The feedback we have received from families has been heartwarming and encouraging (I've copied comments at the end of my report to help spread the joy and positivity during such an unfortunate time). I'm incredibly lucky to work with such a dedicated and caring team.

School Events

- ❖ **Spring Band Concert** - Ryan Murtfeldt is working on a virtual spring band concert. More details to come!
 - ❖ **HMS Gym** - Our custodial staff painted our gym to reflect some grizzly pride. We will be adding a grizzly bear too. Once it's done, I will share some pics.
 - ❖ **Spirit Week and Assembly** - All week, students and staff participated in Spirit Week. Friday, we will have our first Zoom Spirit Assembly honoring the Winter Sports Teams, Geo Bee Winners, Knowledge Bowl Team, Choir and Jazz Band. Coaches and teachers have recorded a quick blurb to honor their team/class. We will also have pics from Spirit Week to share.
 - ❖ **Book Truck** - Amy Sacquety wanted to get books into kids hands and she reached out to the WSVEF, families, The Book Peddler, and staff - the community loved the idea and she received so many books that she has also gone around and filled up the neighborhood little free libraries for children to have access to. This week and next, she is following a different school bus each day and handing out books to kids for free! Amy will also set up at HMS/WPSIS one day and Whitson on another for town children or other families who want to come pick up a free book. Henni's also provided a "free ice cream" cone voucher to redeem next month. *I love our community!*
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Distance Learning

Professional Development - 5 teachers and I are participating in Jeff Utech's Distance Learning training

- We are providing insight and new learnings in our weekly staff meetings
- We continue to hone in our Core 4 - Google Classroom, Google Drive, Zoom, & Screencastify
 - Staff have Virtual Office Hours 2 days/week
 - The majority of staff have created a video using Screencastify, which is posted in their Google Classroom
 - Some staff have created instructional videos for students to watch
 - Students are submitting work either on Google Classroom or through Paper Packets
 - Choice Grids - some staff have created a Choice Grid (table) with numerous options for students to share their learning

- We are in the process of working on how to provide a structured sign-up system outside of virtual office hours for an individual student or group of students to receive help from the teacher. More details to come!

Communication with Families

- We send out a weekly email on Monday in both English and Spanish with a snapshot of the week - see an example [here](#). A paper copy goes home in the packets. Feedback from families with this piece has been very positive. It helps parents have all of the students "to-do's" for the week in one place.
- We administered a Family Inventory Form to families the week of May 11th as a way to collect feedback on how the workload, as well as how much time their child was spending on average per week on assignments for each content area. Click [here](#) for data.
- I'm working with staff this week on providing a Q&A response to parents regarding their feedback on Distance Learning Feedback Form. It will provide parents more insight on:
 - How to navigate Google Classroom?
 - How to check if their child has turned in work?
 - Where to find teacher feedback on their child's assignment?
 - Will teachers be posting grades in Skyward?
 - How can my child get clarification on assignments from their teacher outside of Virtual Office Hours?
- We continue to reflect and refine our practice and do what's best for our students and families, while also aligning with OSPI's guidelines.

Stay healthy,
Haley Ortega

Parent/Guardian Feedback from our Survey in regards to Distance Learning:

My daughter appreciates the chance to connect with her teachers in the Zoom office hours.

Our daughter seems to like whatever you guys are giving her. It's working for her! Thanks for what you're doing.

Thank you for all your hard work!

Gracias x su apoyo!! a los niños esperamos ke nuestros hijos sigan aprendiendo para ke tengan éxito en sus estudios./Thank you for your support !! We hope that our children continue learning so that they are successful in their studies.

I think this survey was a brilliant idea! Thank you for sending it out.

I'm so happy with the way you've transitioned to online learning so quickly. Our daughter could do more, but feels that the amount and rigor of each subject is comparable to what they were doing in school. If there

were an easy way to post some extra credit, it would be welcomed but not expected.

Quiero felicitar a todos los maestros/as por ayudar en el aprendizaje de mis hijos /I want to congratulate all the teachers for helping in the learning of my children

Thank you for sending out the weekly assignments via Skyward emails. This holds our son accountable for his school work.

The summaries have been helpful. I am finding having the assignments broken into bit size chunks due per day helpful... it reduces stress that way.

Great job in tough times!

You all are doing a great job. Thank you!

The first couple of weeks our daughter spent way too much time doing school work and needed a lot of clarification about a couple of assignments, but I am basing my answers above on last week which seemed completely reasonable. Overall, I think the teachers are doing a really good job. As parents, we appreciate the staff's hard work!

Thank you!

Great JOB Everyone!!

You guys are doing a good job in this challenging time!

I appreciate the teachers that are quick to respond when we have questions and at how quickly our school and staff adapted to this new and crazy environment

Thank you for checking in with our family.

Thank you all for all your hard work.

This is the unknown for everyone. Our daughter said she really appreciates the teachers and the work they are doing to help her, she really likes that they get back to her with any questions she does have in a timely manner. Keep up the good work!

Thank you everyone at Henkle for you hard work during this stressful time.

We are really impressed with all of our daughter's teachers. The imagination, zoom opportunities, availability to communicate with her teachers and all the extra time and effort they have put into this on line learning is so impressive. Thank you all so much.

Please scroll down to access 7th grade, 8th grade, and Specialist Weekly Assignments/Activities for May 18th, 2020 | Desplácese hacia abajo para acceder a las asignaciones Actividades Semanales de Séptimo/Octavo grado y Especialista para el 18 de mayo de 2020

7th Grade Content Areas | Contenido de 7o Grado

<p>Erkila PNW</p>	<p>We are starting a project that will take us almost to the end of the year called CHAPTER CHOICE. PLEASE, PLEASE, PLEASE do not skip any of the INSTRUCTIONAL STEPS. They are IMPORTANT to understand what you are to do.</p> <ol style="list-style-type: none"> 1. Watch the video on how to access the textbook with some tips to help you find the pages/subjects you may need. 2. Listen to the video where I explain the project and how the document you will be using works. 3. Skim the remaining chapters in the book- 5, 6, 7, 8, 9, or 10. Decide which you would like to read more about and make the focus of the remaining weeks of school. *I will be doing readings and adding support for people who chose Chapter 5. If you think that would be helpful, you should choose chapter 5. 4. Next, read the FIRST LESSON of your chapter of choice. If you chose Chapter 5, you can watch the recording of me reading the text, and I will give suggestions for the different assignment options based on the lesson. 5. Make a decision about which assignment you want to do from "LESSON ONE" row. *Create a Google Doc by either: - copying the example 	<p>Estamos comenzando un proyecto que nos llevará casi hasta el final del año llamado ELECCIÓN DEL CAPÍTULO. POR FAVOR, POR FAVOR, POR FAVOR, no ignore ninguno de los PASOS DE LAS INSTRUCCIONES. Son IMPORTANTES para entender lo que debe hacer.</p> <ol style="list-style-type: none"> 1. Mire el video sobre cómo acceder al libro de texto con algunos consejos para ayudarlo a encontrar las páginas / temas que pueda necesitar. 2. Escucha el video donde explico el proyecto y cómo funciona el documento que usará. 3. Hojee los capítulos restantes del libro: 5, 6, 7, 8, 9 o 10. Decida sobre qué le gustaría leer más y enfóquese en las semanas restantes de la escuela. * Haré lecturas y agregaré apoyo para las personas que eligieron el Capítulo 5. Si cree que sería útil, debería elegir el Capítulo 5. 4. Luego, lea la PRIMERA LECCIÓN de su capítulo de elección. Si elige el Capítulo 5, puede ver la grabación de mí leyendo el texto, y le daré sugerencias para las diferentes opciones de asignación según la lección. 5. Tome una decisión sobre qué tarea desea hacer desde la fila "LECCIÓN UNO".
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	<ul style="list-style-type: none"> - cutting or pasting from the example on a new document - creating a new one and making your own design for the task. <p>6. Watch the video showing how to attach your work and turn in your assignment.</p>	<p>* Crea un Google Doc por:</p> <ul style="list-style-type: none"> - copiando el ejemplo - cortar o pegar del ejemplo en un nuevo documento - Creando uno nuevo y haciendo tu propio diseño para la tarea. <p>6. Vea el video que muestra cómo adjuntar su trabajo y entregar su tarea.</p>
<p>Lyons Science</p>	<p>Due to a death in my family there is not an assignment this week. You have the option of choosing one of the enrichment activities below. I will be responding to your Cloud Types assignment and providing feedback. Thanks, and I'll talk to you soon.</p> <p>Mr. Lyons</p> <p>Enrichment Activities:</p> <p>Read an article about science 20 minutes a day.</p> <p>Take a nature walk and collect interesting Rock and Mineral samples.</p> <p>Go online and try one of the science simulations at: https://phet.colorado.edu/en/simulations</p> <p>Ask a parents permission to do a fun science experiment at home.</p> <p>Try to find links like the following for cool at home experiments.</p> <p>Please remember to ask a parent's permission before attempting any of them.</p> <p>https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff</p> <p>Read or watch news broadcasts about Covid-19 and discuss questions you have with a parent.</p>	<p>Debido a un fallecimiento en mi familia, no habrá tarea esta semana. Tienen la opción de elegir una de las actividades de enriquecimiento establecidas a continuación. Estaré respondiendo a su asignación de <i>Tipos de Nube</i> y proporcionando comentarios. Gracias, y hablamos pronto.</p> <p>Mr. Lyons</p> <p>Actividades de enriquecimiento:</p> <ul style="list-style-type: none"> - Lea un artículo sobre ciencia 20 minutos al día. - Dé un paseo por la naturaleza y recolecte interesantes muestras de rocas y minerales. - Conéctese en línea y pruebe una de las simulaciones científicas en: https://phet.colorado.edu/en/simulations - Pídale permiso a los padres para hacer un divertido experimento científico en casa. Trate de encontrar enlaces como los siguientes para realizar experimentos geniales en casa. Recuerde pedir permiso a los padres antes de intentar cualquiera de ellos. <p>https://mommypoppins.com/kids/50-easy-science-experiments-for-kids-fun-educational-activities-using-household-stuff</p> <ul style="list-style-type: none"> - Lea o vea transmisiones de noticias sobre Covid-19 y discuta las preguntas que tenga con un padre.
<p>Sacquety ELA</p>	<p>Covid 19: Week 6: Same as last week.</p> <p>Activity 1: Reading Choice Grid: Choose one activity different from last week that focuses on book fun. Get creative with paper and pencil or making a movie trailer.</p> <p>Activity 2: Grammar Choice Grid: Choose one activity that focuses</p>	<p>Covid 19: Semana 6: Misma asignatura que la semana pasada.</p> <p>Actividad 1: Cuadrícula de elección de lectura: elija una actividad diferente de la semana pasada que se centre en la diversión del libro. Sea creativo con papel y lápiz o haga un avance(trailer) de la película.</p> <p>Actividad 2: Cuadrícula de elección de gramática: elija una actividad</p>

