

BOARD OF DIRECTORS

July 13, 2020

****REVISED****





Kelso School District No. 458
601 Crawford St. Kelso WA, 98626
July 13, 2020 @ Zoom Meeting

4:00 Work Session – Expansion of Kelso Virtual Academy (KVA) K-12

5:00 p.m. Regular Board Meeting

6:00 Executive Session – Performance of a Public Employee RCW 42.30.110(1)(g)

CALL TO ORDER OF REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes of June 15, 2020 Regular Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Salary Schedule Adjustment
- E. Contracts and Agreements with Kelso School District
- F. Warrants

UNFINISHED BUSINESS

- A. Policy 3207 & 3207P Prohibition of Harassment, Intimidation, and Bullying (2nd Reading & Action)Don Iverson
- B. Policy 3225 & 3225P School Based Threat Assessment (2nd Reading & Action)Don Iverson

NEW BUSINESS

- A. Bond Construction Update (Information).....CSG/Phil Iverson/Andy Twyman
- B. Resolution 2019/20-26 Butler Acres Modernization Bid (Action)Scott Westlund
- C. Resolution 2019/20-24 WIAA Renewal (Action)Jason Coburn
- D. Resolution 2019/20-25 Credit Card Use (Action)Scott Westlund
- E. Expansion of Kelso Virtual Academy K-12 (Action)Lacey DeWeert
- F. Meal Price Adjustment for 2020/21 (Action)Scott Westlund
- G. 2020/21 Budget Update (Information).....Scott Westlund
- H. Band Booster Donation (Action)Scott Westlund
- I. Policy 3131 District Area Transfers (1st Reading)Don Iverson
- J. Policy 3211 & 3211P Gender-Inclusive Schools (1st Reading)Don Iverson
- K. Policy 3413 & 3413P Student Immunizations & Life Threatening Health Conditions (1st Reading)Don Iverson
- L. 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
<p>September 9 @ District Office</p> <p>5:00 Work Session (School Boundary Review) 6:00 Regular Board Meeting</p>	<p>October 7 @ District Office</p> <p>5:00 Work Session (Math) 6:00 Regular Board Meeting</p>	<p>November 4 @ District Office</p> <p>5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting</p>	<p>December 16 @ Huntington Middle School</p> <p>5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting</p>
<p>September 23 @ District Office</p> <p>5:00 Work Session (Threat Assessment) 6:00 Regular Board Meeting</p>	<p>October 21 @ District Office</p> <p>5:00 Work Session (Levy Recommendation) 6:00 Regular Board Meeting</p>	<p>November 18 @ Wallace Elementary</p> <p>5:30 Coffee & Cookies with Board Members 6:00 Regular Board Meeting</p>	
JANUARY	FEBRUARY	MARCH	APRIL
<p>January 13 @ Roy Parsons Board Room</p> <p>5:00 Work Session (Facility Closure) 6:00 Regular Board Meeting</p>	<p>February 10 @ Barnes Elementary</p> <p>5:00 Work Session (Hi-Cap & ELL) 6:00 Regular Board Meeting</p>	<p>March 9 @ Coweeman Middle School</p> <p>5:00 Work Session (Boundary/Choice Recommendation) 6:00 Regular Board Meeting</p>	<p>April 13 @ Roy Parsons Board Room-Zoom</p> <p>5:00 Work Session (Pathways) 6:00 Regular Board Meeting</p>
<p>January 27 @ Roy Parsons Board Room</p> <p>5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting</p>	<p>February 24 @ Butler Acres Elementary</p> <p>5:00 Work Session (AVID) 6:00 Regular Board Meeting</p>	<p>March 23 @ Roy Parsons Board Room</p> <p>6:00 Regular Board Meeting</p>	<p>April 27 @ Roy Parsons Board Room</p> <p>5:00 Work Session (ELA/SEL) 6:00 Regular Board Meeting</p>
MAY	JUNE	JULY	AUGUST
<p>May 11 @ Roy Parsons Board Room-Zoom</p> <p>5:00 Work Session (Math) (Pathways) 6:00 Regular Board Meeting</p>	<p>June 1 @ Roy Parsons Board Room</p> <p>5:00 Work Session or Special Meeting (Graduation Appeals)</p>	<p>July 13 @ Roy Parsons Board Room-Zoom</p> <p>4:00 Work Session (Extended KVA K-12) 5:00 Regular Board Meeting</p>	<p>August 10 @ Roy Parsons Board Room-Zoom</p> <p>4:00 Work Session (Budget) 5:00 Regular Board Meeting</p>
	<p>June 15 @ Roy Parsons Board Room-Zoom</p> <p>5:00 Regular Board Meeting</p>		

2020/2021 School Board Calendar

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<p style="text-align: center;">September 14</p> <p style="text-align: center;">5:00 Work Session 6:00 Regular Board Meeting</p>	<p style="text-align: center;">October 12</p> <p style="text-align: center;">5:00 Work Session (SEL & Equity) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">November 9</p> <p style="text-align: center;">5:00 Work Session 6:00 Regular Board Meeting</p>	<p style="text-align: center;">December 14</p> <p style="text-align: center;">5:00 Work Session (Wallace Celebration) 6:00 Regular Board Meeting</p>
<p style="text-align: center;">September 28</p> <p style="text-align: center;">5:00 Work Session (Strategic Plan) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">October 26</p> <p style="text-align: center;">5:00 Work Session (Dual Credit) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">November 23</p> <p style="text-align: center;">5:00 Work Session (School Improvement Plan) 6:00 Regular Board Meeting</p>	
JANUARY	FEBRUARY	MARCH	APRIL
<p style="text-align: center;">January 11</p> <p style="text-align: center;">5:00 Work Session (Math) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">February 8</p> <p style="text-align: center;">5:00 Work Session (ELA) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">March 8</p> <p style="text-align: center;">5:00 Work Session (EL & HiCap) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">April 19</p> <p style="text-align: center;">5:00 Work Session (Special Programs) 6:00 Regular Board Meeting</p>
<p style="text-align: center;">January 25</p> <p style="text-align: center;">5:00 Work Session (Budget Workshop) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">February 22</p> <p style="text-align: center;">5:00 Work Session (AVID) 6:00 Regular Board Meeting</p>	<p style="text-align: center;">March 22</p> <p style="text-align: center;">5:00 Work Session (Science) 6:00 Regular Board Meeting</p>	
MAY	JUNE	JULY	AUGUST
<p style="text-align: center;">May 3</p> <p style="text-align: center;">6:00 Regular Board Meeting</p>	<p style="text-align: center;">June 7</p> <p style="text-align: center;">5:00 Special Meeting (Graduation Appeals for walking in gradua- tion)</p>	<p style="text-align: center;">July 12</p> <p style="text-align: center;">5:00 Regular Board Meeting</p>	<p style="text-align: center;">August 16</p> <p style="text-align: center;">4:00 Work Session (Budget) 5:00 Regular Board Meeting</p>
<p style="text-align: center;">May 17</p> <p style="text-align: center;">6:00 Regular Board Meeting</p>	<p style="text-align: center;">June 21</p> <p style="text-align: center;">5:00 Regular Board Meeting</p>		



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.



100% GRADUATING

CAREER, COLLEGE & COMMUNITY READY

Increase the four-year high school graduation rate by at least one percent per year for the next five years.



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



EARLY LEARNING

The percentage of all third grade students meeting or exceeding the grade level English language arts benchmark will increase annually, regardless of student subgroup.



SCHOOL CLIMATE

Improvements will be achieved to the learning environment in two specific areas: 1) safety and security of our students and staff, and 2) student behavior.

★ 2019-20 PRIORITY:

Whole Child/Social Emotional Learning (SEL) systems implementation

How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

If students are able to transition successfully between grades and schools and graduate with the skills necessary to excel in post-secondary opportunities, their ability to realize their personal goals and to be fulfilled, productive citizens will be enhanced.

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

Implement a comprehensive High School and Beyond Plan to ensure students are career and college ready

100% of students **develop** individualized High School and Beyond Plans (HSBP) that include career awareness and exploration

100% of students grades 7 – 12 annually **implement** research of post-secondary options and refine their individualized HSBP

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary bound

100% of 9th grade students are on track for on-time graduation

Increase student participation and scores on college entrance tests (ACT, PSAT, SAT, and ASVAB)

100% of seniors have a HSBP outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship

100% of middle school students complete applications for College Bound Scholarships

100% of high school students complete the FAFSA application

Increase percentage of graduating students who persist two or more years in college and acquire a college, post-secondary degree or industry certification

Increase percentage of students enrolled in academically rigorous course work as measured by the Academic Rigor Index

Increase in high school graduation rates and decrease in dropout rates

Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)

Develop transition meetings with Early Learning agencies for successful transitions for kindergarten readiness

Implement dedicated transition days at the start of each school year for incoming kindergarten, 6th grade and 9th grade students

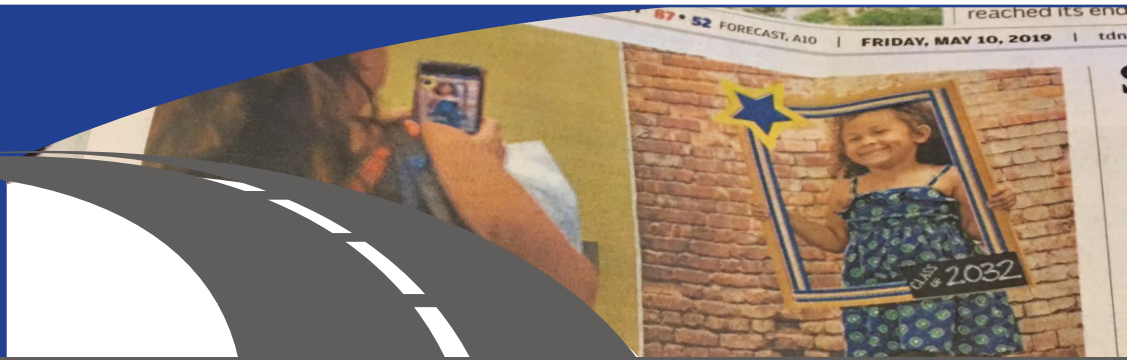
Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary plans



Roadmap QUALITY INSTRUCTION

If all teachers and support staff incorporate a growth mindset grounded in the instructional framework to implement powerful, relevant standards-based instruction responsive to individual learning and social-emotional needs, then all Kelso students will have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system</p>	<ul style="list-style-type: none"> Develop partnerships with local universities and community agencies to hire high-quality staff Establish clear standards of professional practice and accountability Provide 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 requirements 100% of staff consistently exhibits standards of professional practice 100% of staff engages with professional development for continuous growth
<p>Implement standards-aligned teaching and learning based on equitable practices</p>	<ul style="list-style-type: none"> Ensure that all students have access to rigorous, standards-based curriculum Provide 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 Index 100% of students experience differentiated instruction in their classrooms
<p>Implement data-informed continuous improvement processes at every level</p>	<ul style="list-style-type: none"> Use frequent and timely assessments to adjust teaching, learning, and leadership Develop a district-wide continuum of supports to address the academic needs of all students Promote 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 assessments 100% of staff uses formative assessment for student learning and provides instruction responsive to students' needs 100% of students have access to rigorous coursework and highly skilled teachers 100% 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
<p>Utilize a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs</p>	<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>
<p>Establish an effective employee communication plan to improve internal communication and employee engagement</p>	<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>
<p>Achieve coordinated communication, both internally and externally, regarding the district's goals, foundational principles, and safety issues/crisis management</p>	<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
<p>Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness</p>	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP) and Head Start to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local early learning providers on a quarterly basis to align instructional materials</p> <p>Partner with local early learning programs on a quarterly basis to provide professional development and best practices in behavior, literacy, and math</p>	<p>Increase percentage of Kelso families accessing ECEAP and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>100% of local early learning providers implement instructional materials aligned to early learning standards</p> <p>Increase percentage of Kelso early learning staff that participate yearly in the Annual Early Learning Conference</p>
<p>Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten</p>	<p>Coordinate with ECEAP and Head Start to identify students who need additional summer transition support</p> <p>Develop and implement Transitional Kindergarten for children that do not qualify for ECEAP and Head Start</p> <p>Develop and implement a JumpStart to kindergarten for students who need additional supports for kindergarten readiness</p>	<p>Transitions plans are developed for 100% of identified students</p> <p>Promise Kindergarten is developed and implemented to support at least thirty students and families not currently accessing preschool</p> <p>JumpStart is developed and implemented in 100% of our elementary schools</p>
<p>Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards</p>	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement within the classroom on a daily basis with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



