



WHITE SALMON VALLEY SCHOOLS

KEY TO THE FUTURE

Dr. Jerry Lewis, Superintendent
District Office
P.O. Box 157
White Salmon, WA 98672
(509) 493-1500
FAX No. (509) 493-2275

Board Meeting Agenda

Remote Location-join with the following ZOOM link:

<https://us02web.zoom.us/j/87814588873>

September 24, 2020

7:00 p.m.

1. Call to order
2. Flag salute
3. Additions/deletions to agenda:
4. Adoption of agenda
5. Consent agenda:
 - a. Minutes
 - b. Bills
6. Reports
 - a. Enrollment Report
 - b. District Instruction and Learning
 - c. Bond Projects Update
 - d. First Reading of Policies
 - i. Policy No. 2255: Alternative Learning Experience Courses
 - ii. Policy No. 3122: Excused and Unexcused Absences
 - iii. Policy No. 3120: Enrollment
 - iv. Policy No. 3510: Associated Student Bodies
 - v. Policy No. 4300: Limiting Immigration Enforcement in Schools
 - vi. Policy No. 6112: Rental or Lease of District Real Property
7. **Audience Comment: Comments are limited to 2 minutes per individual for a total of 10 minutes for all audience comments.**
8. Action items
 - a. Resolution No. 20/21-01: District Reopening – Suspension of Policy
 - b. K-6 Hybrid Planning
 - c. 2020 – 2021 District School Improvement Plans
 - d. 2020-2021 HCP Application
 - e. Resignations
 - f. New Hires

The regular meeting of the Board of Education, White Salmon Valley School District, Klickitat and Skamania Counties, White Salmon, WA was called to order at 7:00 p.m. Thursday, August 27, 2020 via a ZOOM public meeting per the Governor's proclamation 20-28 Open Public Meetings Act and Public Records Act. Present: Chairman Alan Reitz, Andrea VanSickle, Laurie Stanton, Paul Mosbrucker, William Gross, and Supt. Jerry Lewis, and guests.

Additions/Deletions to Agenda: None.

Andrea VanSickle moved to adopt the agenda. Seconded by Laurie Stanton. Carried.

Andrea VanSickle moved to accept the Consent Agenda, general fund bills including checks 51075 through 51160, totaling \$866.00, checks 51162 through 51243, totaling \$146,394.00, checks 51257 through 51267, totaling \$75,846.13, and checks 51268 through 51273 totaling \$12,694.64. ASB fund checks 51251 through 51254, totaling \$502.30. Capital Project checks 51161, totaling \$6,477.67, and checks 51244 through 51250, totaling \$534,534.52. Expendable Trust checks 51255 through 51256, totaling \$2,000.00. Electronic deposits to the Department of Revenue of \$155.19 and \$1,490.25. Payroll checks 51274 through 51305 including electronic deposits and payroll tax in the amount of \$1,129,127.63. Seconded by Laurie Stanton. Carried.

Audience Comments:

Audience comment was provided by Laurie Stanton.

Reports:

- a) **Start for the 2020-2021 School Year:** Dr Lewis updated the board about the year start preparations that have been happening throughout the summer. He shared that the teachers have been participating in professional development the last two days, and about the virtual school year kick-off. Brenda Hope, along with many staff liaisons have been working to connect with families and schedule conferences. Dr. Lewis shared the plan around moving K-6 into the hybrid model, and what that timeline will look like when given the go-ahead. The District "Welcome Back" video was shared with the board.
- b) **Bond Projects Update:** Dr. Lewis updated the board on the covered play area projects at Whitson and the Intermediate School/Henkle, the portables on the Columbia campus, and the Multi-Purpose facility. Dr. Lewis shared that Underwood Conservation District and partners are wanting to work with the district to enhance the land around the campus post construction. The board held discussion and asked questions.