	on Parts of Speech that is different from last week. Activity 3: Evidence of Learning: Reading and Grammar	que se centre en partes del discurso que sea diferente de la semana pasada. Actividad 3: Evidencia de aprendizaje: lectura y gramática
Shelley Math	1.) Using the lesson 1 notes, read over pp 711-714 2.) Do Lesn 1 ConnectEd practice activities & correct work 3.) Do the chap 9 lesson 1 Graded Assignment in ConnectEd 4.) Using the lesson 2 notes, read over pp 719-724 5.) Do Lesn 2 ConnectEd practice activities & correct work 6.) Do the chap 9 lesson 2 Graded assignment in ConnectEd	1.) Usando las notas de la lección 1, lea las páginas 711-714 2.) Practique las actividades de la Lección 1 ConnectEd y corrija el trabajo 3.) Completa el capítulo 9, lección 1 Asignación calificada en ConnectEd 4.) Usando las notas de la lección 2, lea las páginas 719-724 5.) Practique las actividades de la Lección 2 ConnectEd y corrija su trabajo 6.) Completa el capítulo 9 lección 2 Asignación calificada en ConnectEd
Strain Math	1. Watch the slide show 2. Do the probability choice grid 3. Do ONE of the activities on the third slide.	Strain Math 1. Mira la presentación de diapositivas 2. Haz la cuadrícula de elección de probabilidad 3. Haga UNA de las actividades en la tercera diapositiva.

8th Grade Content Areas | Contenido de 8vo Grado

Hannigan Science	<p>In the file attachments I've included three PDF files called <i>Bird Bingo</i>, <i>Bug Bingo</i>, and <i>Nature Bingo</i>. They are published by the Massachusetts Audubon Society. Out of the three files, at a minimum, complete 2 of the three by crossing off ALL of the items on the sheet. When you find one of these things, you can do one of two things to show and describe what you found.</p> <p>Write about it and describe what you found like the location & the surrounding environment, the details of the thing you found (color, size, appearance, etc), the date, time, and temperature.</p> <p>OR</p> <p>Take a picture of it and then spend some time importing the photos to a google doc and creating a collage of the things you found . If</p>	<p>En los archivos adjuntos he incluido tres archivos PDF llamados <i>Bird Bingo</i>, <i>Bug Bingo</i> y <i>Nature Bingo</i>. Son publicados por la <i>Massachusetts Audubon Society</i>. De los tres archivos, como mínimo, <u>complete 2</u> de los tres tachando TODOS los elementos en la hoja. Cuando encuentre una de estas cosas, puede hacer una de dos cosas, mostrar y/o describir lo que encontró.</p> <p>Escriba al respecto y describa lo que encontró, como la ubicación y el entorno, los detalles de lo que encontró (color, tamaño, apariencia, etc.), la fecha, la hora y la temperatura.</p> <p>O</p> <p>Tómele una foto y luego pase un tiempo importando las fotos a un documento de Google y creando un collage de las cosas que encontró. Si haces esto, tienen que ser tus fotos ... No usen cosas encontradas en Internet. El objetivo de esta lección es salir.</p>
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	you do this, they have to be your photos..... Not stuff found off the internet. The whole point of this lesson is to get outside. Complete the Pre-Reading Question on the shared document.	Complete la pregunta previa a la lectura en el documento compartido.
Howe ELA	Activity 1: Read and/or Listen to Chapters 1-2 in The Outsiders Then complete the Choice Grid. Choose ONE Thought Log, ONE Word-Wise, ONE Checking for Understand and add to the Evidence of Learning Chapter 1-2 Activity 2: Read and/or Listen to Chapters 3-4 in The Outsiders Then complete the Choice Grid. Choose ONE Thought Log, ONE Word-Wise, ONE Checking for Understand and add to the Evidence of Learning Chapter 3-4	Actividad 1: Leer y / o escuchar los capítulos 1-2 en “ <i>The Outsiders</i> ” Luego complete la Cuadrícula de elección. Elija UN <i>Thought Log</i> , UN <i>Word-Wise</i> , UN <i>Checking for Understand</i> y agréguelo a la Evidencia de aprendizaje Capítulo 1-2 Actividad 2: Leer y / o escuchar los capítulos 3-4 en “ <i>The Outsiders</i> ” Luego complete la Cuadrícula de elección. Elija UN <i>Thought Log</i> , UN <i>Word-Wise</i> , UN <i>Checking for Understand</i> y agréguelo a la Evidencia de aprendizaje Capítulo 3-4
Lindstrom US History	Monday: (Read) Rivalry In the Northwest (Answer) Questions 1 & 2 Tuesday: (Read) Adams-Onis Treaty (Answer) Questions 3 & 4 Wednesday: Ch. 12 Quiz Thursday: (Read) Mountain Men & Manifest Destiny (Answer) Questions 5, 6, & 7 Friday: (Read) 54-40 or Fight (Answer) Questions 8 & 9 (Answer) Glossary words	Lunes: (Leer) <i>Rivalidad en el Noroeste</i> (Responde) Preguntas 1 y 2 Martes: (Leer) <i>Tratado de Adams-Onis</i> (Responde) Preguntas 3 y 4 Miércoles: cap. 12 cuestionario Jueves: (Leer) <i>Mountain Men & Manifest Destiny</i> (Responde) Preguntas 5, 6 y 7 Viernes: (Leer) <i>54-40 o Lucha</i> (Responde) Preguntas 8 y 9 (Respuesta) Palabras del glosario
Shelley Math	1. Using the notes, read over pp.517-524 2. Do Connected lesn 2 practice activities & correct your work 3. Do the chap 7 lesson 2 Graded Assignment in ConnectEd 4. Using the notes, read over pp. 537-540 5. Do ConnectEd lesn 3 practice activities & correct your work 6. Do the chap 7 lesson 3 Graded Assignment in ConnectEd	1. Usando las notas, lea las páginas 517-524 2. Haz Connected <u>lección 2</u> practica actividades y corrige tu trabajo 3. Realice el <u>capítulo 7, lección 2</u> , Asignación celificada en ConnectEd 4. Usando las notas, lea las páginas 537-540 5. Realice ConnectEd leccion 3 actividades de práctica y corrija su trabajo 6. Realice el <u>capítulo 7, lección 3</u> , Asignación gradual en ConnectEd
Strain Algebra	1. Watch the slide show 2. Do the two puzzle sheets and send pics. (show work) 3. If you have time, you can go into Kahn Academy and search trig ratio videos and activities. This is NOT required.	1. Mira la presentación de diapositivas 2. Haz las dos hojas del rompecabezas y envía fotos. (mostrar trabajo) 3. Si tiene tiempo, puede ingresar a Kahn Academy y buscar videos y actividades de relación de trigonométricos. <u>Esto NO es requerido.</u>