Roadmap CLIMATE

If Kelso School District is committed to developing a caring school community focused on creating a positive school climate and culture that promotes the long-term development and success of all children, then atmosphere and tone of the school will positively impact the relationships, curricular connections, and ultimately the success of the whole child.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
<p>Improve school climate and safety</p>	<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>
<p>Increase student access to, and awareness of, school based counseling and the availability of mental health services</p>	<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>
<p>Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff</p>	<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

Promote budgetary and fiscal transparency to ensure open communication and community engagement

- Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board
- Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development
- Provide continual updates on the district website during budget planning and development
- Conduct staff and community outreach during the annual budget development process and fiscal decision-making
- Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections
- Monitor expenditures and explore avenues to achieve efficiency in programs and operations

- Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings
- Community and staff engagement opportunities held for input and feedback on budget proposals
- Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources
- 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

Allocate district resources effectively to support academic and operational needs

- Annual budget approved by Kelso School Board
- Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources
- Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan

- Levies and bonds pass
- Budget supports academic and operational goals and priorities

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 June 15, 2020 Regular Board Meeting
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Salary Schedule Adjustment
- E. Contracts and Agreements with Kelso School District
- F. Warrants

MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
06/15/20

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 5:09 p.m. at the RoyParsons Executive Board Room through a Zoom online/phone platform.

Board Members: Leah Moore Phone Participant
Karen Grafton – Vice President Phone Participant
Jeane Conrad (Zoom Participant)
Mike Haas - President (In Person)
Ron Huntington Absent (excused)

Cabinet Members: Scott Westlund – Chief Financial Officer (In Person)
Tim Peterson – Director of Human Resources Absent
Don Iverson – Director of Student Services (In Person)
Holly Budge – Director of Special Programs (Zoom)
Kim Yore – Director of Teaching & Learning Absent
Lacey DeWeert – Associate Director of Teaching & Learning (In Person)

Superintendent: Mary Beth Tack (In Person)

Asst. Secretary: Molly Guler (Zoom Participant)

OTHERS PRESENT – Jo Gilbert (Zoom), Sandy DeBruler (Zoom), Natalie Schneibel (Zoom), Marissa Heffernen TDN (Zoom)
ABSENT - Ron Huntington, Director Peterson, Director Yore

COMMUNICATIONS, CORRESPONDENCE & INTRODUCTIONS

COMMENTS & QUESTIONS –

No emails were submitted with comments or questions.

APPROVAL OF AGENDA - Motion Passed

Motion to Approve By: Director Grafton

Seconded By: Director Moore

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of May 11, 2020, Regular Board Meeting and June 9, 2020 Board Retreat

Certificated Personnel:

New Hire: 2020/2021 School Year - Autumn Anderson (HMS), Annie Bradbury (Catlin), Aaron Madsen (Catlin), Carly Nitta (Wallace), Heather Ogden (Director of Special Programs)

Resignations: Effective June 30, 2020 - Brooke Hieter (Butler Acres), Kaprice Widner (SLP-District), Ginny Wightman-Massey (SLP-District), Tim Peterson (Director of Human Resources)

Leave of Absence from Teaching: Effective July 1, 2020 -Sara Dahl (Interim Assistant Principal Butler Acres), Lynette Oswald (Interim Asst Principal Beacon Hill)

**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	

Classified Personnel:

None

Contracts and Agreements

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 No. 2 No. 3 No. 4 No. 6 No. 7 No. 8 No. 10 No. 12 No. 14	Increase of \$1,943.00 Increase of \$2,402.00 Increase of \$3,212.00 Increase of \$1,246.00 Increase of \$4,537.00 Increase of \$17,045.00 Increase of \$2,178.00 Increase of \$10,908.00 Increase of \$624.00 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

Warrants

June 15th, 2020			
General Fund	Warrant Date	Amount	Warrant Number
Payroll	5/29/2020	\$3,350.38	257428-257429
Payroll	5/29/2020	\$4,614,179.07	257430-257463
AP- Emp ACH	5/29/2020	\$3,119.12	257464
AP	5/29/2020	\$558,058.91	257465-257585
AP- Comp Tax	5/29/2020	\$518.37	257586
AP- Benefits	6/2/2020	\$1,258.06	257587-257590
AP- Reissue	6/2/2020	\$100.00	257591
Capital Projects Fund			
AP	5/29/2020	\$4,388,355.44	3262-3272
ASB Fund			
AP	5/29/2020	\$9,001.27	30764-30771
AP- Comp Tax	5/29/2020	\$145.21	30772
Trust & Agency Fund			
AP	5/29/2020	\$1,669.69	1656-1657

Updated School Board Calendar 2020/2021 School Year

Motion to Approve by: Director Grafton

Seconded by: Director Conrad

UNFINISHED BUSINESS

NEW BUSINESS

HEARD UPDATE TO PROCEDURE 4040P - SUPERINTENDENT TACK

Updated language regarding time frame to expect documents and the relativity to size of request. Updated language regarding fees and procedures around providing fees. Charge of fifteen cents per page no matter digital or printed. - No questions or comments.

POLICY AND PROCEDURE 3207 & 3207P PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING (1ST READING) - DIRECTOR IVERSON

Updated language of definition in legislature surrounding harassment and bullying. Procedure added a paragraph regarding Behaviors/Expressions. No significant changes to the policy or procedure. - Moved to 2nd reading.

Grafton - Should our procedure have Director Iversons contact information?

Iverson - Agreed, we will make that change

POLICY AND PROCEDURE 3225 & 3225P SCHOOL BASED THREAT ASSESSMENT (1ST READING) - DIRECTOR IVERSON

New policy and procedure for Kelso School District. We have had a process in place since 2015. This board policy just secures our legal responsibility. - Moved to second reading.

APPROVED STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK 2020/2021-DIRECTOR IVERSON

Motion to Approve by: Director Moore

Seconded by: Director Grafton

Unanimously Approved

HEARD BUDGET STATUS REPORT APRIL & MAY - DIRECTOR WESTLUND

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.

Budget workshop in August. More updates to come in July.

Director Haas - COVID money from the government - Do we have a separate line item to follow those expenditures.

Director Westlund - First told we would be refunded for those expenses, we haven't gotten the final word on this yet. We are waiting to hear.

Director Haas - Assuming it comes through, that is expected that those dollars go toward COVID related expenses correct?

Director Westlund - That is correct.

Director Grafton- Thought we would be more favorable in the area of Transportation.

Director Westlund - Transportation is a different budget item. The state does reimburse us for this. Next year's revenue is based on this year's expenditures from. OSPI is trying to figure out the new formula for next year. Overall our transportation budget is where it should be. It's the food service budget that is going to potentially take a hit.

Moore - Why didn't we need to make our December payment.?

Westlund - Prior to this year we made our payments normally at the beginning of the month. SEBB changes made an adjustment necessary.


HEARD SUMMER NUTRITION UPDATE - DIRECTOR WESTLUND

Meal program (current) will be run through June 30th. Just over 89,000 meals as of today. Close to 1500 a day.

Starting July 1st, we will go to a 2 times a week program. (Monday and Thursday) Issuing 3 or 4 meals at a time. This will help with our food service costs over the summer in regard to staffing and transportation. We will go back to reduced sites. Barnes, Wallace and High School with 2 stops staying in Lexington. A few weeks we won't be providing meals. For those families eligible for free/reduced lunch, the state will be adding an additional \$400 a month for family meals. Those who are newly in need can also submit a new application and get qualified for the same services.

APPROVED TECHNOLOGY DONATION - DIRECTOR WESTLUND

June 15, 2020

TO: Mary Beth Tack, Superintendent
FROM:  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.

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

Unanimously Approved

HEARD SUMMER SCHOOL UPDATE - DIRECTOR BUDGE AND ASSISTANT DIRECTOR DEWEERT

Will be offering in person summer school classes. In the process of contacting High School students who are failing classes with the priority going to Juniors.

3 hours each session. Parents provide transportation. Primary purpose is credit retrieval.

Received recent guidelines, mirroring ESY gen ed for special programs sessions.

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'.

We are now at 19 families looking to participate. 17 eligible students as 2 are considered medically unable to attend. Looking now at processes to keep students healthy. K-12 students who were previously eligible for ESY services qualify.

HEARD UPDATE TO PROCEDURE 1220P BOARD OPERATING PRINCIPLES - SUPERINTENDENT TACK

- The board will lead by example. The manner in which the Board and Superintendent conduct their business will be a model throughout the District for students, teachers, parents, and staff on how problems are solved.

- The board will be open, honest, and tactful. The board works to minimize misunderstanding and reduce conflict. While the board encourages dialogue and differing points of view, the board will do it with care and respect;
- Surprises to the board or the superintendent will be the exception, not the rule;
- The board encourages communication from community, parents, staff, and students. Requests that will require extensive study or may have political implications are to be directed to the superintendent;
- When a board member receives a personnel complaint and/or criticism, the complainant will be encouraged to communicate the concern to the appropriate supervisor. The superintendent will be informed of a personnel complaint/criticism by the receiving board member;
- The board will encourage others to present their issues, problems, or proposals to the person who can properly and expeditiously address the issue(s);
- The board will speak to the issues on the agenda. Facts and information needed from the administration will be referred to the superintendent;
- The board understands 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 the 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.

SUPERINTENDENT REPORT

- Closure of the school year after 14 weeks. Recognizing our retirees and those resigning. We have many wonderful employees who have dedicated their time to better our students. We will be announcing our Staff Excellence Awards this week in keeping with our time honored traditions during this trying time.
- ReOpening Task Force of 23 folks representing, classified, union, certified, school board, parents and administrators. Communication went out to staff today and will go out to families tomorrow regarding our draft for reopening. We will be offering another Thought Exchange to staff and families, we had over 2000 people weigh in during our previous time. Thank you for all the hard work of the task force. We do have a good draft to start working with and drive our office work. Director Haas added - Part of the committee for reopening. Good news is that we are going to be in person in the fall, but there are a lot of things that come into play to keep everyone safe and follow directives from the state. We ask that everyone be patient as we work through this process.
- Our construction projects are moving forward and are on budget. It's a very exciting time for our building construction and updates.

FOR THE GOOD OF THE ORDER

- No comments.