Action Items:

- a) **Resolution No. (19/20-15): General Construction Contract- Multi-Purpose Facility:** Paul Mosbrucker moved to approve the resolution. Seconded by Andrea VanSickle. Carried.
- b) **Waive Senior Project and Service Hour Graduation Requirement for 2021:** William Gross moved to waive the requirements for the 2021 school year. Seconded by Laurie Stanton. Carried.
- c) **Board Approval to Apply for Bilingual Grant 2020-2021:** Laurie Stanton moved to approve the application. Seconded by Paul Mosbrucker. Carried.
- d) **Resignations/Leaves/ Retirements:** Andrea VanSickle moved to approve the resignation of Mona Miller, Food Service staff member. Seconded by William Gross. Carried.
- e) **New Hires:** None.

At 7:24 p.m. Chairman Reitz adjourned the meeting with a motion by Laurie Stanton, seconded by Andrea VanSickle. Carried.

The next regular board meeting will be at 7:00 p.m., Thursday, September 24, 2020 held remotely via ZOOM.

ATTEST:

Chairman

Secretary

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

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

Sept 1 Beginning Cash and Investment Balance

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

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES</u>						
1000 LOCAL TAXES	2,502,753	15,445.98	2,467,193.24		35,559.76	98.58
2000 LOCAL SUPPORT NONTAX	491,842	21,225.85	492,552.72		710.72-	100.14
3000 STATE, GENERAL PURPOSE	11,025,793	1,061,503.55	10,756,765.69		269,027.31	97.56
4000 STATE, SPECIAL PURPOSE	3,435,238	222,491.75	3,113,390.24		321,847.76	90.63
5000 FEDERAL, GENERAL PURPOSE	15,000	.00	7,402.31		7,597.69	49.35
6000 FEDERAL, SPECIAL PURPOSE	1,098,387	93,031.72	926,126.73		172,260.27	84.32
7000 REVENUES FR OTH SCH DIST	0	.00	.00		.00	0.00
8000 OTHER AGENCIES AND ASSOCIATES	115,500	142.00	113,676.12		1,823.88	98.42
9000 OTHER FINANCING SOURCES	1,000	907.00	9,907.00		8,907.00-	990.70
<u>B. Total REVENUES</u>	18,685,513	1,414,747.85	17,887,014.05		798,498.95	95.73

C. Beginning Net Cash and Investments Plus Revenues (A+B) 20,502,696.60 **

EXPENDITURES

00 Regular Instruction	10,396,830	869,249.98	10,063,760.75	194,595.09	138,474.16	98.67
10 Federal Stimulus	0	.00	.00	0.00	.00	0.00
20 Special Ed Instruction	2,234,362	99,804.86	1,885,635.05	0.00	348,726.95	84.39
30 Voc. Ed Instruction	495,346	36,086.06	480,196.10	2,646.38	12,503.52	97.48
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	1,473,865	124,927.98	1,374,113.70	9,591.61	90,159.69	93.88
70 Other Instructional Pgms	924,763	15,925.74	179,483.48	535.00	744,744.52	19.47
80 Community Services	115,622	16,406.95	95,216.66	0.00	20,405.34	82.35
90 Support Services	3,698,935	293,194.90	3,659,787.60	38,605.63	541.77	99.99
<u>D. Total EXPENDITURES</u>	19,339,723	1,455,596.47	17,738,193.34	245,973.71	1,355,555.95	92.99

Current Cash and Investments

G/L 200 IMPREST FUNDS	5,000.00
G/L 230 CASH ON HAND	6,960.36
G/L 240 CASH ON DEPOSIT CTY TREAS	892,508.31
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	2,615,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	839,436.19-
	2,680,032.48 *

Ending Net Cash and Investments 2,764,503.26 **

Adjustments 84,470.78-

Total Ending Cash & Investments & Adjustments 2,680,032.48 **

Net Change in Cash Since Sept 1 64,349.93

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

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

Sept 1 Beginning Cash and Investment Balance

G/L 200 Imprest Cash	.00	
G/L 230 CASH ON HAND	.00	
G/L 240 CASH ON DEPOSIT CTY TREAS	7,014,893.50	
G/L 250 Cash with Fiscal Agent	.00	
G/L 450 INVESTMENTS	394,000.00	
G/L 451 Investment/Cash With Trustee	.00	
Subtotal - Cash and Investments	7,408,893.50	*
G/L 241 WARRANTS OUTSTANDING	24,880.94-	
A. Net Beginning Cash and Investments	7,384,012.56	**