Specialists | Especialistas

Carpenter Art	<ol style="list-style-type: none"> 1. Watch the Intro Video (if you're on our Google Classroom) 2. Review the Artist's Choice Project Ideas. 3. Complete one project from the options. 4. Write and turn in an Artist's Statement with your artwork. 	<ol style="list-style-type: none"> 1. Mira el video de introducción (si estás en nuestro Google Classroom) 2. Revise las ideas del proyecto <i>Artist's Choice</i>. 3. Complete un proyecto de las opciones. 4. Escriba y entregue una Declaración (descripción) del artista con su obra de arte.
Murtfeldt Music	Continuing to work on Buffalo Head this week. Focus on measures 44-end (the part after the solo section). I put printed parts in the file cabinet outside the HMS entrance. You'll need a printed copy when you make your video, so come pick one up when you get a chance this week. If you're interested in playing a solo in the concert, I posted the play-along solo section in Smartmusic for you. See you at the Band Zoom, Wednesday 11am (link is under Classroom in our googlectlassroom). Have fun! Mr M	Continúa trabajando en <i>Buffalo Head</i> esta semana. Centrese en medidas 44-final (la parte después de la sección en solitario). Puse piezas impresas en el archivador fuera de la entrada del HMS. Necesitará una copia impresa cuando haga su video, así que venga a recoger una cuando tenga la oportunidad esta semana. Si estás interesado en tocar un solo en el concierto, publiqué la sección de solo de acompañamiento en Smartmusic para ti. Nos vemos en <i>Band Zoom</i> , Miércoles a las 11 a.m. (el enlace está en <u>Classwork</u> en nuestro <u>googlectlassroom</u>). ¡Que te diviertas! -Mr. M
Smith/ Owen Health & Fitness	<p>Complete Workout Sheet for the following week. Vary your workout activity. Do at least 3 different workouts during the course of the week.</p> <p>OPTIONAL ACTIVITY: Select one meal per day and determine if any of the foods you're eating have the Original or Updated nutrition label. Then list the servings per container and the amount of total protein in each container.</p> <p>Due date is now the following Monday, May 25th.</p>	<p>Completa tu hoja de ejercicios para la semana siguiente. Varie sus actividades de entrenamiento. Haz al menos 3 entrenamientos diferentes durante el curso de la semana.</p> <p>ACTIVIDAD OPCIONAL: seleccione una comida por día y determine si alguno de los alimentos que está comiendo tiene la etiqueta nutricional original o actualizada. Luego, enumere las porciones por contenedor y la cantidad de proteína total en cada contenedor.</p> <p>La fecha de entrega es el siguiente <u>lunes 25 de Mayo</u>.</p>
Trosper Book Lovers	<p>Submissions required for week of 5/18-5/25</p> <p>*Roll Call Form</p> <p>*Update the Reading Form you chose from the Reading Project Choice Table</p> <p>*Turn in Digital work or image of hands-on project from the Maker/Promotion/Arts category of the Project Choice Table</p>	<p>Se requieren entregas de trabajo para la semana del 5/18 - 5/25</p> <p>* Documento de pase de lista</p> <p>* Actualice el formulario de lectura que eligió de la tabla de elección de proyectos de lectura</p> <p>* Entregue el trabajo digital o la imagen del proyecto práctico de la categoría Creador / Promoción / Artes de la Tabla de selección de</p>

		proyectos
Trosper Tech Guru	<ul style="list-style-type: none"> *Roll Call Form *Screencastify#3 video submitted (with Software Rating if not already submitted) *Ethics, Values and Privacy Assignment w/quiz completed 	<ul style="list-style-type: none"> * Documento de pase de lista * Video de Screencastify # 3 enviado (con calificación de software si aún no se ha enviado) * Asignación de ética, valores y privacidad con cuestionario completado

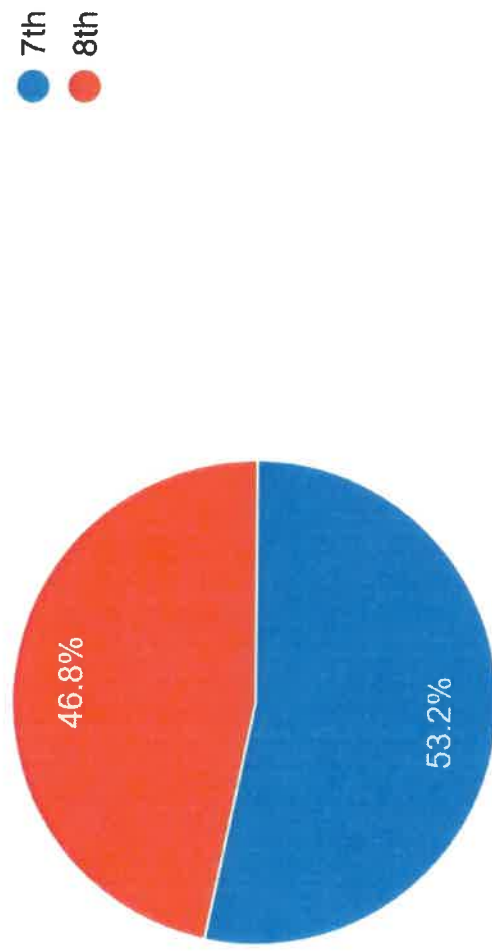


Distance Learning Parent/Guardian Feedback



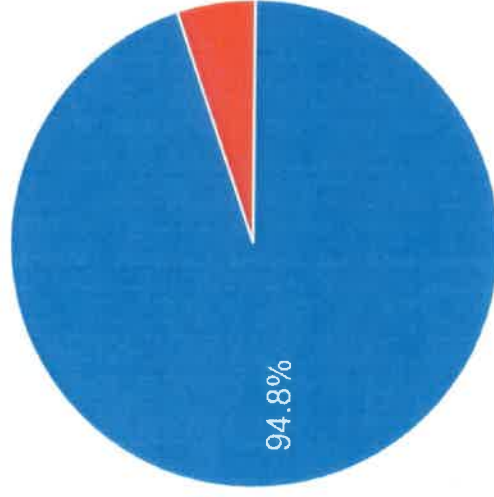
May 11-17

Grade / Grado
77 responses



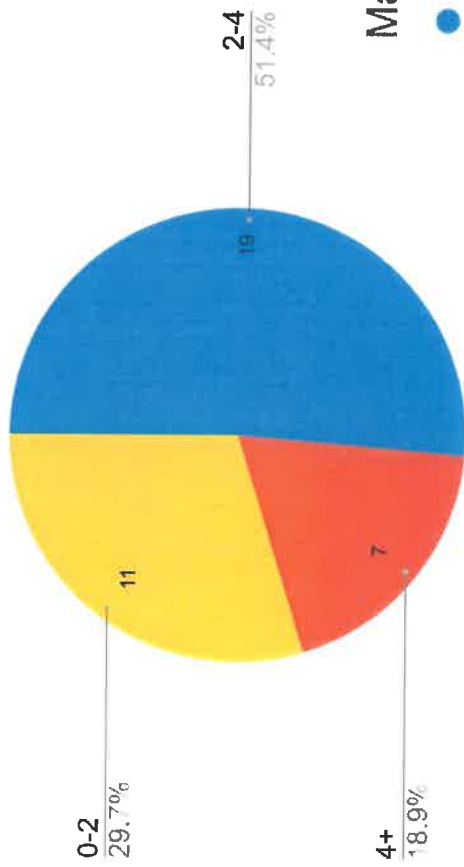
Distance Learning Access / Acceso a Plan de Aprendizaje

77 responses



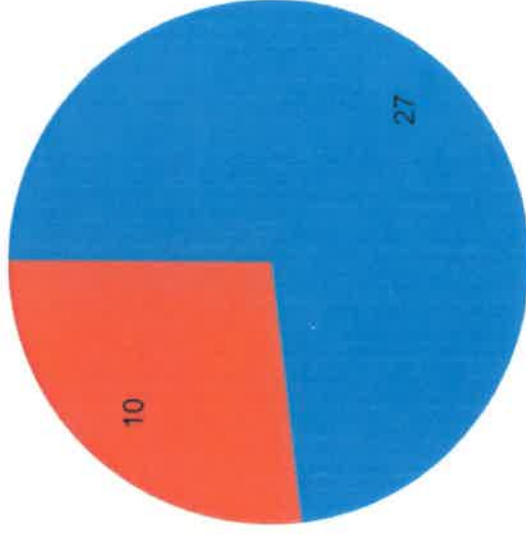
- My child uses Google Classroom to access their assignments. /Mi hijo(a) usa Google "Classroom" para acceder a sus tareas.
- My child has paper packets for their assignments. /Mi hija tiene paquetes de papel para sus tareas.