Adjourn meeting 5:53 pm

X

President

X

Secretary

CERTIFICATED PERSONNEL

July 13, 2020

New Hires:

Allais, Hailey - Teacher, Catlin Elementary

1.0 FTE

Effective: 2020/21 School Year

*Brosnan, Samantha - Teacher, Coweeman Middle School

1.0 FTE

Effective: 2020/21 School Year

Olason, Katherine - Teacher, Coweeman Middle School

1.0 FTE

Effective: 2020/21 School Year

Schill, Sarah - Teacher, Beacon Hill Elementary

1.0 FTE

Effective: 2020/21 School Year

Sitch, Justin - Counselor, Kelso High School

1.0 FTE

Effective: 2020/21 School Year

Resignations:

Belmont, Timothy - Teacher, Coweeman Middle School

1.0 FTE

Effective August 3, 2020

Ramseth, Tammy - Teacher, Butler Acres Elementary

0.50 FTE

Effective August 31, 2020

Derosier, Kacie - Teacher, Beacon Hill Elementary

1.0 FTE

Effective August 3, 2020

Mobbs, Makaio - Counselor, Kelso High School

1.0 FTE

Effective August 3, 2020

Out of Endorsement Waiver:

Anderson, Thressa - Teacher, Huntington Middle School

1.0 FTE

Effective August 21, 2019

Brown, Gretchen - Teacher, Coweeman Middle School

1.0 FTE

Effective August 21, 2019

Dieter, Jason - Teacher, Coweeman Middle School
1.0 FTE
Effective August 21, 2019

Green, Angela - Teacher, Coweeman Middle School
1.0 FTE
Effective: August 21, 2019

Hayden, Jennifer - Teacher, Coweeman Middle School
1.0 FTE
Effective: August 21, 2019

Hutchison, Tyler - Teacher, Wallace Elementary School
1.0 FTE
Effective: August 21, 2019

Kooiman, Peter - Teacher, Kelso High School
1.0 FTE
Effective: August 21, 2019

Walther, Hilary - Teacher, Kelso High School
1.0 FTE
Effective August 21, 2019

* = Leave Replacement
TBD = To Be Determined

Distribution List: Human Resources, Payroll, KEA, Student Records Manager, Cody Reid

**KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
June 11, 2020 - July 9, 2020**

Date Issued	2019/20	Position	Bldg
7/7/2020	Wheatley, Janell	Excess Student Options - 3rd Tri	Rose Valley
7/7/2020	Bush, Lynn	Excess Student Options - 3rd Tri	Rose Valley
7/7/2020	Latham, Alison	Excess Student Options - 3rd Tri	Rose Valley
6/15/2020	Birdsell, Rob	Supervision - KVA	KHS
6/15/2020	Birdsell, Rob	Supervision - Loowit	KHS
6/22/2020	Hamilton, Jennifer	Summer School	KHS
6/22/2020	Hyde, Tamara	Summer School	KHS
6/22/2020	Rice, Jon	Summer School	KHS
6/22/2020	Dollemore, Darin	Summer School	KHS
6/23/2020	Mury, Michelle	Excess Student Options -3rd Tri	KHS
6/23/2020	Olson, Cindy	Excess Student Options -3rd Tri	KHS

CLASSIFIED PERSONNEL
July 13, 2020

New Hires:

Rollman, Kory - Senior Maintenance Specialist Electrician, Maintenance
8.0 hrs/day, 260 days/year
Effective: July 1, 2020

Nerland, Michele - Public Relations Officer, Administration
8.0s/day, 214 days/year
Effective: July 1, 2020

Tack, Drew - Seasonal Maintenance/Grounds Support, Maintenance
8.0 hrs/day, 32 days/year
Effective: July 1, 2020

Stephenson, Hunter - Seasonal Maintenance/Grounds Support, Maintenance
8.0 hrs/day, 44 days/year
Effective: July 1, 2020

Booterbaugh, Tommy - Seasonal Maintenance/Grounds Support, Maintenance
8.0 hrs/day, 65 days/year
Effective: May 28, 2020

Huntington, Madysen - Paraeducator - Sped Moderate, Butler Acres Elementary
6.5 hrs/day, 190 days/year
Effective: September 2, 2020

Sorensen, Tiffany - Paraeducator - Sped Resource, Wallace Elementary
6.5 hrs/day, 190 days/year
Effective: August 19, 2020

Classification Change:

Peonio, Courtney, Administrative Assistant, Administration
8.0hrs/day, 211 days/year
Effective: July 1, 2020

Return from Lay-Off:

Johanson, Todd - Seasonal Maintenance/Grounds Support, Maintenance
8.0 hrs/day, 62 days/year
Effective: May 18, 2020

Parsons, Ryan - Seasonal Maintenance/Grounds Support, Maintenance
8.0 hrs/day, 65 days/year
Effective: May 18, 2020

Resignations:

Huffman, Denise - Assistant Secretary, Counseling Center, Kelso High School
7.75 hrs/day, 211 days/year
Effective: August 3, 2020

Retirements:

Fick, Debbie - Paraeducator - LAP, Barnes Elementary
7.25 hrs/day, 190 days/year
Effective: August 31, 2020

Fick, Debbie - Clerk, Barnes Elementary
.75 hrs/day, 190 days/year
Effective: August 31, 2020

* = Temporary Position
TSP = Timesheet Position
TBD = To Be Determined

Distribution List: Human Resources, Payroll, PSE 1/Field Office, PSE 1 President, Cody Reid, Student Records
Mgr, PSE 2/Field Office, Special Programs

**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			

SUPERVISORS & OTHER EXEMPT STAFF

	Step 1	Step 2	Step 3
Supervisor, Facilities & Operations	\$103,908	\$106,006	\$108,102
Supervisor, Transportation & Operations	\$91,523	\$93,886	\$96,249
Supervisor, Nutrition Services	\$89,160	\$91,523	\$93,886
Supervisor, Information and Technology Services	\$81,600	\$84,150	\$86,700
Human Resources, Payroll, Fiscal, and Network and Technology Support Manager	\$69,875	\$72,310	\$74,744
Grant Coordinator (Drug Free Communities Coordinator)	\$57,617	\$61,972	\$63,519
Public Relations Officer	\$81,441	\$86,531	\$91,621
Assistant Operations Supervisor	\$55,271	\$58,313	\$68,040

Board Approval

By: _____
School Board President

Date: _____

Effective July 1, 2020

For Board Approval: July 13, 2020

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT

Company/Provider	Sponsor	Description of Services	Amount
Collins Architectural Group	Scott Westlund	Change Orders - Carrolls Elementary Modernization	
		No. 9: Stainless Steel Backsplash in Kitchen	Plus \$1,379.00
		No. 13: Remove BA Expanded Metal R1	Plus \$1,646.00
		No. 15: Conceal Wire in soffit R1	Plus \$2,751.00
		No. 16: Delete Boiler Rm Strongbacks	Deduction (\$352.00)
		No. 17: Remove and Reinstall BB Backboard	Plus \$187.00
		No. 19: Replaces Doors 01,02,03,04,05,06,07,15,16,18A,20,21, 27,30,31	Plus \$4,567.00
		No. 21: Replace Century Link Conduit	Plus \$1,116.00
		No. 24: Raise Elect Service Entrance R1	Plus \$8,792.00
		No. 26: Delete Pipe Insulation	Deduction (\$1,636.00)
Eastside Psychology Andrea Shadrach	Holly Budge/ Healthier Ogden	To provide psychologist services for 20/21	Cost is \$127.50/hr with max of \$75,000
Gaggle.Net, Inc.	Scott Westlund	To provide archiving of KSD Staff Email 6/30/20-10/1/20	Cost is \$8,360.00
GB Manchester Technology Systems	Gary Schimmel	To provide alarm monitoring for Butler Acres Temp Classrooms	Cost is \$40.50/mo, \$540/annual
Hewlett Packard Enterprise (HPE)	Scott Westlund	To provide donations of Aruba Education Connectivity Bundles during COVID-19 Pandemic	No cost to District
Inter-Agency - Construction Services Group (CSG)	Scott Westlund	Amendment to original agreement to increase compensation to Construction Management Services as put forth in Attachment A	Increase from \$3,861,497 to \$4,024,581 for an increase of \$163,084.00
Inter-Agency- LCC Head Start/EHS/ECEAP	Holly Budge/ Heather Ogden	To provide full service implementation to preschool children eligible for special education from 7/1/20 to 6/30/21	Non-Financial to District
Materials Testing & Consulting (MTC)	Scott Westlund	To provide materials testing and special inspection services for Butler Acres Project	Estimated cost is \$25,154.00

Public Consulting Group Inc (PCG)	Holly Budge/ Heather Ogden	To provide assistance in billing Medicaid for covered school-based health services under the SBHS program	Cost is 9% of the net reimbursement amounts from Medicaid with minimum fee of \$3,000.00 per contract year
Renaissance	Pam Bauman	Quote #2331496: to provide Accelerated Reader Subscription for Barnes, Beacon Hill, Butler Acres, Carrolls, Catlin, CMS, HMS, Rose Valley and Wallace schools for 3 years	Grand total cost is \$19,084.21
Renaissance	Pam Bauman	Quote #2334601: to provide Star Early Literacy, Star Math & Star Reading for Barnes, Beacon Hill, Butler Acres, Catlin, CMS HMS, Kelso High, Rose Valley & Wallace schools for 3 years	Grand total cost is \$123,234.87
The Stepping Stones Group	Holly Budge/ Heather Ogden	To provide SLP Cindy Kyle through 7/17/2021	Cost is \$80/hr
Tacoma Dome Hotel	Cathy Usher	To provide rooms for KHS Wrestling 2/18/21-2/20/21	Cost is \$229.99-\$249.99 per rm per night
Vision/Orientation & Mobility Contract Dr. Kathy Botsford	Holly Budge/ Heather Ogden	To provide consultative services to KSD Special Education Department Aug 1, 2020 thru June 30, 2021	Cost is \$120.00/hr for all accountable services rendered which includes travel costs & benefits not to exceed \$24,000.00

ESD 112 CONTRACTS

Communications Services	Mary Beth Tack	To provide graphic design and crisis communications services	Cost not to exceed \$6,300.00
Prevention/Intervention Student Asst	Don Iverson	To provide on-site Chemical Dependency Professional	Cost not to exceed \$61,350.00
Digital Media Cooperative - Proquest	Kim Yore	To provide and coordinate access to online research databases	Total License Fee is \$2,750.00
Quest Academy	Mary Beth Tack	To provide academic services and behavioral support in a therapeutic environment at Quest Academy, a day treatment program	Cost is: Level 1 \$6,555.00 per student Level 2 \$9,115.00 per student Level 3 \$9,989.00 per student
Student Threat Assessment	Don Iverson	To provide participation in Student Threat Assessment Program	Cost not to exceed \$13,710.57

Transition School Program

Don Iverson

To provide an educational program for students who have been suspended long-term, expelled or otherwise removed from school

Cost is 10% of District's annual BEA per student per month

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$4,733,172.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257593 through 257625, totaling \$4,733,172.11

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

Check Nbr	Vendor Name	Check Date	Check Amount
257593	ACH Cowlitz County Treasurer	06/30/2020	2,303,777.67
257594	COWLITZ COUNTY TREASURER	06/30/2020	290,907.56
257595	COWLITZ COUNTY TREASURER	06/30/2020	492,368.50
257596	DEPT OF RETIREMENT SYSTEMS	06/30/2020	1,315.55
257597	DEPT OF RETIREMENT SYSTEMS	06/30/2020	165,616.60
257598	DEPT OF RETIREMENT SYSTEMS	06/30/2020	543,835.83
257599	DEPT OF RETIREMENT SYSTEMS	06/30/2020	13,936.26
257600	ESD 112 WORK/COMP	06/30/2020	42,798.95
257601	ESD 112 UNEMPLOYMENT COOP	06/30/2020	6,451.52
257602	Vendor Continued Check	06/30/2020	0.00
257603	HCA-SEBB BENEFITS	06/30/2020	756,235.00
257604	HCA-SEBB FLEX SPEND	06/30/2020	3,884.24
257605	HEALTH CARE AUTHORITY	06/30/2020	684.97
257606	HEALTH EQUITY	06/30/2020	867.00
257607	INFOARMOR INC	06/30/2020	128.55
257608	KELSO SCHOOLS FOUNDATION	06/30/2020	517.00
257609	KELSO TRANS CHAPTE	06/30/2020	97.50
257610	LEGALEASE GROUP	06/30/2020	376.92
257611	MALAIER, TRUSTEE, Michael G	06/30/2020	730.00
257612	METROPOLITAN LIFE	06/30/2020	5,416.50
257613	NATIONWIDE	06/30/2020	611.47
257614	Oregon Dept. of Revenue	06/30/2020	3,222.04
257615	PSE KELSO LOCAL	06/30/2020	550.00
257616	PUBLIC SCHOOL EMPLOYEES OF WA	06/30/2020	1,396.33
257617	PUBLIC SCHOOL EMPLOYEES OF WA	06/30/2020	10,000.37
257618	The Standard Insurance Company	06/30/2020	3,585.91
257619	THE OMNI GROUP	06/30/2020	39,165.00