<u>REVENUES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	22,766.28		22,766.28-	0.00
2000 Local Support Nontax	141,640	21,430.00	234,966.60		93,326.60-	165.89
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
7000 Revenues Fr Oth Sch Dist	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
B. Total REVENUES	141,640	21,430.00	257,732.88		116,092.88-	181.96

C. Beginning Net Cash and Investments Plus Revenues (A+B) **7,641,745.44** ******

EXPENDITURES

10 Sites	1,040,391	26,482.50	665,922.36	26,257.93	348,210.71	66.53
20 Buildings	4,992,066	514,529.69	1,095,183.14	424,497.17	3,472,385.69	30.44
30 Equipment	0	.00	136,355.29	0.00	136,355.29-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	297,383	.00	55,510.37	0.00	241,872.63	18.67
90 Debt	0	.00	.00	0.00	.00	0.00
D. Total EXPENDITURES	6,329,840	541,012.19	1,952,971.16	450,755.10	3,926,113.74	37.97

Current Cash and Investments

G/L 200 Imprest Cash	.00
G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	870,308.80
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	5,353,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	534,534.52-
	5,688,774.28 *

Ending Net Cash and Investments **5,688,774.28** ******

Adjustments .00

Total Ending Cash & Investments & Adjustments **5,688,774.28** ******

Net Change in Cash Since Sept 1 **1,695,238.28-**

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

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

Sept 1 Beginning Cash and Investment Balance

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

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>REVENUES</u>						
1000 Local Taxes	460,406	2,476.87	426,979.71		33,426.29	92.74
2000 Local Support Nontax	2,851	43.39	3,230.53		379.53-	113.31
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
 B. <u>Total REVENUES</u>	 463,257	 2,520.26	 430,210.24		 33,046.76	 92.87

C. Beginning Net Cash and Investments Plus Revenues (A+B) 812,924.15 **

EXPENDITURES

11 Matured Bond Expenditures	420,000	.00	420,000.00	0.00	.00	100.00
21 Interest On Bonds	239,499	.00	204,303.48	0.00	35,195.52	85.30
31 Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
41 Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
51 Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
61 Underwriter's Fees	10,000	.00	.00	0.00	10,000.00	0.00
 D. <u>Total EXPENDITURES</u>	 669,499	 .00	 624,303.48	 0.00	 45,195.52	 93.25

Current Cash and Investments

G/L 230 -- NEW ACCOUNT --	.00
G/L 240 CASH ON DEPOSIT CTY TREAS	3,620.67
G/L 250 CASH WITH FISCAL AGENT	.00
G/L 450 INVESTMENTS	185,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 Warrants Outstanding	.00
	188,620.67 *

Ending Net Cash and Investments 188,620.67 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 188,620.67 **

Net Change in Cash Since Sept 1 194,093.24-

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

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

Sept 1 Beginning Cash and Investment Balance

G/L 200 IMPREST FUNDS	7,300.00	
G/L 230 CASH ON HAND	2,918.34	
G/L 240 CASH ON DEPOSIT CTY TREAS	15,205.30	
G/L 450 INVESTMENTS	124,000.00	
Subtotal - Cash and Investments	149,423.64	*
G/L 241 WARRANTS OUTSTANDING	10,579.53-	
 A. <u>Net Beginning Cash and Investments</u>	 138,844.11	 **

REVENUES AND OTHER FIN. SOURCES	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
1000 General Student Body	126,600	647.69	22,045.37		104,554.63	17.41
2000 Athletics	166,900	115.00	39,789.15		127,110.85	23.84
3000 Classes	34,000	.00	2,078.29		31,921.71	6.11
4000 Clubs	100,500	300.00	23,555.81		76,944.19	23.44
6000 Private Moneys	6,500	.00	149.00		6,351.00	2.29
 B. <u>Total REVENUES</u>	 434,500	 1,062.69	 87,617.62		 346,882.38	 20.17