8th Math # of Hours/Week

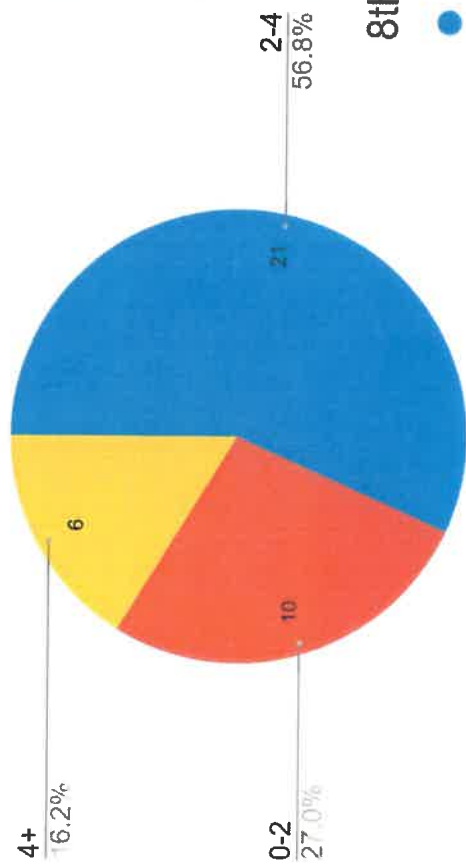


Math Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.

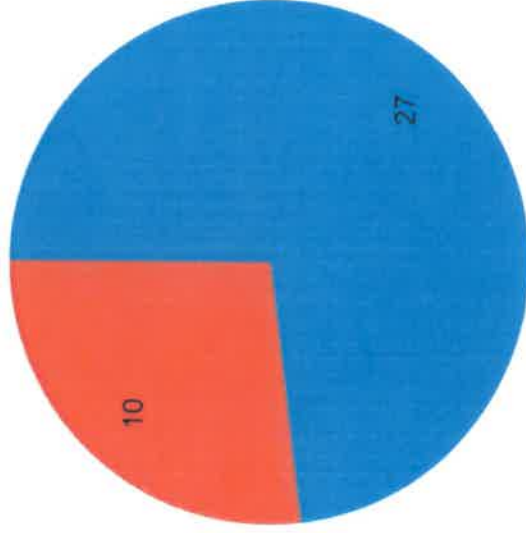


8th ELA # of Hours/Week

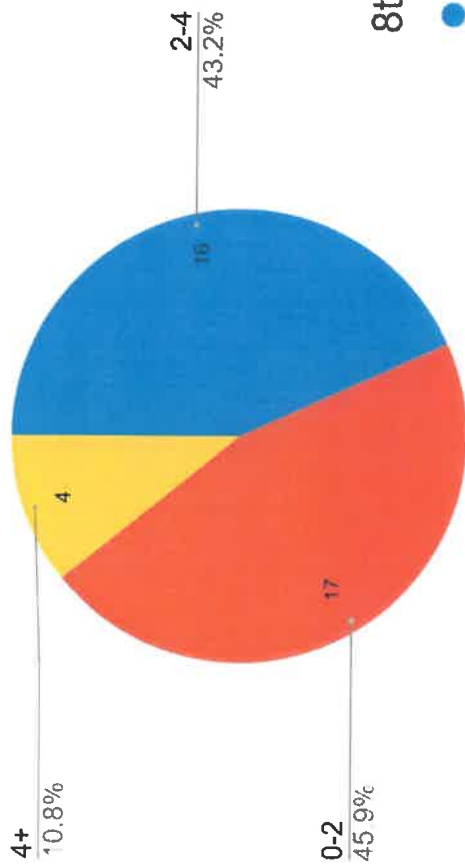


8th ELA Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.

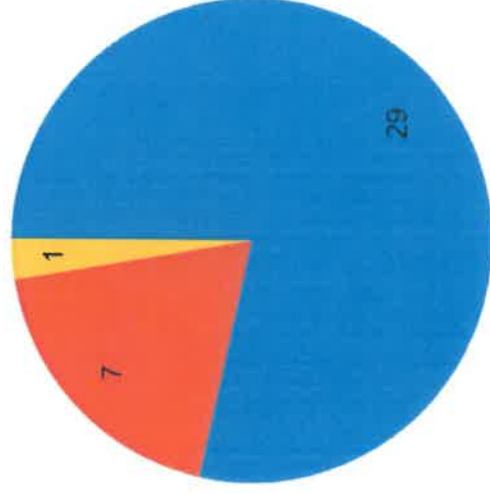


8th Science # of Hours/Week

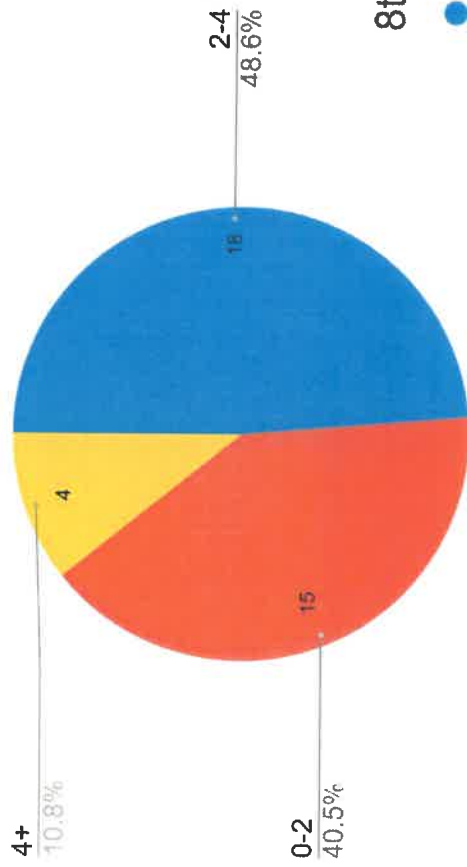


8th Science Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.
- The workload is too easy. / El trabajo es muy fácil.