Check Nbr	Vendor Name	Check Date	Check Amount
257620	UNITED WAY OF COWLITZ CO	06/30/2020	634.50
257621	VEBA TRUST	06/30/2020	9,200.00
257622	W.S.P.L.E.A.	06/30/2020	10.00
257623	WA ST SCHOOL RETIREES ASSOC	06/30/2020	147.00
257624	WEA	06/30/2020	29.11
257625	WEA PAYROLL DEDUCTIONS	06/30/2020	34,674.26
33	Computer	Check(s) For a Total of	4,733,172.11

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$5,282.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257626 through 257626, totaling \$5,282.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
257626	ACH-AP COWLITZ COUNTY TREASURE	06/30/2020	5,282.74

1	Computer	Check(s) For a Total of	5,282.74
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General Fund

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

As of June 15, 2020, the board, by a _____ vote, approves payments, totaling \$5,282.74. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 192000474 through 192000499, totaling \$5,282.74

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000474	Bauman, Pamela A	06/30/2020	98.90
192000475	Boyer-Blum, Angela L	06/30/2020	376.16
192000476	Broschat, Claudia Francine	06/30/2020	1,022.69
192000477	Davis, Rebecca Mae	06/30/2020	50.96
192000478	DeRosier, Kacie Lee	06/30/2020	150.00
192000479	Dollarhyde, Lavern Margaret	06/30/2020	458.37
192000480	Dorcheus, Susan Diane	06/30/2020	25.94
192000481	Ford, Ian M	06/30/2020	116.43
192000482	Iverson, Deborah Lynn	06/30/2020	97.20
192000483	Jorgenson, Rhonda Julene	06/30/2020	350.00
192000484	King, Scott F	06/30/2020	501.09
192000485	Luczek, Audrie Beth	06/30/2020	361.22
192000486	Pearson, Colette Michelle	06/30/2020	200.00
192000487	Petrick Schult, Jennifer Miche	06/30/2020	47.65
192000488	Phillips, Tiffany B	06/30/2020	127.36
192000489	Rae, Cheryl Anne	06/30/2020	10.00
192000490	Rister, Brittney Erin	06/30/2020	21.60
192000491	Ross, Aquilia Denarius	06/30/2020	23.40
192000492	Rowton, Karen M	06/30/2020	447.87
192000493	Salzer, Crisauna Louise	06/30/2020	10.00
192000494	Toms, Stephanie A	06/30/2020	36.39
192000495	Townsend, Sheri Marie	06/30/2020	151.03
192000496	Viscuso, Rebecca Ann	06/30/2020	236.31
192000497	Whipps, Anthony Clifton	06/30/2020	142.18
192000498	Whitman, Robyn L	06/30/2020	170.00
192000499	Widener, Kaprice Marie	06/30/2020	49.99

Check Nbr	Vendor Name	Check Date	Check Amount
26	ACH	Check(s) For a Total of	5,282.74

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$1,322,779.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257627 through 257774, totaling \$1,322,779.28

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

Check Nbr	Vendor Name	Check Date	Check Amount
257627	95 PERCENT GROUP INC.	06/30/2020	23,168.46
257628	ACCOUNTABLE HEALTHCARE STAFFIN	06/30/2020	11,685.00
257629	ADVANCED MEDICAL PERSONNEL SER	06/30/2020	12,600.00
257630	AIR REPS LLC	06/30/2020	714.62
257631	Vendor Continued Check	06/30/2020	0.00
257632	Vendor Continued Check	06/30/2020	0.00
257633	AMAZON	06/30/2020	21,794.95
257634	ARAMARK	06/30/2020	169.60
257635	ASSETGENIE, INC	06/30/2020	132.85
257636	BAKER LUMBER CO.	06/30/2020	897.53
257637	Vendor Continued Check	06/30/2020	0.00
257638	BANK OF AMERICA	06/30/2020	15,640.64
257639	BAXTER AUTO PARTS #23	06/30/2020	1,669.42
257640	BEACOCK VANCOUVER MUSIC CO, IN	06/30/2020	169.89
257641	BEACON HILL SEWER	06/30/2020	172.77
257642	BELL STUDIOS	06/30/2020	1,081.00
257643	BOUND TO STAY BOUND BOOKS, INC	06/30/2020	978.38
257644	BROOKES PUBLISHING CO, INC	06/30/2020	352.84
257645	BUILDERS HARDWARE & SUPPLY CO	06/30/2020	181.07
257646	BUSINESS OFFICE-REV FUND	06/30/2020	6,293.72
257647	C & H INDUSTRIAL TOOL & SUPPLY	06/30/2020	112.80
257648	CAREERSTAFF UNLIMITED	06/30/2020	5,475.00
257649	CARLY AND ADAM LLC	06/30/2020	360.00
257650	CARNEGIE LEARNING	06/30/2020	3,000.00
257651	CARROLLS WATER ASSOCIATION	06/30/2020	217.75
257652	CASCADE NETWORKS	06/30/2020	7,636.00
257653	CASCADE NATURAL GAS	06/30/2020	5,759.71

Check Nbr	Vendor Name	Check Date	Check Amount
257654	CDW GOVERNMENT, INC.	06/30/2020	8,458.29
257655	CHOWN HARDWARE & MACHINERY	06/30/2020	779.26
257656	CHRISTENSON ELECTRIC, INC	06/30/2020	27,961.76
257657	CITY OF KELSO	06/30/2020	10,757.00
257658	CITY OF KELSO - UTILITY DEPT	06/30/2020	7,942.82
257659	CODEHS	06/30/2020	4,800.00
257660	COL-TAB INC	06/30/2020	977.00
257661	COLE'S APPLIANCE REPAIR	06/30/2020	195.61
257662	COLLEGE BOARD	06/30/2020	5,990.00
257663	COLUMBIA SECURITY SERV & SYSTE	06/30/2020	1,040.00
257664	COLUMBIA WELLNESS	06/30/2020	1,087.50
257665	COPIES TODAY SPEEDY LITHO	06/30/2020	499.42
257666	CORNERSTONE FLOWERS	06/30/2020	77.83
257667	COST LESS AUTO PARTS	06/30/2020	59.44
257668	COWLITZ COUNTY FIRE DIST #2	06/30/2020	18,620.00
257669	COWLITZ COUNTY PUBLIC WORKS DE	06/30/2020	21.39
257670	COWLITZ PUD	06/30/2020	25,876.12
257671	COWLITZ RIVER RIGGING INC	06/30/2020	1,016.03
257672	CRISIS PREVENTION INSTITUTE, I	06/30/2020	2,180.00
257673	CURRICULUM ASSOCIATES LLC	06/30/2020	1,881.83
257674	CUTRIGHT SUPPLY	06/30/2020	65.68
257675	DAILY JOURNAL OF COMMERCE INC	06/30/2020	303.40
257676	DAILY JOURNAL OF COMMERCE	06/30/2020	357.00
257677	DAIRY FRESH FARMS	06/30/2020	6,019.71
257678	DALE MCGHEE & SONS WELL DRILLI	06/30/2020	45.00
257679	DELL	06/30/2020	64.97
257680	DEPT OF RETIREMENT SYSTEMS	06/30/2020	4.88
257681	DUCK DELIVERY PRODUCE, INC.	06/30/2020	3,420.80
257682	EASTSIDE PSYCHOLOGY SERVICES,	06/30/2020	500.00
257683	EDGENUITY INC	06/30/2020	500.00
257684	EDUCATIONAL SERVICE DIST #112	06/30/2020	325,468.70
257685	EDUCATIONAL SERVICE DIST #123	06/30/2020	200.00
257686	EVERGREEN PAINT, INC.	06/30/2020	398.91
257687	FASTENAL COMPANY	06/30/2020	439.17
257688	FEDERAL EXPRESS CORPORATION	06/30/2020	4.23

Check Nbr	Vendor Name	Check Date	Check Amount
257689	FOLLETT SCHOOL SOLUTIONS	06/30/2020	126.05
257690	FOXHIRE LLC	06/30/2020	11,400.00
257691	FULCRUM MANAGEMENT SOLUTIONS I	06/30/2020	25,944.00
257692	GCR TIRES AND SERVICE	06/30/2020	784.73
257693	GRAINGER	06/30/2020	214.65
257694	HEALTH CARE AUTHORITY	06/30/2020	2,626.86
257695	HEATON PRINTING LLC	06/30/2020	124.32
257696	HONEYMAN ALUMINUM PRODUCTS CO	06/30/2020	402.82
257697	J.W. PEPPER & SON, INC.	06/30/2020	570.69
257698	JOSTEN'S OF VANCOUVER	06/30/2020	520.50
257699	JOSTENS	06/30/2020	1,292.33
257700	JUBITZ CORP	06/30/2020	1,393.97
257701	KELSO HIGH SCHOOL	06/30/2020	481.55
257702	KEYS PLUS LOCKSMITHS	06/30/2020	9.70
257703	KING COUNTY DIRECTORS	06/30/2020	8,236.42
257704	LEADER SERVICES	06/30/2020	50.40
257705	LENOVO (UNITED STATES) INC	06/30/2020	30,198.82
257706	Longbell Security Resources	06/30/2020	369.70
257707	LOWE'S	06/30/2020	289.57
257708	LOWER COLUMBIA COLLEGE	06/30/2020	319,448.20
257709	LOWER COLUMBIA OCCUPATIONAL HE	06/30/2020	355.00
257710	MALLORY SAFETY AND SUPPLY LLC	06/30/2020	43.48
257711	MANTHE EQUIPMENT, INC.	06/30/2020	22.11
257712	MCMaster-Carr Supply Company	06/30/2020	113.78
257713	MI CONTROLS, INC.	06/30/2020	3,237.08
257714	MICROK12	06/30/2020	6,497.34
257715	MIDAMERICA BOOKS	06/30/2020	944.11
257716	MILLER PAINT CO	06/30/2020	46.32
257717	MINUTEMAN PRESS	06/30/2020	19.87
257718	MONOPRICE INC	06/30/2020	70.04
257719	NORTH COAST ELECTRIC CO.	06/30/2020	631.35
257720	NOW ENVIRONMENTAL SERVICES, IN	06/30/2020	1,600.00
257721	NuCO2	06/30/2020	37.99
257722	NW TEXTBOOK DEPOSITORY	06/30/2020	1,833.86
257723	OETC	06/30/2020	233.24