C. Beginning Net Cash and Investments Plus Revenues (A+B) 226,461.73 **

EXPENDITURES

1000 General Student Body	102,600	78.93	17,026.99	0.00	85,573.01	16.60
2000 Athletics	156,800	.00	39,482.77	0.00	117,317.23	25.18
3000 Classes	21,500	.00	3,489.83	0.00	18,010.17	16.23
4000 Clubs	99,500	423.37	25,543.33	0.00	73,956.67	25.67
6000 Private Moneys	7,500	.00	.00	0.00	7,500.00	0.00
 D. <u>Total EXPENDITURES</u>	 387,900	 502.30	 85,542.92	 0.00	 302,357.08	 22.05

Current Cash and Investments

G/L 200 IMPREST FUNDS	7,300.00
G/L 230 CASH ON HAND	153.96
G/L 240 CASH ON DEPOSIT CTY TREAS	3,589.57
G/L 450 INVESTMENTS	124,000.00
G/L 241 WARRANTS OUTSTANDING	515.30-
	134,528.23 *

Ending Net Cash and Investments 140,918.81 **

Adjustments 6,390.58-

Total Ending Cash & Investments & Adjustments 134,528.23 **

Net Change in Cash Since Sept 1 4,315.88-

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

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

Sept 1 Beginning Cash and Investment Balance

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

<u>REVENUES AND OTHER FIN. SOURCES</u>	<u>ANNUAL BUDGET</u>	<u>ACTUAL FOR MONTH</u>	<u>ACTUAL FOR YEAR</u>	<u>ENCUMBRANCES</u>	<u>BALANCE</u>	<u>PERCENT</u>
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	3,500	85.72	4,260.58		760.58-	121.73
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	81,243	80,924.37	80,924.37		318.63	99.61
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
From the General Fund	0	.00	.00		.00	0.00
B. Total REVENUES	84,743	81,010.09	85,184.95		441.95-	100.52

C. Beginning Net Cash and Investments Plus Revenues (A+B) 424,390.84 **

EXPENDITURES

Type 30 Equipment	350,000	.00	.00	0.00	350,000.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
D. Total EXPENDITURES	350,000	.00	.00	0.00	350,000.00	0.00

Current Cash and Investments

G/L 230 CASH ON HAND	.00
G/L 240 CASH ON DPT. CO. TREAS	1,390.84
G/L 250 Cash with Fiscal Agent	.00
G/L 450 INVESTMENTS	423,000.00
G/L 451 Investment/Cash With Trustee	.00
G/L 241 WARRANTS OUTSTANDING	.00
	424,390.84 *

Ending Net Cash and Investments 424,390.84 **

Adjustments .00

Total Ending Cash & Investments & Adjustments 424,390.84 **

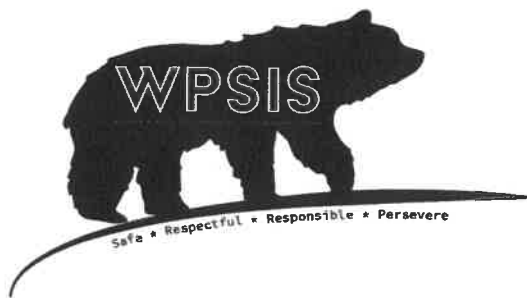
Net Change in Cash Since Sept 1 85,184.95

Hulan Whitson's September 2020 Board Report

It has been an incredible start to the school year in many of ways. It would not have happened without a tremendous effort on everyone's part. Staff worked throughout the summer on the Reopening Task Force and sub committees. They also participated in, created, and lead professional development in multiple areas in order to learn new skills and increase their expertise in delivering high quality instruction through our Distance Learning model. We checked out hundreds of Chromebooks, supported families as they initially signed on and got started, and continue to reach out to make sure that every student is engaged. Our teachers have worked tirelessly on developing, designing, and delivering lessons that fit into our new Learning Management System (Seesaw), and have overcome technology issues. They have had to rethink and recreated what they do in almost everyway. Their commitment and dedication has been outstanding, I thank them for all they have done so far this year.

Thank you Board for all of your support.

Go Cubs.