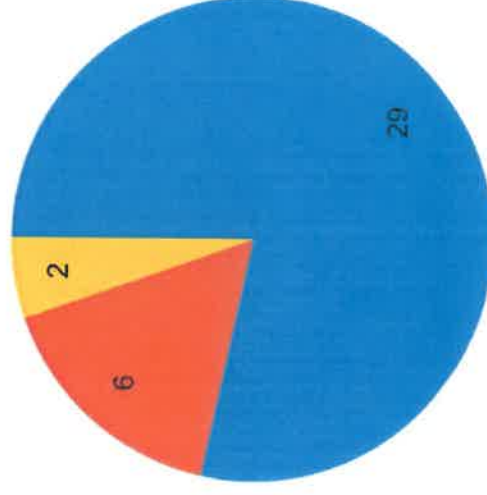


8th Social Studies # of Hours/Week

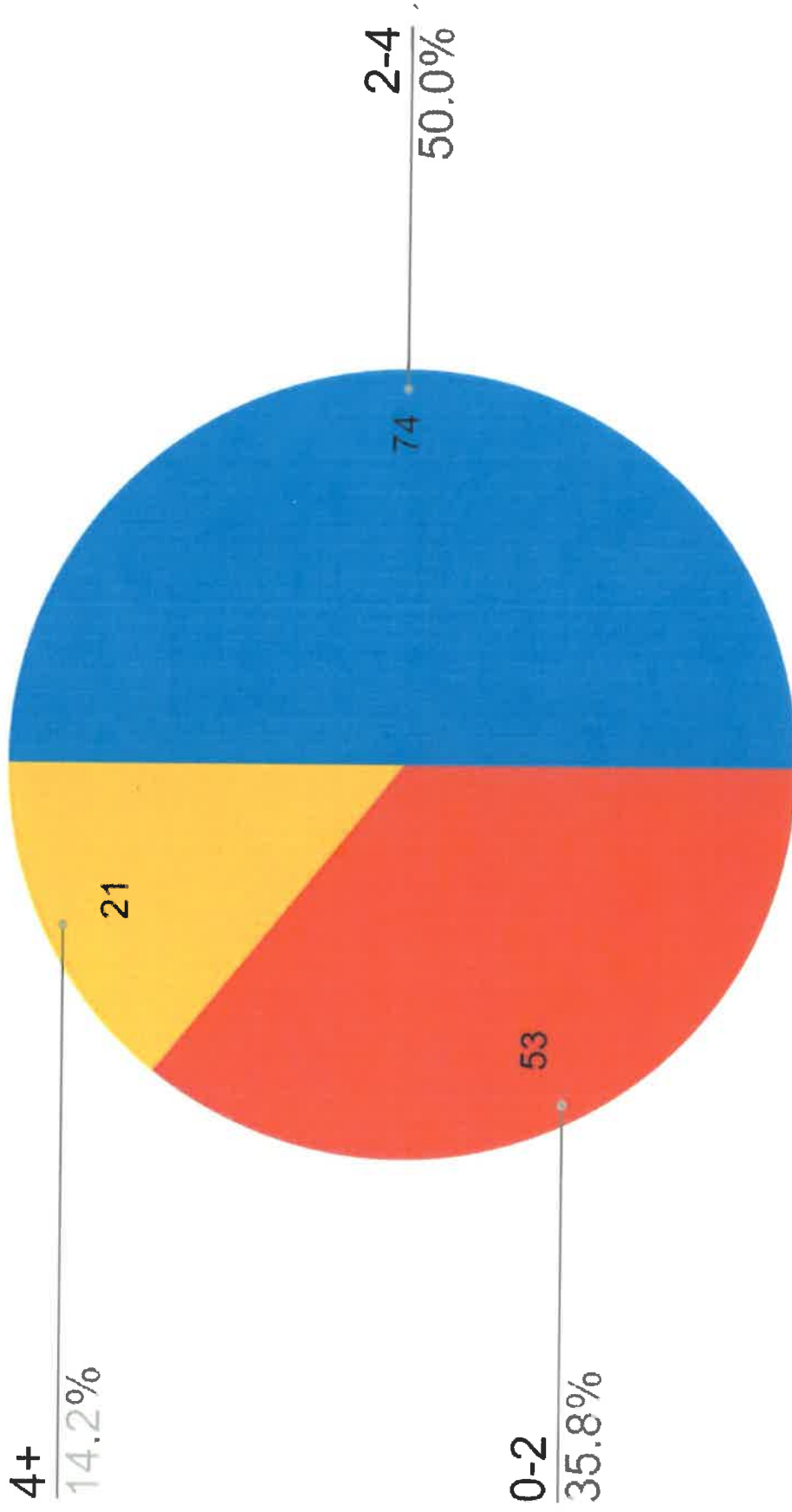


8th Social Studies Workload - # of students

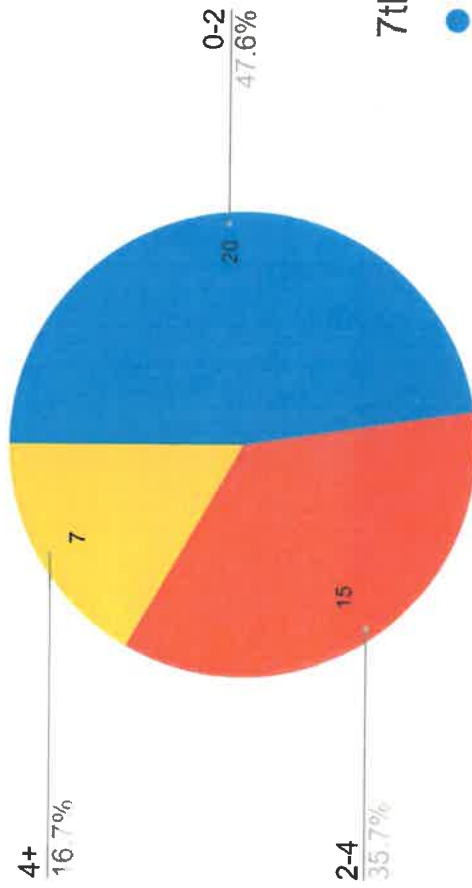
- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.
- The workload is too easy. / El trabajo es muy fácil.



Overall 8th Grade Data - # of Class Periods per week

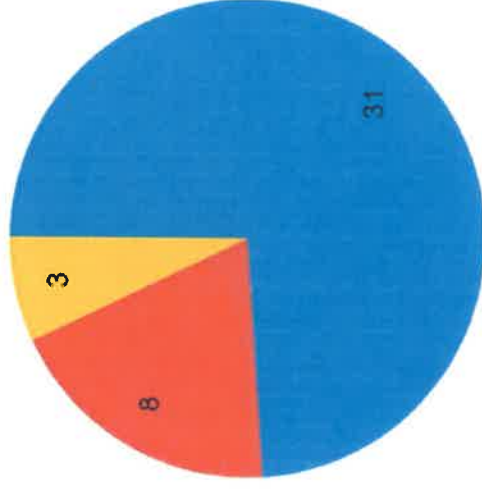


7th ELA # of Hours per week

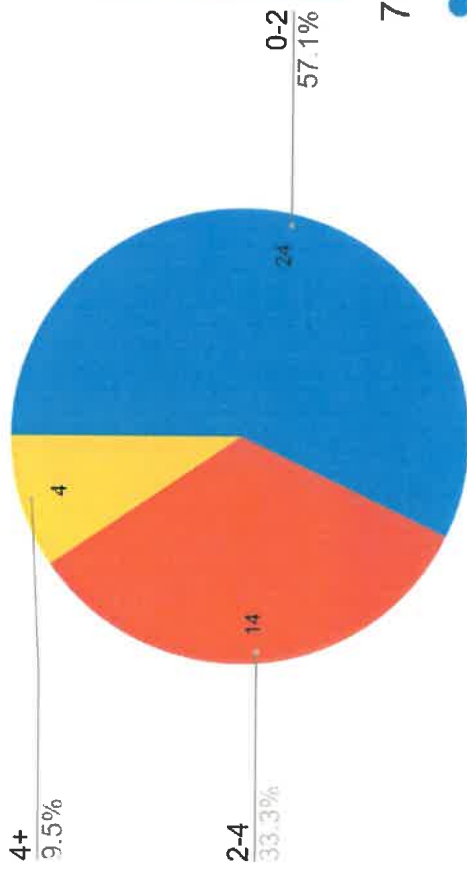


7th ELA Workload - # of students

- The workload is just right./ El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.
- The workload is too easy. / El trabajo es muy fácil.

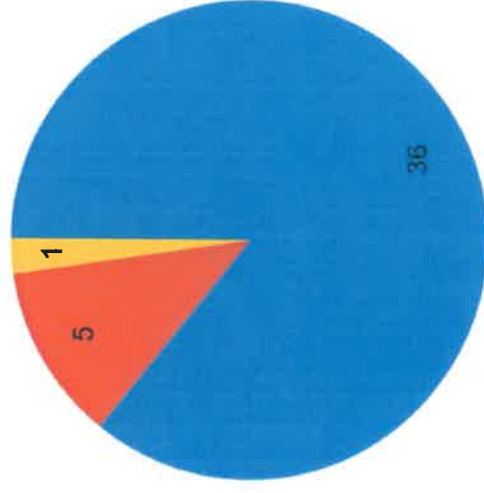


7th Math # of Hours per week

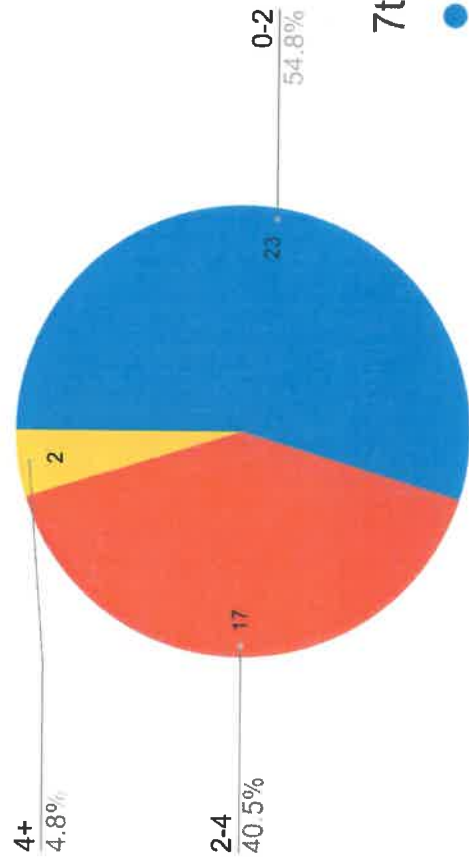


7th Math Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too easy. / El trabajo es muy facil.
- The workload is too hard. / El trabajo es muy difficil.

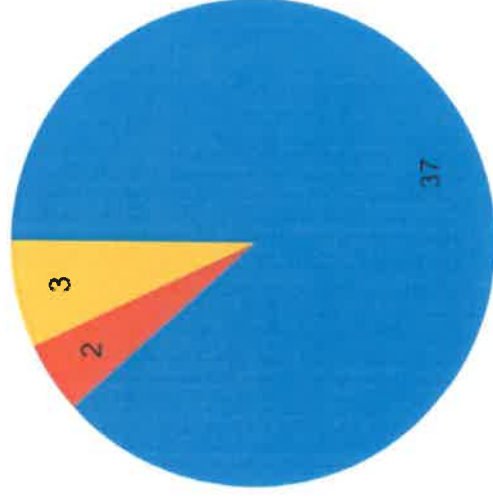


7th Science # of Hours per week

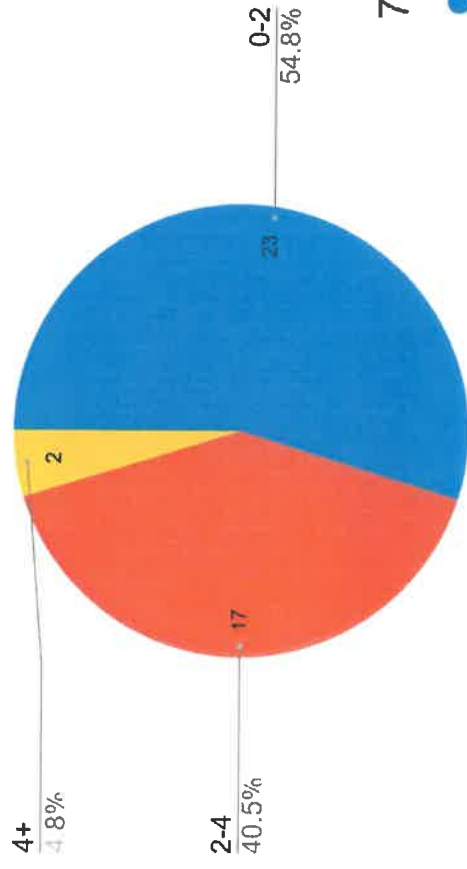


7th Science Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.
- The workload is too easy. / El trabajo es muy fácil.