Check Nbr	Vendor Name	Check Date	Check Amount
257724	OFFICE DEPOT	06/30/2020	929.94
257725	OFFICE EXPRESS, INC	06/30/2020	1,958.53
257726	PACIFIC OFFICE AUTOMATION	06/30/2020	1,234.08
257727	PACIFIC OFFICE AUTOMATION	06/30/2020	3,612.72
257728	PALMERS GLASS COMPANY	06/30/2020	7.57
257729	PEACE HEALTH MEDICAL GROUP	06/30/2020	110,919.96
257730	PEAP	06/30/2020	145.00
257731	PERIPOLE INC	06/30/2020	1,119.38
257732	PERMA BOUND - DIV OF HERTZBERG	06/30/2020	452.89
257733	PORTER FOSTER RORICK LLP	06/30/2020	265.00
257734	POTTER WEBSTER COMPANY	06/30/2020	1,003.45
257735	PRO GRAPHYX	06/30/2020	216.07
257736	PROGRESS CENTER, INC.	06/30/2020	40,670.00
257737	QUADIENT INC	06/30/2020	302.10
257738	RODDA PAINT	06/30/2020	25.43
257739	SCHETKY NORTHWEST SALES, INC	06/30/2020	296.12
257740	SCHOOL DATA SOLUTIONS	06/30/2020	11,540.22
257741	SECURITY PROFESSIONALS, LLC	06/30/2020	755.47
257742	SESSIONS PLUMBING & HEATING	06/30/2020	61,811.04
257743	SHERWIN WILLIAMS	06/30/2020	231.19
257744	SIGN PRINT 360	06/30/2020	1,543.78
257745	SIGNMASTERS AWARDS N' MORE, IN	06/30/2020	752.16
257746	THE SOCIAL EXPRESS	06/30/2020	431.32
257747	SOLIANT HEALTH	06/30/2020	12,825.00
257748	STAPLES CONTRACT & COMMERCIAL	06/30/2020	2,593.28
257749	STAR RENTALS AND SALES	06/30/2020	278.90
257750	SUPERINTENDENT OF PUBLIC INSTR	06/30/2020	1,660.08
257751	SUPPLIESOUTLET.COM INC	06/30/2020	379.83
257752	T & T TIRE LLC	06/30/2020	619.90
257753	Vendor Continued Check	06/30/2020	0.00
257754	THE HOME DEPOT PRO-SUPPLYWORKS	06/30/2020	17,622.72
257755	THE LIBRARY STORE	06/30/2020	193.65
257756	THREE RIVERS AUDIO VISUAL	06/30/2020	286.47
257757	THYSSENKRUPP ELEVATOR CORPORAT	06/30/2020	2,349.39
257758	U.S. CELLULAR	06/30/2020	1,387.88

Check Nbr	Vendor Name	Check Date	Check Amount
257759	ULINE	06/30/2020	356.65
257760	US BANK EQUIPMENT FINANCE	06/30/2020	3,812.56
257761	US FOODS INC	06/30/2020	14,539.50
257762	VERNIE'S	06/30/2020	139.48
257763	VISION EDUCATION RESEARCH, LLC	06/30/2020	5,720.00
257764	WA ACTE	06/30/2020	180.00
257765	WA School Personnel Asso.	06/30/2020	50.00
257766	WALTER E. NELSON CO.	06/30/2020	421.37
257767	WASTE CONTROL/KELSO	06/30/2020	4,677.45
257768	WATKINS TRACTOR & SUPPLY CO.	06/30/2020	2,179.66
257769	WEST COAST UPHOLSTERY	06/30/2020	324.30
257770	WILCO	06/30/2020	432.83
257771	WILCOX & FLEGEL FUEL OIL CO.	06/30/2020	2,882.77
257772	WINDSTREAM	06/30/2020	1,851.59
257773	WSIPC	06/30/2020	617.81
257774	Youth & Family Link	06/30/2020	5,724.19
148	Computer	Check(s) For a Total of	1,322,779.28

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$1,366.50. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257775 through 257775, totaling \$1,366.50

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

Check Nbr	Vendor Name	Check Date	Check Amount
257775	ACH- COWLITZ COUNTY TREASURER	06/30/2020	1,366.50

1	Computer	Check(s) For a Total of	1,366.50
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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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$49,007.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257776 through 257776, totaling \$49,007.68

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

Check Nbr	Vendor Name	Check Date	Check Amount
257776	FRONTLINE TECH GROUP LLC	06/30/2020	49,007.68
1	Computer	Check(s) For a Total of	49,007.68

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$26,147.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257777 through 257777, totaling \$26,147.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
257777	ENTERPRISE CAR SALES	07/01/2020	26,147.00

1	Computer	Check(s) For a Total of	26,147.00
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**GENERAL FUND
JULY 1, 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) 257778 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$774.52 ON JULY 1, 2020.

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

General Fund

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

As of June 15, 2020, the board, by a _____ vote, approves payments, totaling \$1,496.06. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 257779 through 257782, totaling \$1,496.06

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

Check Nbr	Vendor Name	Check Date	Check Amount
257779	HCA-SEBB BENEFITS	07/01/2020	1,427.00
257780	INFOARMOR INC	07/01/2020	16.95
257781	LEGALEASE GROUP	07/01/2020	13.96
257782	METROPOLITAN LIFE	07/01/2020	38.15
4	Computer	Check(s) For a Total of	1,496.06

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 \$78,758.87. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3273 through 3273, totaling \$78,758.87

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

Check Nbr	Vendor Name	Check Date	Check Amount
3273	COLLINS ARCHITECTURAL GROUP PS	06/11/2020	78,758.87

1	Computer	Check(s) For a Total of	78,758.87
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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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$4,598,944.92. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 3274 through 3293, totaling \$4,598,944.92

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

Check Nbr	Vendor Name	Check Date	Check Amount
3274	ADVANCED ELECTRICAL TECHNOLOGI	06/30/2020	80,095.18
3275	BANK OF AMERICA	06/30/2020	371.91
3276	CAPITAL PROJECTS REVOLVING FUN	06/30/2020	5,608.50
3277	CITY OF KELSO-COMM DEVL-BLDG &	06/30/2020	1,181.50
3278	COLLINS ARCHITECTURAL GROUP PS	06/30/2020	22,639.53
3279	COWLITZ PUD	06/30/2020	15,695.00
3280	ECOLOGICAL LAND SERVICES INC	06/30/2020	2,117.50
3281	EDUCATIONAL SERVICE DIST #112	06/30/2020	63,322.48
3282	FORMA CONSTRUCTION CO	06/30/2020	2,918,390.45
3283	FOSTER GARVEY PC	06/30/2020	292.50
3284	GIBBS & OLSON INC	06/30/2020	18,423.51
3285	HERITAGE BANK & FORMA CONSTRUC	06/30/2020	68,787.69
3286	INTEGRUS ARCHITECTURE PS	06/30/2020	298,592.94
3287	J.H. KELLY, INC.	06/30/2020	1,005,096.72
3288	KING COUNTY DIRECTORS	06/30/2020	15,205.50
3289	MATERIALS TESTING & CONSULTING	06/30/2020	69,978.01
3290	NOW ENVIRONMENTAL SERVICES, IN	06/30/2020	4,062.00
3291	PBS ENGINEERING & ENVIRON.	06/30/2020	8,095.81
3292	PERKINS COIE LLP	06/30/2020	945.00
3293	SECURITY PROFESSIONALS, LLC	06/30/2020	43.19

20 Computer Check(s) For a Total of 4,598,944.92

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$93.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30773 through 30773, totaling \$93.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
30773	ACH-AP COWLITZ COUNTY TREASURE	06/30/2020	93.60
1	Computer	Check(s) For a Total of	93.60

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$93.60. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 192000500 through 192000500, totaling \$93.60

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

Check Nbr	Vendor Name	Check Date	Check Amount
192000500	Droke, Wendy Anne	06/30/2020	93.60

1	ACH	Check(s) For a Total of	93.60
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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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$9,787.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30774 through 30781, totaling \$9,787.14

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

Check Nbr	Vendor Name	Check Date	Check Amount
30774	A.S.B. IMPREST FUND	06/30/2020	275.00
30775	ADRENALINE FUNDRAISING	06/30/2020	2,805.00
30776	AMAZON	06/30/2020	151.34
30777	BANK OF AMERICA	06/30/2020	370.86
30778	CONTINENTAL ATHLETIC SUPPLY	06/30/2020	5,189.74
30779	CUSTOMINK.COM	06/30/2020	435.44
30780	KELSO SCHOOL DISTRICT	06/30/2020	436.69
30781	SIGNMASTERS AWARDS N' MORE, IN	06/30/2020	123.07

8	Computer	Check(s) For a Total of	9,787.14
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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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$13.25. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 30782 through 30782, totaling \$13.25

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

Check Nbr	Vendor Name	Check Date	Check Amount
30782	ACH- COWLITZ COUNTY TREASURER	06/30/2020	13.25
1	Computer	Check(s) For a Total of	13.25

**Trust & Agency
Private Purpose**

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

As of June 15, 2020, the board, by a _____ vote, approves payments, totaling \$3,237.11. The payments are further identified in this document.

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1658 through 1659, totaling \$3,237.11

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

Check Nbr	Vendor Name	Check Date	Check Amount
1658	BELL STUDIOS	06/30/2020	2,400.00
1659	JOSTEN'S OF VANCOUVER	06/30/2020	837.11
2	Computer	Check(s) For a Total of	3,237.11

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 June 15, 2020, the board, by a _____ vote, approves payments, totaling \$194.40. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, PPT CCT:
Warrant Numbers 1660 through 1660, totaling \$194.40

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

Check Nbr	Vendor Name	Check Date	Check Amount
1660	ACH- COWLITZ COUNTY TREASURER	06/30/2020	194.40
1	Computer	Check(s) For a Total of	194.40

UNFINISHED BUSINESS

- A. Policy 3207 & 3207P Prohibition of Harassment, Intimidation, and Bullying
(2nd Reading & Action)
- B. Policy 3225 & 3225P School Based Threat Assessment
(2nd Reading & Action)

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) school 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: OEInfo@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:

NEW BUSINESS

- A. Bond Construction Update (Information)
- B. Resolution 2019/20-26 Butler Acres Modernization Bid (Action)
- C. Resolution 2019/20-24 WIAA Renewal (Action)
- D. Resolution 2019/20-25 Credit Card Use (Action)
- E. Expansion of Kelso Virtual Academy K-12 (Action)
- F. Meal Price Adjustment for 2020/21 (Action)
- G. 2020/21 Budget Update (Information)
- H. Band Booster Donation (Action)
- I. Policy 3131 District Area Transfers (1st Reading)
- J. Policy 3211 & 3211P Gender-Inclusive Schools (1st Reading)
- K. Policy 3413 & 3413P Student Immunizations & Life Threatening Health Conditions (1st Reading)
- L. Superintendents Report

Bond Construction Update

**RESOLUTION RECOMMENDING APPROVAL OF BIDS, BID AWARD, AND INTENT
TO MODERNIZE BUTLER ACRES ELEMENTARY PROJECT**

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION 2019/20—26

**A Resolution of the Board of Directors recommending approval of the Bids, and bid award to Pease Construction for the
Butler Acres Elementary School Modernization project.**

BE IT RESOLVED that for the purpose of compliance with WAC 392-344-110, the Kelso School District Board of Directors recommends approval of the lowest responsible bidder Pease Construction for the Butler Acres Elementary School Modernization project as follows:

Base Bid Main Construction Package	\$10,637,100
Alternate #1 Add Additional Canopy	\$100,000
Alternate #2 New Chiller and Related Work	\$184,690
Alternate #3 Replace Gym Floor	\$68,530
Alternate #6A Library Casework with Plastic Laminate	<u>\$38,250</u>
Total bid Award	\$11,066,820

**A Resolution of the Board of Directors certifying the intent to construct/modernize the Butler Acres Elementary School
project for which state funding assistance is being provided.**

WHEREAS, the Kelso School District Board of Directors has determined a need to Modernize the Butler Acres Elementary School; and

WHEREAS, the taxpayers of the school district have approved a school construction bond to provide funding for the modernization of the Butler Acres Elementary School; and

WHEREAS, the Office of Superintendent of Public Instruction has determined that the Butler Acres Elementary School Modernization project is eligible for state funding assistance for modernization;

THEREFORE, BE IT RESOLVED that the Kelso School District Board of Directors does hereby certify that the modernization of Butler Acres Elementary School will be completed for the purposes for which state funding assistance is being provided, as required by WAC 392-344-130.

Dated this 13th day of July, 2020, at a regular meeting of the Board of Directors, Kelso School District No. 458.

KELSO SCHOOL DISTRICT NO. 458
Board of Directors

Attest:

Secretary to the Board



SCHOOL BOARD RESOLUTION

Electronic form available at: wiaa.com/resolution.aspx
Return by the **second Friday in June** annually.

School District Type (select one): Public Private Charter Tribal

School District Name: Kelso School District Resolution # (optional): 2019/20-24 Date: July 13, 2020

By action of the 1976 Legislature, each School District Board of Directors may delegate control, supervision, and regulation of any extracurricular activity to the WIAA and compensate such entity for services provided.

The local **SCHOOL BOARD PRESIDENT** and **SUPERINTENDENT** must sign this resolution form to indicate that the School Board has approved the Public School District's or Private School's membership with the Washington Interscholastic Activities Association (WIAA) and as members, these schools will follow the WIAA Rules and Regulations.

DELEGATING AUTHORITY TO WIAA

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. grants authority to each school district board of directors to control, supervise and regulate the conduct of interschool athletic activities and other interschool extracurricular activities of an athletic, cultural, social, or recreational nature for students in the district.

WHEREAS Chapter 32, Laws of 1975-76, 2nd Ex. Sess. authorizes school district boards of directors to delegate control, supervision and regulation of any of the aforesaid activities to any voluntary, nonprofit entity and to compensate any such entity for services provided subject to the satisfaction of certain conditions and approval by the State Board Of Education.

WHEREAS the Washington Interscholastic Activities Association is a voluntary, nonprofit entity which has satisfied the conditions, expressly set forth in Chapter 32, Laws of 1975-76, 2nd Ex. Sess. and has further been approved by the State Board of Education in action taken on August 17, 1977.

WHEREAS the board of directors of directors of the following School District or School being otherwise fully informed of the rules and regulations of the Washington Interscholastic Activities Association as approved by the State Board of Education and recognizing that said rules and regulations provide for private sponsorship of post-season tournaments for extracurricular activities by WIAA, consent to abide by such rules and regulations.

NOW THEREFORE, the board of directors of the following School District or School hereby delegates to the Washington Interscholastic Activities Association the authority to control, supervise and regulate interschool activities consistent with the rules and regulations of WIAA. The Board of Directors retains the right to establish eligibility standards that meet or exceed the rules and regulations of WIAA.

INTERSCHOLASTIC OFFICIALS L&I COVERAGE STATEWIDE

Beginning July 1, 1988, interscholastic sports officials were covered by Washington State Labor and Industries via a common rate and payment system that eliminated game-by-game calculations and record keeping by school and/or district business offices. WIAA will guarantee payment of L&I premiums for WOA registered officials for all interscholastic activities under WIAA's jurisdiction and will assess WIAA member schools via classification rates at the same time service fees are billed. Officials L&I coverage is only in effect for activities authorized and offered by School Board approval and listed on the school's WIAA membership form.

By signing below the School District Superintendent/Head of School, School Board President (for Public School Districts), and school board members agree to the information above for the public school district or private school listed above, on or before the date listed above.

Superintendent/Head of School: Mary Beth Tack Signature: _____

School Board President (if applicable): Mike Haase Signature: _____

School Board Members (list WIAA Contact as first school board member):

1. Ron Huntington Signature: _____

2. Leah Moore Signature: _____

3. Jeane Conrad Signature: _____

4. Karen Grafton Signature: _____

5. Signature: _____



KELSO SCHOOL DISTRICT NO. 458
RESOLUTION NO. 19/20-25

WHEREAS, Kelso School District No. 458 has a need to provide a service of convenience for travel and other District related expenses, and

WHEREAS, one way to provide said service is to allow designated school personnel to utilize a bankcard in order to pay for authorized travel and lodging expenses, conference registrations and District business related expenses,

WHEREAS, said use of a bankcard by authorized personnel of a municipality is allowable under RCW.42.24.115, and

THEREFORE, BE IT RESOLVED, that Kelso School District be authorized and empowered to apply for and receive Bank of America Mastercards for Kelso School District No. 458 in the names of:

Mary Beth Tack – Superintendent	\$ 7,500
Scott Westlund – Chief Financial and Operations Officer	\$ 7,500
Christine McDaniel – Kelso High School Principal	\$ 10,000
Kim Yore – Director of Teaching & Learning	\$ 25,000
Don Iverson – Director of Programs & Assessment	\$ 15,000
District Card – Title and LAP Programs	\$ 15,000
Greg Gardner – Principal Coweeman Middle School	\$ 5,000
Laura Hiatt – Principal Huntington Middle School	\$ 5,000
Rob Birdsell – Assistant Principal / ASB Advisor	\$ 10,000
Holly Budge – Director of Human Resources	\$ 5,000
Molly Guler – Executive Assistant to Superintendent	\$ 5,000
District Card – Fiscal Office	\$ 15,000
Gary Schimmel – Facilities/Maintenance Supervisor	\$ 5,000
Heather Ogden – Director of Special Education	\$ 5,000
David McDaniel – Transportation Supervisor	\$ 5,000
Kaydee Harris – Food Services Supervisor	\$ 5,000
District Card – Maintenance Department	\$ 5,000
Melissa Boudreau, CTE Administrator	\$ 7,500
Jason Coburn, Athletic Director	\$ 7,500

DATED this 13th day of July, 2020.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary

Expansion of KVA



July 13, 2020

TO: Mary Beth Tack, Superintendent
FROM: Scott W. Westlund, Chief Financial & Operations Officer
RE: Request Meal Price Increase Approval for 2020/21.

Over the past nine years, the District has been required by the Federal government to take necessary steps to bring our paid lunch prices more in alignment to the federal reimbursement rate under the Healthy, Hunger Free Kids Act of 2010.

In order for us to maintain paid equity, we need to raise our total average lunch prices \$.05 per meal. Currently, our average paid meal prices are \$3.04, requiring a new average in 2020-21 of \$3.09.

I am also proposing that we increase the amount of paid breakfasts and lunches for all ages, including adult meals. The increase for 2020/21 would also be \$.05 per meal.

Below is a table that summarizes the proposed changes:

	<u>Meal Prices 2019/20</u>	<u>Proposed Prices 2020/21</u>
Student Paid Elementary	\$2.90	\$2.95
Student Paid MS/HS	\$3.15	\$3.20
Adult Lunch	\$3.70 w/o milk	\$3.75
	\$4.05 w/ milk	\$4.10
Student Paid Breakfast All Ages	\$1.70	\$1.75
Adult Breakfast	\$2.10	\$2.15

The District requests the Board to approve the above rate increases effective for the 2020/21 school year.

2020/21

Budget

Update



July 13, 2020

TO: Mary Beth Tack, Superintendent
FROM: *SW* Scott Westlund, Chief Financial and Operations Officer
RE: Board Acceptance of Donation Kelso Music Boosters.

We received a check for \$6650.55 from the Kelso Music Booster as a donation to help offset the cost of transportation for the KHS Marching Band for three marching band competitions during the Fall of 2019.

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.

~~District Attendance Area Transfers~~ Policy 3131

DISTRICT ATTENDANCE AREA TRANSFERS

Each student in the district is required to attend the school designated for the geographic attendance area in which he or she resides.

A parent or guardian may request that his or her child be allowed to attend another school in the district. Requests must be submitted, in writing, to the principal of the building at which the student is currently assigned. Secondary students who request attendance area transfers are subject to the Washington Interscholastic Activities Association's eligibility rules.

Transfers may be granted if:

- A. A financial, educational, safety, or health condition affecting the student would be reasonably improved as a result of the transfer;
- B. Attendance at another school in the district is more accessible to the parent's place of work or to the location of child care; or
- C. Transportation to the requested school is provided by the parent/guardian.
- D. There is some other special hardship or detrimental condition affecting the student or the student's immediate family which would be alleviated as a result of the transfer. Special hardship or detrimental condition may include a student who moves to a new attendance area in the district during the year. A student who moves to a new attendance area in the district during the school year may elect to transfer at the time of the move or at the end of the semester or grading period. For a high school sophomore or junior, transfers may only be approved to coincide with the beginning of a new grading period. A senior may elect to finish the school year without transferring to a new school, but must declare his or her preference prior to the beginning of the last semester.

The principal of the currently-assigned school will consult with the principal of the school to which the student desires to transfer to determine:

1. Whether space is available in the grade level or classes at the building in which the student desires to be enrolled; or
2. Whether appropriate transportation is available to improve the student's condition as stated in requesting the transfer; or
3. Whether educational programs or services are available to improve the student's condition as stated in requesting the transfer; or
4. Whether the student's transfer is likely to create a risk to the health or safety of other students or staff at the new building; or
5. Whether the student has a history of convictions, violent behavior, or gang membership; or
6. Whether the student has a history of expulsions or suspensions from school; or

7. Whether enrollment of a child would displace a child who is a resident of the district (the child must be permitted to remain enrolled until he or she completes his or her schooling); or
8. Whether the student is excessively tardy or truant, the student frequently engages in misconduct of disruptive behavior in violation of school rules, or the student is not achieving academically.

Transfers must be granted if the student is a child of a full-time certificated or classified school employee unless he/she meets any of the above criteria.

Parents will be informed annually of the district's attendance area transfer option. The district will make available for public inspection the Superintendent of Public Instruction's annual information booklet on enrollment options in the state at each school building and the central office.

Reporting Transfers out of the District

When students move out of the district without notification of where they will be enrolling once they have moved, it can be challenging to know how to report the transfer appropriately and ensure the student's educational records are forwarded. To address these challenges, the district will follow the Comprehensive Education Data and Research System (CEDARS) Reporting Guidance for reporting students as confirmed or unconfirmed transfers both inside and outside of Washington.

To confirm the transfer of a student who has emigrated to another country, the district will obtain written confirmation, but need not obtain an "official" writing. This means that if a parent informs a school administrator that the family is leaving the country and a school administrator documents the conversation in writing and includes it in the student's file, the district may report the out of country transfer as confirmed. However, the district will not report a transfer as confirmed if information that a student has moved is reported from a student's friend rather than a parent.

Cross References:	Policy 3130	District Attendance Areas
Legal References:	RCW 28A.225.225	Applications from nonresident students or students receiving home-based instruction to attend district school – School employees' children – Acceptance and rejection standards - Notification
	RCW 28A.225.270	Intradistrict enrollment options policies
	RCW 28A.225.290	Enrollment options information booklet
	RCW 28A.225.300	Enrollment options information to parents
Management Resources:	Policy News: June 2003 April 2020 May 2020	Enrolling Children of School Employees
		CEDARS Guidance, available on OSPI: website www.k12.wa.us/data-reporting/reporting/cedars

Adopted: 5.8.06

Revised: 5.9.16 |

~~Transgender Students~~ Gender Inclusive Schools Policy 3211

The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of ~~gender expression, gender identity or sex, sexual orientation, gender identity or gender expression~~. To that end, the board recognizes the importance of an inclusive approach toward transgender ~~and gender-expansive~~ students with regard to ~~key terms, communication and the use of names and pronouns, student official records, confidential health and education information, communication, restroom and locker room use and accessibility, sports and physical education, dress codes and other school activities, in order to provide these students with an equal opportunity for learning and achievement. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination~~ (Moved BELOW)

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. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary 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 district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination

Cross References:	Policy 3210	Nondiscrimination
	Policy 3207	Prohibition of Harassment, Intimidation & Bullying
	Policy 3231	Student Records
	Policy 2145	Suicide Prevention
Legal References:	RCW 28A.642	Discrimination prohibition
	Chapter 49.60, RCW	Washington Law Against Discrimination
	20 U.S.C. §1232g, 34 C.F.R., Part 99	Family Education Rights and Privacy Act
Management Resources:	<i>Policy & Legal News</i>	
	Nov 2013	WSSDA issues new policy regarding transgender students

December 2014

July 2019

Prohibiting Discrimination in Washington Public Schools – OSPI Guidelines for school districts to implement Chapters 28A.640 and 28A.642 RCW and 392-190 WAC (February 2012)

ADOPTED: 4.7.14

~~Transgender Students~~ **Gender-Inclusive Schools** Procedure 3211P

The principal or building administrator – **or an appropriate, designated school employee** - is encouraged to request a meeting with a transgender **or gender expansive** student ~~and their parent/guardian~~ upon the student's enrollment in the district or in response to a currently enrolled student's change of gender expression or identity. **Before contacting a student's parents, the school will consult with the student about the student's preferences regarding family involvement and honor those preferences.**

The goals of the meeting are to:

- Develop understanding of that student's individual needs with respect to their gender expression or identity, including any accommodations that the student is requesting or that the district will provide according to Policy 3211 and this procedure and under state and federal law; and
- Develop a shared understanding of the student's day-to-day routine within the school so as to foster a relationship and help alleviate any apprehensions the student may have with regard to their attendance at school.