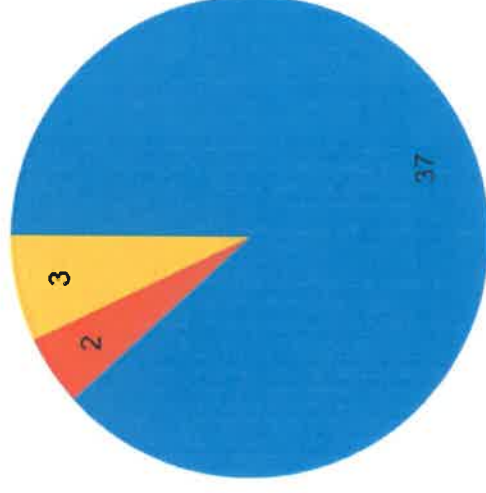


7th Social Studies # of Hours per week

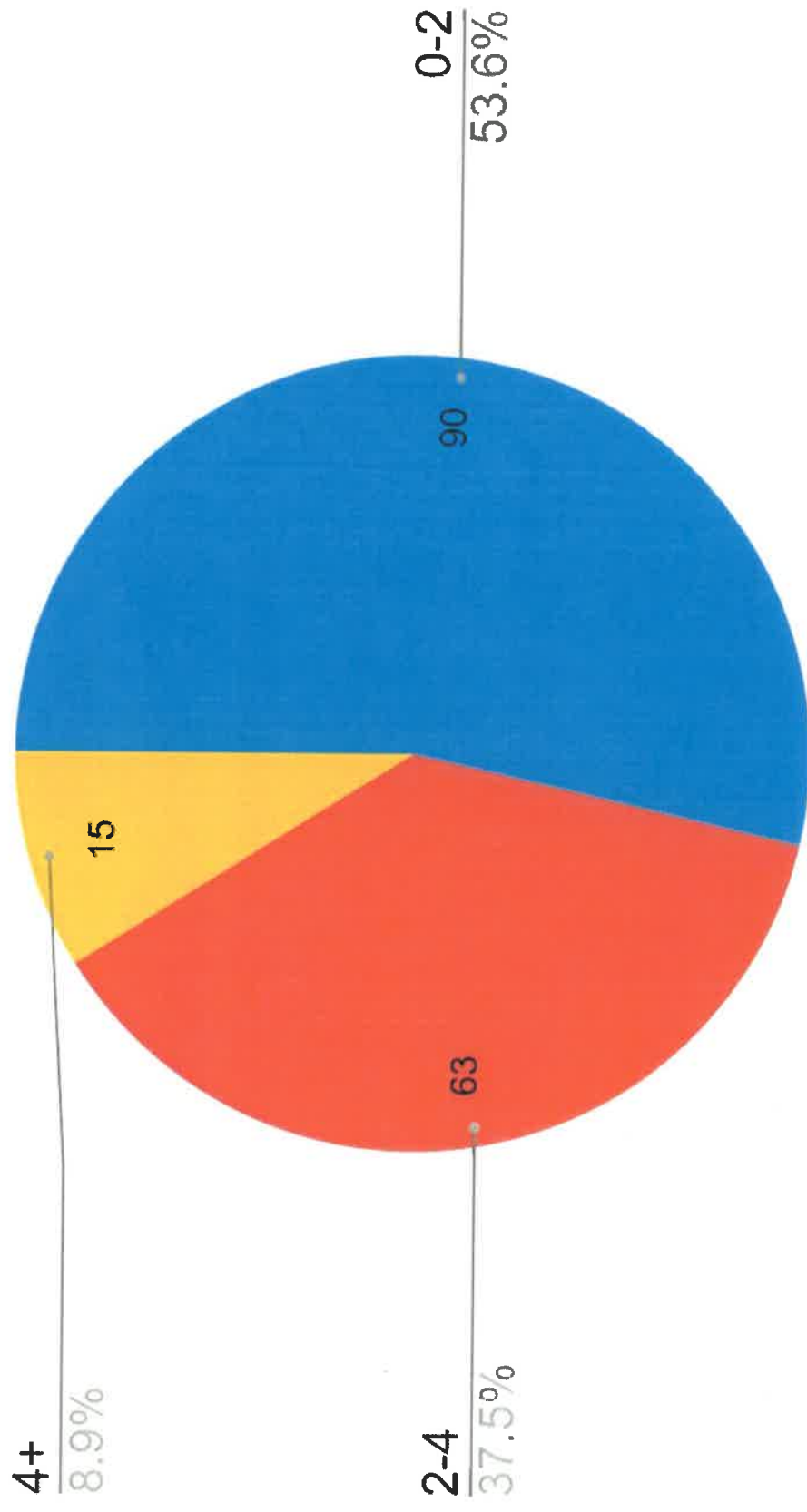


7th Social Studies Workload - # of students

- The workload is just right. / El trabajo es justo.
- The workload is too hard. / El trabajo es muy difícil.
- The workload is too easy. / El trabajo es muy fácil.

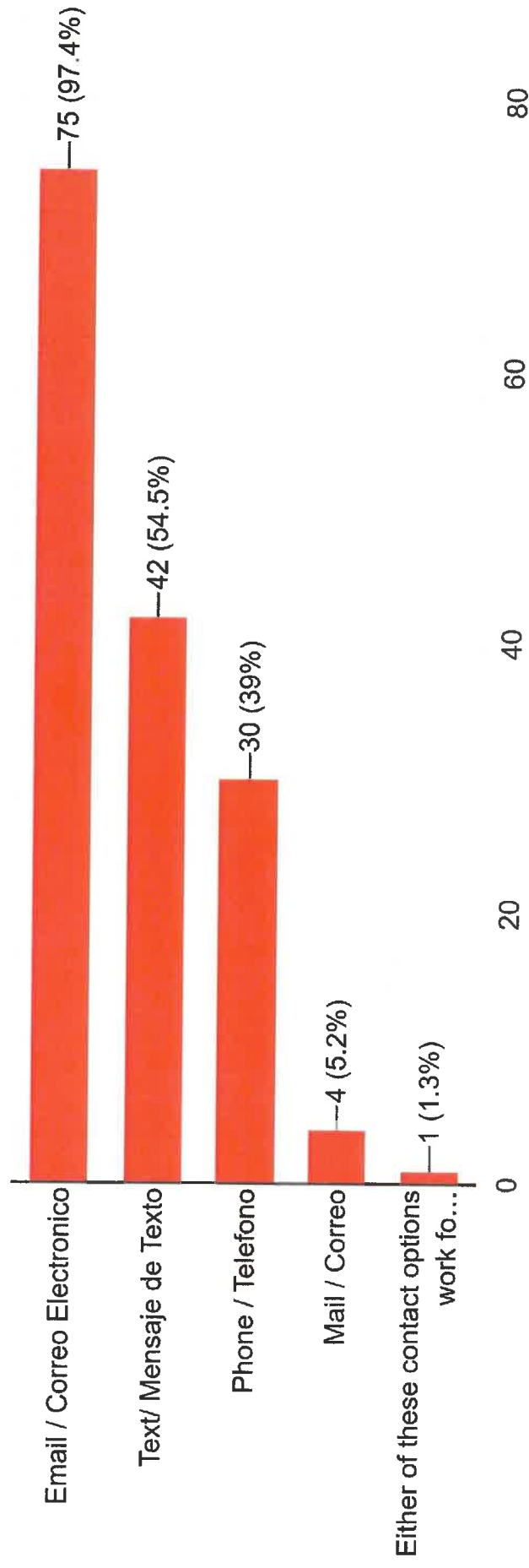


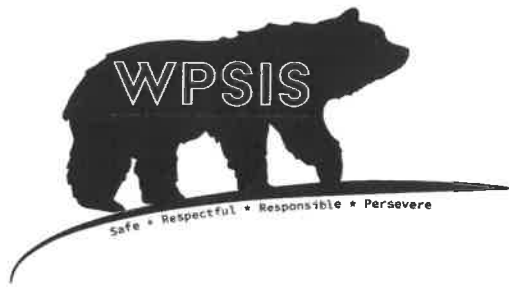
7th Overall Data - # of Class Periods a week



The best way to contact me / La mejor manera de contactarme .

77 responses





BRIAN FRASER, PRINCIPAL

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White Salmon, WA 98672

(509) 493-4028

brian.fraser@whitesalmonschoools.org

Report to the School Board, May 2020

This week we were asked to summarize our Distance Learning plans for OSPI. As I considered what to put in the board report, it occurred to me that not much else was happening and you all should probably see this plan as well- it is included below.