The school may not require the student to attend a meeting as a condition of providing them with the protections to which they are entitled under Policy 3211, this procedure and state and federal law regarding gender expression or identity.

KEY DEFINITIONS/TERMS

- **Assigned sex at birth:** The sex a person was given at birth, usually based on anatomy or chromosomes (e.g., male, female, intersex, etc).
- **Cisgender:** A term used to describe people whose assigned sex matches their gender identity and/or gender expression (e.g., someone who was assigned female at birth and whose gender identity and/or gender expression is also female).
- **Gender Expansive:** A wider, more flexible range of gender identities or expressions than those typically associated with the binary gender system.
- **Gender Expression:** ~~The external ways in which~~ **is how** a person expresses their gender **to the world, such as** ~~often~~ through behavior, **emotions,** ~~emotional expression,~~ mannerisms, dress, grooming **habits,** interests, and activities.
- **Gender Identity:** ~~A person's internal and deeply-felt~~ **refers to one's** deeply felt internal sense of being female, or male, ~~or both,~~ **non-binary, gender-expansive, or other** - ~~or neither,~~ regardless of their gender assigned at birth.
- ~~Gender Nonconforming~~ describes a person whose gender expression differs from stereotypical expectations about how they should look or act based on the gender they were assigned at birth. This includes people who identify outside traditional gender categories or identify as both genders, or as gender neutral.
- ~~Biological Sex/Sex~~ refers to a person's internal and external anatomy, chromosomes, and hormones.
- **Transgender:** ~~A is a general~~ term often used to describe a person whose gender identity ~~and/or expression,~~ **or both, are** is different from ~~those that~~ traditionally associated with their

~~person's gender~~ sex assigned at birth.

- **Transitioning:** ~~refers to~~ T the process in which a person goes from living and identifying as one gender to living and identifying as another.

COMMUNICATION AND USE OF NAMES AND PRONOUNS

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. However, the student's legal name should be accessible by only necessary staff members—it should not be visible to teachers or other staff who have access to the electronic records system.

When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender expansive students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity or gender expression. Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking with their parents and guardians. For families who are supportive, using the student's name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to their name and pronoun could be very dangerous. The district will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

OFFICIAL RECORDS

The standardized high school transcript is the only official record that requires a student's legal name. School staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender-expansive status. ~~The District is required to maintain a permanent student record which includes the student's legal name and the student's gender.~~ The District will change a student's official records to reflect a change in legal name upon receipt of:

- Documentation that the student's legal name or gender has been changed pursuant to a court order or through amendment of state or federally-issued identification; or
- A written, signed statement explaining that the student has exercised a common-law name change and has changed their name for all intents and purposes and that the change has not been made for fraudulent reasons.

Schools may change a student's official gender designation upon parent or student request pursuant to the Office of the Superintendent of Public Instruction's (OSPI's) process found at <http://www.k12.wa.us/cedars/CEDARSDataFormQA.aspx>. The process should not be overly cumbersome, and the district may not require verification from a physician.

The school must use the name and gender by which the student identifies on all other records, including but not limited to school identification cards, classroom seating charts, athletic rosters, yearbook entries, diplomas, directory information.

~~To the extent that the District is not legally required to use a student's legal name and biological sex on school records or documents, the District should use the name and gender by which the student identifies. In situations where school employees are required by law to use or report a student's legal name or gender, such as for standardized testing, school staff should adopt practices to avoid the inadvertent disclosure of the student's transgender or gender nonconforming status.~~

CONFIDENTIAL HEALTH OR EDUCATIONAL INFORMATION

Information about a student's gender status, legal name, or gender assigned sex at birth may constitute confidential medical or educational information. Disclosing this information to other students, their parents, or other third parties may violate privacy laws, such as the federal Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232; 34 C.F.R. Part 99). Therefore, to ensure the safety and well-being of the student, school employees should not disclose a student's transgender or gender-expansive nonconforming status to others, including the student's parents and/or other school personnel, unless the school is (1) legally required to do so or (2) the student has authorized such disclosure.

COMMUNICATION AND USE OF NAMES AND PRONOUNS

~~An appropriate school employee will privately ask known transgender or gender nonconforming students how they would like to be addressed in class, in correspondence to the home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student. When appropriate or necessary, this information will be communicated directly with staff to facilitate the use of proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.~~

~~When communicating with transgender or gender nonconforming students regarding particular issues such as conduct, discipline, grades, attendance or health, school employees will focus on the conduct or particular issues rather than making assumptions regarding the student's actual or perceived gender identity. When communicating with parents of transgender or gender nonconforming students, school employees will refrain from the use of gender pronouns and refer to the student by name whenever practicable. The district will not condone the intentional and persistent refusal to respect a student's gender identity, or inappropriate release of information regarding a student's transgender status.~~

RESTROOM ACCESSIBILITY

Students will be allowed to use the restroom that corresponds to the gender identity they assert at school. No student will be required to use a restroom that conflicts with his or her gender identity. A plan will be developed in consultation with the student and a school administrator (or designee) to address restroom use which recognizes a student's rights under state and federal law and considers the privacy of the student. Any student – regardless of gender identity – who requests greater privacy should be given access to an alternative restroom. However, schools may not require a student to use an alternative restroom because of their transgender or gender-expansive status.

LOCKER ROOM ACCESSIBILITY

Use of locker rooms by transgender or gender-expansive nonconforming students will be assessed on a case-by-case basis, with the goal of maximizing transgender or gender-expansive nonconforming student

social integration, providing an equal opportunity to participate in physical education classes and athletic opportunities and ensuring the student's safety. **The district will take an approach that conforms with OSPI's guidelines.** In most cases, the district should provide the student access to the locker room that corresponds to the gender identity they assert at school. Reasonable alternatives to locker room conditions **for any student who wants additional privacy** include, but are not limited to:

- use of a private area (e.g., nearby restroom stall with a door, an area separated by a curtain, an office in the locker room, or a nearby health office restroom);
- a separate changing schedule (i.e., utilizing the locker room before or after the other students).

The school will provide accommodations needed to allow the student to keep their transgender or gender-expansive status private. ~~Any alternative to locker room conditions will be provided in a manner that allows the student to keep his or her transgender or gender nonconforming status private.~~ No student, however, will be required to use a locker room that conflicts with his or her gender identity.

SPORTS AND PHYSICAL EDUCATION CLASSES

The District will provide all students, including transgender **and gender-expansive** students, the opportunity to participate in physical education and athletic programs/opportunities in a manner that is consistent with their gender identity.

A student may seek review of his or her eligibility for participation in interscholastic athletics by working through the Gender Identity Participation procedure set forth by the Washington Interscholastic Activities Association (WIAA).

DRESS CODES

The District will allow students to dress in a manner that is consistent with their gender identity and/or gender expression within the constraints of the dress codes adopted at their school site and within the constraints of the District guidelines for dress as they relate to health and safety issues (e.g., prohibitions on wearing gang-related apparel). School dress codes will be gender- neutral and will not restrict a student's clothing choices on the basis of gender. **The district will take an approach that conforms with OSPI's guidelines.**

OTHER SCHOOL ACTIVITIES

In any school activity or other circumstance involving separation by gender (i.e., class discussions, field trips, **and overnight trips**), students will be permitted to participate in accordance with the gender identity they assert at school. Teachers and other school employees will make every effort to separate students based on factors other than gender where practicable.

TRAINING AND PROFESSIONAL DEVELOPMENT

The district will designate one person to be the primary contact regarding this policy and procedure relating to transgender or gender expansive students. The primary contact must participate in at least one mandatory training opportunity offered by OSPI. When possible, the District will conduct staff training and ongoing professional development in an effort to build the skills of all staff members to prevent, identify

and respond to harassment and discrimination. The content of such professional development should include, but not be limited to:

- Terms and concepts related to gender identity, gender expression, and gender diversity in children and adolescents;
- Appropriate strategies for communicating with students and parents about issues related to gender identity and gender expression, while protecting student privacy;
- Strategies for preventing and intervening in incidents of harassment and discrimination, including cyber-bullying;
- District and staff responsibilities under applicable laws and district policies regarding harassment, discrimination, and gender identity and expression issues.

DISCRIMINATION AND HARASSMENT COMPLAINTS

Discrimination and harassment on the basis of sex, ~~sexual orientation,~~ or gender identity, or expression are prohibited within the district. It is the responsibility of each school, the District and all staff to ensure that all students, including transgender and gender-expansive ~~non-conforming~~ students, have a safe school environment. The scope of this responsibility includes ensuring that any incident of discrimination or harassment is given immediate attention and/or reported to **the person designated as the primary contact relating to transgender or gender expansive students. The primary contact will communicate** with the district's Civil Rights Compliance Coordinator.

Complaints alleging discrimination or harassment based on a person's actual or perceived gender identity or expression are to be taken seriously and handled in the same manner as other discrimination and/or harassment complaints. This includes investigating the incident and taking age and developmentally-appropriate corrective action. Anyone may file a complaint alleging a violation of this policy using the complaint process outlined in the district's Nondiscrimination Procedure 3210P.

The district will share this policy and procedure with students, parents/guardians, employees, and volunteers.

ADOPTED: 4.7.14

REVISED: 11.14.14 (Board Communication)

Student Immunizations and Life-Threatening Health Conditions Policy 3413

Immunizations

In order to safeguard the school community from the spread of certain communicable diseases and in recognition that prevention is a means of combating the spread of disease, the board requires a student to present evidence of his/her having been immunized against the following diseases as **required by 28A.210 RCW and the Washington State Board of Health 246.105 WAC**. recommended by the State Board of Health: diphtheria, pertussis (whooping cough), tetanus, poliomyelitis, measles, rubella, mumps, hepatitis B, and varicella (chicken pox) for children under thirteen years of age. A student satisfies the measles requirement upon a physician's verification that the student has had measles (rubeola).

Exemptions from Immunization

The district will allow for exemptions from immunization requirements only as allowed for by **RCW 28A.210.090 and WAC 246-105-050**.

Meningococcal Immunizations Information Distribution

The district will provide parents and guardians of students in sixth grade and above with information about meningococcal disease at the beginning of every school year. The information will address the characteristics of the disease; where to find additional information about the disease; vaccinations for children; and current recommendations from the Centers for Disease Control and Prevention regarding receiving the vaccine.

Meningococcal Disease, Human Papillomavirus Virus Disease and Vaccine Information Distribution

At the beginning of every school year, from sixth through twelfth grade the district will provide parents and guardians with information, provided by the state Department of Health about **meningococcal disease**, human papilloma virus (HPV) disease and **their** its vaccines.

The information will include the causes and symptoms of **meningococcal disease**, human papilloma virus, how the diseases **is are** spread, the places where parents and guardians may obtain additional information and vaccinations for their children and current recommendations from the **United States Centers for Disease Control Prevention** regarding the vaccines.

Life-Threatening Health Conditions

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order **from a Licensed Healthcare Provider (LHP)** addressing the condition. A life threatening health condition means a condition that will put the child in danger of death during the school day if a medication **and or** treatment order, providing authority to a registered nurse, and nursing plan are not in place. Following submission of the medication or treatment order, **the registered nurse will develop the nursing care plan**. a nursing plan will be developed.

Students who have a life-threatening health condition and no medication or treatment order presented to the school shall be excluded from school, to the extent that the district can do so consistent with federal requirements for students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, and according to the following due process requirements in [School District Procedure 3413P](#).

- ~~A. Written notice to the parents, guardians or persons in loco parentis delivered to the parents, guardians or persons in loco parentis in person or by certified mail.~~
- ~~B. Notice of the applicable laws, including a copy of the laws and rules.~~
- ~~C. The order that the student will be excluded from school immediately and until a medication or treatment order is presented.~~
- ~~D. Describe the rights of the parents and/or guardians and student to a hearing, the hearing process and explain that the exclusion continues until the medication or treatment plan is presented or the hearing officer determines that the student should no longer be excluded from school.~~
- ~~E. If the parents request a hearing, the district will schedule one within three school days of receiving the request, unless more time is requested by the parents.~~
- ~~F. The hearing process will be consistent with the procedures established for disciplinary cases pursuant to Chapter 180-40 WAC.~~

Exclusion from School

The district will exclude students as required in RCW [28A.210.120](#) from further presence at the school who are out of compliance with the immunization requirements and students with a life-threatening health condition as required in WAC 392-380-045 WAC who do not have a medication or treatment order in place. The superintendent will adopt procedures necessary to implement this policy.

Cross References:	Policy 2100	Educational Opportunities for Military Children
	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities Under Section 504
	Policy 3115	Students Experiencing Homelessness- Enrollment Rights and Services
	Policy 3241	Student Discipline
	Policy 3416	Medication at School
Legal References:	RCW 28A.210	Health Screenings and requirements
	Ch. 101, Laws of 2002	Children with Life-Threatening Health Conditions
	WAC 180-38-040-065	Immunization and Life-Threatening Health Conditions
	WAC 246-105	Immunization of child care and school children against certain vaccine-preventable diseases
	WAC 392-182	Student - Health records
	WAC 392-380	Public School Pupils – Immunization requirements and life-threatening health condition

Management
Resources:

Policy & legal News:

October 2002

June 2005

April 2006

August 2007

June 2011

August 2001

August 2012

August 2018

May 2020

Adopted: 5.08.06

Revised: 2.06.12

Student Immunization and Life-Threatening Health Conditions Procedure 3413P

REQUIRED IMMUNIZATION DOCUMENTATION

Immediately upon enrollment in the district, the student's parent or legal guardian must provide proof of the required immunizations as specified by the Washington Department of Health with a completed Certificate of Immunization Status (CIS) form approved by the Department of Health, and/or an exemption with a completed Certificate of Exemption (COE) form approved by the Washington Department of Health. The student cannot start attending school until the completed CIS and/or COE is on file at the school or the Conditional Immunization Status conditions have been met. Students experiencing homelessness, including migratory and refugee children and children in out-of-home (foster) care, who have not provided the required documentation will be allowed to enroll, attend classes, and participate fully, despite being out of compliance with immunization requirements.

The CIS and/or COE will be a part of the student's permanent record. The district will provide access to immunization records of each student enrolled to agents of the state or local health department. The district will return the CIS and/or COE or a legible copy to the parent or legal guardian if the child is withdrawn or transferred from the district. The district may not withhold the CIS and/or COE for any reasons, including nonpayment of school fees.

CERTIFICATE OF IMMUNIZATION

~~Immediately upon enrollment in the district a Certificate of Immunization Status (CIS), distributed by the Washington Department of Health will be completed by the student's parent or legal guardian. The certificate will be made a part of the student's permanent record.~~

~~If, by the student's first day of enrollment, a student does not have documentation for receipt of any or all of the required immunizations, he/she will submit evidence of the initiation of an immunization schedule and will be placed in a "conditional" status category. Students may attend under conditional status for a limited time. The parent or guardian must provide, within thirty (30) days of the student's first day of attendance, any missing immunization(s) and/or provide documentation needed to complete the CIS. If a student needs additional doses to complete a vaccine series, he/she will remain in conditional status for a maximum of thirty (30) days after the next dose is due until the series is complete. Failure to submit documentation within these timelines will be sufficient cause to exclude the student from school.~~

School staff may verify that the student's immunizations are complete in the WA Immunization Information System (IIS), in this situation a CIS is not required to be on file. School staff will document this verification in the student's cumulative school record. If the immunizations are not complete in the IIS the immunization status of students must be documented on a completed CIS form.

Language if the district is not actively using the IIS School Module:

The immunization status of all students must be documented on a completed CIS form.

All immunization information documented on a CIS by new enrollees starting school on or after August 1, 2020 must be medically verified. A CIS printed from the Washington Immunization Information System

(IIS) with immunization information prepopulated is considered medically verified by the IIS. A hardcopy CIS completed by the parent or legal guardian must be verified as accurate by either a health care provider signature or by a school administrator, school nurse or designee's signature after verifying that the information on the CIS is accurate when compared to medical immunization records attached to the CIS.

For currently enrolled students all new immunization documentation submitted on or after August 1, 2020 must be on a medical immunization record. School staff may use the information on the medical immunization record to update the student's existing CIS on file. A district school nurse or their delegate, with parent or legal guardian permission, may use the information on the medical immunization record to update the student's immunization information in the IIS.

CONDITIONAL IMMUNIZATION STATUS ATTENDANCE

If by a student's first day of attendance the student does not have documentation of all of the required immunizations the student may be permitted to start school in a temporary "conditional immunization status" provided that the student has received all of the immunizations that he/she is eligible to receive and is waiting for the recommended date of the next vaccine dose according to the national immunization catch-up schedule. The parent or legal guardian must sign the CIS acknowledging the conditional status rules and times lines that follow. Once the next dose comes due the student can remain in conditional status for thirty (30) calendar days to have time to turn in the required documentation. If additional vaccines are needed conditional status continues in a similar manner until all of the vaccine series are complete. If the thirty (30) calendar day period expires and documentation has not been given to the school the student will be excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

EXEMPTIONS FROM IMMUNIZATIONS

~~Any and all exemptions will be processed and recorded on a Certificate of Exemption (COE) as distributed by the Washington Department of Health.~~

~~The district will grant exemptions from one or more vaccines will be granted for medical reason upon certification by a physician that there is a medical reason for not administering the vaccine.~~

~~The district will grant exemptions for religious reasons upon the parent/legal guardian's submission of a COE as follows. If a COE states the parent/legal guardian is a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a LHP, the LHP signature on the COA is not required. If the COE claims a religious reason, but does not state that the parent/legal guardian is a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a LHP, the LHP signature on the COA is required.~~

~~With the exception of the measles, mumps, and rubella vaccine, the district will grant exemptions for philosophical or personal reasons upon the parent/legal guardian's submission of a COE, signed by an LHP, stating that the parent/guardian has a philosophical or personal objection to the immunization of a child and the LHP provided the parent/guardian with information about the benefits and risks of immunization. The district will not grant an exemption for philosophical or personal reasons from the measles, mumps,~~

and rubella vaccine. The LHP may sign the form any time prior to the district's enrollment of the child. The district will accept a photocopy of the signed form or a letter from the LHP in lieu of the original form.

The district will mark the permanent file of students who have exemptions for easy identification should the local department of health order that exempted students be excluded from school temporarily during an outbreak or an epidemic.

If the district does not receive proof of immunization status on a CIS or a COE upon the student's enrollment in school, the principal or designee will provide written notice to the parents/guardians informing them of:

1. The immunization requirements;
2. The potential that the student will be denied attendance unless documentation needed to complete the CIS or COE is provided within thirty (30) calendar days of the student's first day of attendance;
3. The procedural due process rights; and
4. The immunization services available.

Any and all exemptions will be processed and recorded on a Certificate of Exemption (COE) form approved by the Washington Department of Health (DOH). All exemptions requested on a COE must be signed by the parent or legal guardian. Additionally, with the exception of a religious membership exemption, all COE forms presented on or after July 22, 2011, must also have the signature of a health care practitioner (HCP) saying they have given the parent or guardian information about the benefits and risks of immunizations. The form may be signed by a HCP at any time prior to the enrollment of the child in a school. Photocopies of the signed form or a letter from the HCP referencing the child's name shall be accepted in lieu of the original form. Such a letter should be attached to the COE signed by the parent or legal guardian. Only a health care practitioner who is a physician (MD), physician assistant (PA), osteopath (DO), naturopath (ND), or advanced registered nurse practitioner (ARNP) licensed in Washington State may sign the COE.

The district will grant medical exemptions from one or more of the required immunizations if the HCP indicates on the COE that in their opinion the vaccine is not advisable for the student. If the HCP indicates the medical exemption is temporary an expiration date must be documented on the COE.

When a temporary medical exemption expires the student can attend school in "conditional immunization status" for thirty (30) calendar days to get the missing immunization or another exemption. If the thirty (30) calendar day period expires and documentation has not been given to the school, the student will be excluded from further attendance. Valid documentation includes medical records showing vaccination, evidence of immunity to the disease in question, or a completed Certificate of Exemption (COE) form.

The district will grant religious exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious exemption section of the COE

The district will grant religious membership exemptions from one or more of the required immunizations if the parent or legal guardian completes the religious membership section of the COE and signs affirming they are a member in a religious body or church with beliefs or teachings that preclude a child from receiving medical treatment from a HCP. The HCP signature is not required for a religious membership exemption.

The district will grant personal/philosophical exemptions from one or more of the required immunizations, except measles, mumps or rubella, if the parent completes the personal/philosophical exemption section on the COE. The district will not grant an exemption for philosophical or personal reasons from the measles, mumps, or rubella immunization requirements.

EXCLUSION FROM SCHOOL

~~Following proper notification, the school will exclude the student for noncompliance with the immunization laws subject to the appeal process procedures for student expulsions (Policy 3241). Parents have a right to a hearing, provided they notify the school within three (3) days after receiving the exclusion order from the school principal. If the parent requests a hearing, the district notify in writing the parent or guardian and school principal of the time and place for the hearing and will present the case to a hearing officer appointed by the superintendent.~~

The school principal will exclude students from further attendance who are out of compliance with the immunization requirements as required in RCW 28A.210.120.

When excluding students, the school will provide written notification as required in WAC 392-380-050. Written notification will:

- Order that the student is excluded immediately, and
- Be delivered in person or by certified mail, and
- Be in the parent's native language if possible, and
- Include a copy of the applicable laws and rules (RCW 28A.210.010-160, 246-105 WAC, and 392-182 WAC sections 005, 020, 045, 050, 080), and
- Provide information regarding immunization services available through local health or other public agencies, and
- Include notice that the parent/legal guardian and student has a right to a hearing provided they notify the school within three (3) days after receiving the exclusion order from the school principal, and
- Describe the hearing process, and
- Explain that the exclusion continues until either the required immunization documentation, or a completed Certificate of Exemption form is turned in to the school, or a hearing officer determines that the student is no longer excluded from school.

If the parent requests a hearing, the district will notify in writing the parent or guardian and school principal of the time and place for the hearing and will present the case to a hearing officer appointed by the superintendent

LIST OF STUDENTS NOT FULLY IMMUNIZED

The district will keep or be able to produce within twenty-four hours a current list of children who are not fully immunized. This list must be transmitted to the local health department upon request. The local health officer may use this list for easy identification of students to be excluded from school temporarily during a disease outbreak.

ADOPTED: 2.6.12

REVISED: 5.20.13 | 11.4.19 Board Communication

Superintendent Update