The only other update is with Social Emotional Learning planning. Each grade level met and identified 25 lessons from the AWSL resource that we discussed previously. I compiled those lists, marked them according to OSPI standard, and we discussed some for school-wide campaigns. Each grade level is now setting up an order in which they will teach them, an actual calendar of lessons made impossible by the uncertainty of the school year. More to come on that, just know that we are still moving forward and have included this work again in our updated School Improvement Plan.

Wallace and Priscilla Stevenson Distance Learning Plan Summary:

Teachers use Google Classroom as a primary point of contact with all kids.

Engagement is tracked weekly through Skyward and students not participating are contacted.

Students unable to access the internet are given paper copies of materials and assignments.

In Google Classroom, teachers present assignments and materials as they can, other materials are provided by links to online resources, teacher-made videos, or in physical copy when necessary.

Each week, assignments are given, and lessons are conducted in Zoom and by recorded videos.

Classes meet on a regular schedule in Zoom for instruction, support, and for kids to interact around the learning content. Schedule included below.

Teachers have scheduled office hours to allow extra support for kids who seek it out. Title 1 staff is also holding office hours to provide extra times for access to staff for all students.

Kids turn in weekly assignments in the form of written work for comments in Google Docs, photos of work in math and science, and videos to explain their thinking on SeeSaw or FlipGrid.

Teachers are providing feedback on work, but not grades. Report cards will have comments in them personalized for each child to provide information about their learning, but no new number grades towards standards will be given.

All students are also encouraged to spend 45 minutes weekly on iReady and 20 minutes daily reading.

Zoom meetings for Social and Emotional Learning and support are also conducted weekly, along with Zoom Recess two times a week per each grade level.

Title 1 identified kids are receiving extra support in Zoom Breakout sessions and are being sent letters from the Title 1 staff with fun activities, personal notes, and stamped envelopes for kids to write back. Title 1 staff is also setting up extra office hours for all kids to access extra help on all assignments.

ELL students have assignments specific to English Learning and ELL staff is reaching out to families directly to provide direction and support. They are supporting classroom performance and have created daily schedules for each ELL student in an effort to increase participation.

Special Education staff has amended all IEPs and is providing direct support and in class support based on the needs of each child as determined by the IEP team, including parents.

WPSIS Zoom Master Schedule

Directions-

Put your weekly recurring meetings on this schedule for each day. If you schedule a meeting that is not recurring or fixed, please mark it with an asterix* and remove it after it passes so the form will be correct for the next week.

Current Week: May 18th-22nd

Monday:

Teacher name:	Class/ topic:	Time:	Paraeducator
Pfister	Math	9 to 10 a.m.	
Wilson	Homeroom-Class Meeting	11:00 a.m.	
Eddy	Homeroom- Class Meeting	11-11:30am	
LaRiviere	Homeroom Class Meeting	12:00-1:00	Samantha
Petrick	Homeroom Class Meeting	11:00-11:30	Christian
Williams	Homeroom Class Meeting	11:00	
Simpers	Homeroom Class Meeting	12:00-1:00	Campbell
Carpenter	Office Hours 4th Grade Art	1:00-1:30 (Williams & Petrick) 1:30-2:00 (Wilson & Eddy)	
Carpenter	Office Hours - 5th & 6th Grade Art	2:00-2:25 (6th Grade) 2:30-3:00 (5th Grade)	
Title I	6th grade recess	8:30-8:50	Christian/Megan
Fraser	Office Hour	12:30-1:30	

Tuesday:

Teacher name:	Class:	Time:	Paraeducator
Pfister	Math	9 to 10	
Petrick	Math - Williams class	11:00-11:30	Christian
Petrick	Math - Petrick class	10:15-10:45	Christian
Eddy	Office hour	11-12	

Murtfeldt	5th Grade Band	12:30-1:30
Murtfeldt	6th Grade Band	1:30-2:30
Title I	5th Grade Recess	8:30-8:50 Christian/Megan

Wednesday:

Teacher name:	Class:	Time:	Paraeducator
Pfister	Math	9 to 10	
Wilson	ELA - Wilson/Eddy	11:00 a.m.	Coyner
LaRiviere	ELA- LaRiviere/Simpers	12:00 to 1:00	Campbell
Williams	ELA- Petrick	10:15	Christian
Williams	ELA- Williams	11:00	Christian
Monnig	Office Hour	1-2	
K-S and Curry	Team Connect	Noon Until... ? (Usually 1:30) rotate	Samantha/Megan
Title I	4th Grade Recess	8:30-8:50	Christian/Megan
Title I	6th Grade Recess	2:00-2:20	Christian

Thursday:

Teacher name:	Class:	Time:	Paraeducator
Pfister	Math	9-10	
Eddy	Math -Wilson/ Eddy	11-11:30am	Coyner
Petrick	Math - Williams/Petrick	11:00-11:30 office availability	
Monnig/Meyer	Class Meeting	1:00-1:30	
Williams	ELA	11-11:30 office availability	
Simpers	Math	12:00-1:00	Campbell
Trosper	5-6 Tech	1:00-2:30 ???	
Title I	5th Grade Recess	2:00-2:20	Christian & Maggie
Murtfeldt	4th and 5th Music Office Hour	2:30-3:30	

Friday:

Teacher name:	Class:	Time:	Paraeducator
Pfister	Science	9-10	
Petrick	Science Williams class	11 - 11:30	
Petrick	Science Petrick class	10:15-10:45	
Wilson	Office hour	11-12	
K-S & Curry	Office Hour	Noon to 1:00	
Title I	4th Grade Recess	2:00-2:20	Christian

Board Report for May 2020

I hope this letter finds all of you well. Its an incredibly odd time and our special education department is working hard to stay in contact with students and provide the highest quality of service/therapies we can. It does seem that we have finally settled into some kind of "routine," and for that I am thankful. Staff report that they are engaging our students, using all forms of media, and students are happy, growing, and generally doing very well. I have joined a couple "virtual" classrooms and teletherapies for communication and occupational therapy services and it has been great; watching staff provide therapy, coaching parents, giving suggestions, and collaborating all in live time. It is pretty impressive! None of this has been easy though and ton of paperwork and documentation is being recorded every day. With that said, Special Education does have an advantage I think during this COVID closure in the fact that our relationships with families were already established-we meet regularly for every child, every year, for IEP and program review meetings. Our engagement rates for services are actually pretty high—I don't have an exact average, but I would guess range between 60% on the low end up to percentages in the high 90's. For example, one of the high school teachers has a caseload of 19 students. She has been able to engage all of them in services, through a variety of creative ideas, for 17 of the 19. Pretty good! I feel very proud of all the hard work put in.

Highlights:

- TPEP summative evaluations are under way
- Birth to 3 programming has been finalized for the summer calendar in virtual form
- Our monthly PLC meeting this month will focused on caseload distributions and discussing what transitions for our more involved students may need to look like as they move between buildings

Thank you for all your support, please let me know if I can provide any additional information.

Janelle Tuttle


Assistant Director B-21

Janelle.tuttle@esd112.org

206-841-5811

May 2020 Board Technology Report

April and May have been busy months as we support staff and families with Chromebook checkout and distance learning.

- Cleaned and laser etched 400+ Chromebooks for student checkout
- Created Zoom accounts for staff
- Moving ahead with new phone system
- New server racks and cabinets installed at high school
- Moving all documents from the current websites to our new platform, hoping to launch by June 1st
 - Promo Video  [White Salmon.mov](#)
 - New app download - Please do not share with families until we are live
 - Apple: <https://apple.co/2UNn1Kj>
 - Android: <https://bit.ly/2RjbakY>

Thank you for your continued support,

Rhonda Hardisty -Technology Director
White Salmon Valley Schools

May Board Report – Kitchen

It has been a busy time for the kitchen. Switching over to packed breakfast and lunches for delivery was quite different for us. It took a few days to work out all the little details, but since then everything has gone well. The kitchen crew has been willing to step up and do what's needed to get the meals out.

The numbers we have done are,

March 6,782 (11 days)

April 14,762

May as of the 20th – 9,650

Which leads me to a big; THANK YOU to Mt. Adams Fruit for the apple donations. We have been able to send out an apple in every meal.

Also a THANK YOU to Columbia Foods out of The Dalles, They have gone out of their way to keep us supplied with everything else we have needed to make this happen.

Kathy Brooks



2019–20 Emergency School Closure Waivers

Washington state law (RCW 28A.150.220) provides the minimum requirements of the statewide instructional program of basic education that a local education agency (LEA) must offer. LEAs include public school districts, state-tribal education compact schools, and charter schools. Each school year must consist of a minimum of 180 school days. LEAs must also provide at least 1,000 annual instructional hours to students in kindergarten through 8th grade, and at least 1,080 annual instructional hours to students in grades 9–12 (a district-wide average of at least 1,027 hours in grades 1–12). LEAs receive state funding based on the number of students who are enrolled in the district for an average of 1,027 instructional hours over 180 school days.

The Office of Superintendent of Public Instruction (OSPI) is authorized under RCW 28A.150.290(2) to waive the school day and average instructional hour requirements for LEAs in the event of unforeseen emergency events, including epidemics. On April 29, 2020, OSPI adopted temporary emergency rules (chapter 392-901 WAC) establishing the terms and conditions governing LEAs' entitlement to state funds during the 2019–20 school year due to school facilities closures caused by the novel coronavirus (COVID-19) pandemic and other unforeseen emergency events. LEAs that meet those terms and conditions will receive their full annual allocation of state basic education apportionment for the 2019–20 school year.

The governing board of an LEA seeking an emergency school closure waiver under chapter 392-901 WAC must adopt a resolution approving a continuous learning plan by May 29, 2020. An approved continuous learning plan must:

1. Offer educational engagement, planned by staff, as directed by the administration and governing board for all enrolled students;
2. Include the LEA's school year calendar, including a weekly schedule of staff and student engagement following March 17, 2020;
3. Provide a process for the LEA to determine which learning standards are most essential;
4. Establish an LEA- or school-based system of collecting student engagement information; and
5. Award academic grading as specified in WAC 392-901-030(4) and OSPI's guidance on grading during the COVID-19 pandemic.

If an LEA does not meet the statutory minimum 180 school day requirement, its school year must be extended by five additional school days (but is not required to extend beyond June 19, 2020).

The Emergency School Closure Waiver Application (on the next page) must be submitted by all LEAs requesting a waiver of instructional hours or school days that the LEA was unable to offer due to the COVID-19 pandemic or other unforeseen emergency events.

If an LEA offered 180 school days **and** an average of 1,027 hours to all enrolled students, the LEA **must** provide evidence of the following (as Word or PDF files, no weblinks) to waivers@k12.wa.us by 5 pm on June 30, 2020:

1. The LEA maintained the school day and instructional hours requirements immediately following school facilities closure.
2. The LEA governing board adopted a resolution approving the continuous learning plan.
3. The implemented continuous learning plan meets the minimum standards for continuous learning as provided in chapter 392-901 WAC.
4. The LEA must submit a copy of its adopted continuous learning plan.



2019–20 Emergency School Closure Waiver Application

Local Education Agency (LEA):	
LEA Superintendent or Lead Administrator:	
Email:	Phone:

OSPI adopted temporary emergency rules (chapter 392-901 WAC) establishing the terms and conditions governing school districts' entitlement to state funds during the 2019–20 school year due to school facilities closures caused by the novel coronavirus (COVID-19) pandemic and other unforeseen emergency events.

To be considered for the 2019–20 Emergency School Closure Waiver, please submit the following documents (as Word or PDF files, no weblinks) to waivers@k12.wa.us:

1. Emergency School Closure Waiver Application (this form)
2. Adopted Continuous Learning Plan
3. LEA's amended 2019–20 school year calendar

Waiver Requested

(choose one)

☐ HOURS & DAYS WAIVER

For the 2019–20 school year, the LEA will not meet the statutory instructional hours and will not provide 180 school days.

The LEA affirms the following (check all that apply):

- ☐ The LEA governing board reviewed this waiver application and supports the emergency waiver request submittal.
- ☐ The LEA has implemented a plan for continuous learning for all students.
- ☐ The LEA's implemented plan for continuous learning meets the minimum standards for continuous learning as provided in chapter 392-901 WAC.
- ☐ The LEA governing board adopted a resolution approving the continuous learning plan.
- ☐ The LEA extended the school year by a minimum of five additional school days beyond the final regularly scheduled school day of the school calendar previously adopted for the 2019–20 school year.
- ☐ The LEA has submitted its continuous learning plan to OSPI.

☐ HOURS ONLY WAIVER

For the 2019–20 school year, the LEA will not meet the statutory instructional hours but will provide 180 school days.

The LEA affirms the following (check all that apply):

- ☐ The LEA governing board reviewed this waiver application and supports the emergency waiver request submittal.
- ☐ The LEA implemented continuous learning opportunities for all enrolled students immediately following the statewide closure of school facilities beginning March 17, 2020.
- ☐ The LEA's implemented plan for continuous learning meets the minimum standards for continuous learning as provided in chapter 392-901 WAC.
- ☐ The LEA governing board adopted a resolution approving the continuous learning plan.
- ☐ The LEA submitted its continuous learning plan to OSPI, demonstrating continuous learning for all enrolled students commenced on March 17, 2020. The plan should include evidence that all students were provided the opportunity to engage in educational activities.

Resolution – Emergency Waiver of School Days and Instructional Hours

BOARD RESOLUTION No. 19/20-11

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts and RCW 28A.330.100 authorizes local school boards with additional powers to prescribe a course of study, to establish and maintain grade year levels and departments, and to determine the length of time over and above that required by law;

WHEREAS, RCW 28A.150.200 sets forth a program of basic education and RCW 28A.150.220 sets forth the minimum instructional requirements of basic education, including that districts must offer at least one hundred eighty school days and a minimum of instructional hours for kindergarten, grades one through eight, and nine through twelve;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52, and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19) and on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020, to contain the spread of COVID-19, and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules establishing the terms and conditions for allowing a school district to receive state basic education money, when, due to an emergency school closure, a district is unable to fulfill the statutory requirements of providing one hundred eighty days of operation or the total program hour offerings or teacher contract hours imposed by law.

WHEREAS 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 2019-2012 school year;

WHEREAS RCW 28A.150.230 assigns local school boards the responsibility for ensuring quality in the content and extent of its educational program, including establishing performance criteria and an evaluation process for all programs constituting a part of the district's curriculum, and further assigns local school boards the responsibility to establish final curriculum standards consistent with law and rules of the superintendent of public instruction, relevant to the particular needs of district students, the unusual characteristics of the district, and ensuring a quality education for each student in the district;

NOW, THEREFORE BE IT RESOLVED, that the White Salmon Valley School Board/Public Schools authorizes/has authorized the Superintendent or designee to develop a continuous

learning plan for all enrolled students consistent with Chapter 392-901 WAC. Affirming that the district's continuous learning plan meets the requirements outlined in chapter 392-901 WAC, the White Salmon Valley School Board/Public Schools hereby adopts/ has adopted the district's continuous learning plan and authorizes/ has authorized its implementation.

BE IT FURTHER RESOLVED that the District Superintendent will extend/ has extended the 2019-2020 school year by an additional five (6) days to June 19, 2020;

BE IT FURTHER RESOLVED that the White Salmon Valley School Board/Public Schools has reviewed and hereby supports the District Superintendent's application to the State Superintendent of Public Instruction for emergency waiver of school days and instructional hours.

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument. This resolution acts in tandem with chapter 392-901-005 WAC and pertains exclusively to the 2019-2020 school year.

Adopted and approved this 28 day of May, 2020.

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date: **May 28, 2020**
Classification:
Revised Dates:

Staff Vacations

Regular full-time employees (12 months/year) will accrue vacation leave according to the following guidelines (unless an applicable collective bargaining agreement or individual employment contract provides otherwise):

- A. During the second year of current continuous employment – ten (10) days paid vacation per annum;
- B. During the sixth year of current continuous employment – fifteen (15) days paid vacation per annum;
- C. During the eleventh year of current continuous employment and each year thereafter – twenty (20) days paid vacation per annum.

Vacation leave for regular part-time employees will be computed on a pro rate basis.

Vacation leave must be taken within the 12-month period following the time when vacation was earned. Except that a maximum of 30 days may be accumulated and carried over to the following year.

When employees separate from service by reason of resignation, layoff, dismissal, retirement, or death they are entitled to a lump sum payment of unused vacation leave. No contributions will be made to an employee's retirement system for accrued vacation leave in excess of 30 days.

Classified employees must schedule vacation with their supervisors at least two weeks in advance of the first day of vacation leave. Vacation schedules must recognize the operational needs of the district and are subject to the approval of the supervisor.

When a situation arises while an employee is on paid vacation leave for which the employee is entitled to other leave (e.g. illness, injury, or death of a relative), the employee will be granted such leave (in lieu of the approved vacation leave) provided that the employee submits a request within fourteen (14) days after returning to work indicating the type of leave requested and the circumstances requiring the change in leave status.

Cross References:

5021 - Conflicts Between Policy and Bargaining Agreements

Legal References:

RCW 41.50.150 Retirement benefits based on excess compensation — Employer liable for extra retirement costs
WAC 415-108-510 Treatment of cash payments made in lieu of unused leave — First-in-first-out accounting method for determining when leave earned — Forms of leave deemed excess compensation — Conversions
WAC 415-112-415 Are cash-outs for annual leave and personal leave included in earnable compensation and/or average final compensation?
AGO 1976 No. 10 Accumulation of sick leave while on leave

Adoption Date: **WSVSD: May 28, 2020**
Classification: **Discretionary**
Revised Dates: **04.98; 12.11**