BRIAN FRASER, PRINCIPAL

PO Box 2550

White Salmon, WA 98672

(509) 493-4028

brian.fraser@whitesalmonschoools.org

Report to the School Board, October 2020
Wallace and Priscilla Stevenson Intermediate School

After a long summer of planning and preparation, Distance Learning at WPSIS is up and running. As with all complex processes, there were a number of hitches and glitches, but by and large things went as planned. The systems are working for most kids, and we are leveraging our building and community resources to help make sure that everyone has equal access to learning by making individual plans and accommodations.

Our next step is a continual process of reflecting and adjusting, while also planning for the next phase of re-opening. Below is some preliminary data collected from our first survey of kids, results are still coming in until Wednesday 9/23/20, but we do already have a large sample (120 kids) to pull from at the time of this report.

On Zoom meetings:

- 87% can get in and attend most of the time
- 8% struggle sometimes with connection issues
- 5% struggle due to a time conflict

Time spent on schoolwork each day

- 1-2 hours -21%
- 2-4 hours -38%
- 4-6 hours -24%
- 6-8 hours -16%
- 8 + hours -1%

Teacher videos are:

- Too long- 26%
- Just right- 14%
- Too short- 0%

Difficulty of figuring out online programs:

- No big deal- 42%
- Frustrating at first but okay now- 45%
- *there is an 'other' option for the rest with varying results

On how often they ask for help from a parent:

- Daily -24%
- Weekly -37%
- Rarely -19%
- *there is an 'other' option for the rest with varying results

I'll end with a quote from a student in the "anything else or any suggestions?" question"

"All of the teachers are nice, and distance learning is harder than normal learning I can barely talk to my friend because we cant talk to each other on zoom I email some but can barely keep in touch for a week, my friends I email never respond, and when I come to google classroom I get hit with like 4 assignments even though I have time to do them I get stress, its like base ball I can hit one ball at a time when im ready but I cant get multiple balls thrown at me when I first touch the bat. Over all distance learning is a 6/10 could be better but its not hard to live with and you can learn how to get used to it and enjoy it.

We'll continue to strive for better than 6/10, and this data will help us get there.

Go Kodiaks!

Henkle Middle School September Board Report

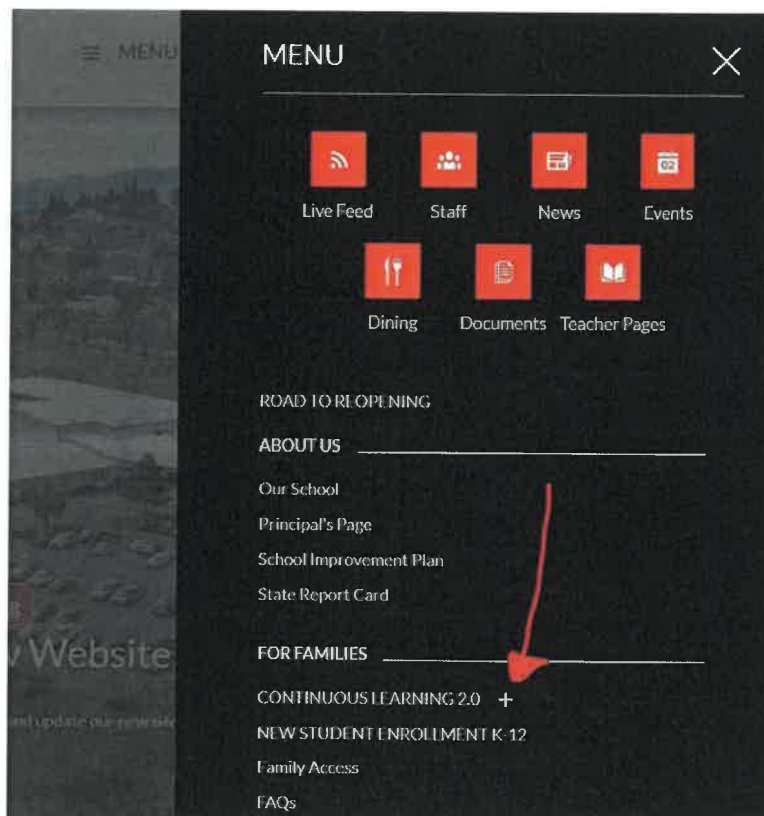
Greetings WSVSD Board Members,

[Mrs. Ortega's Video!](#)

Distance Learning

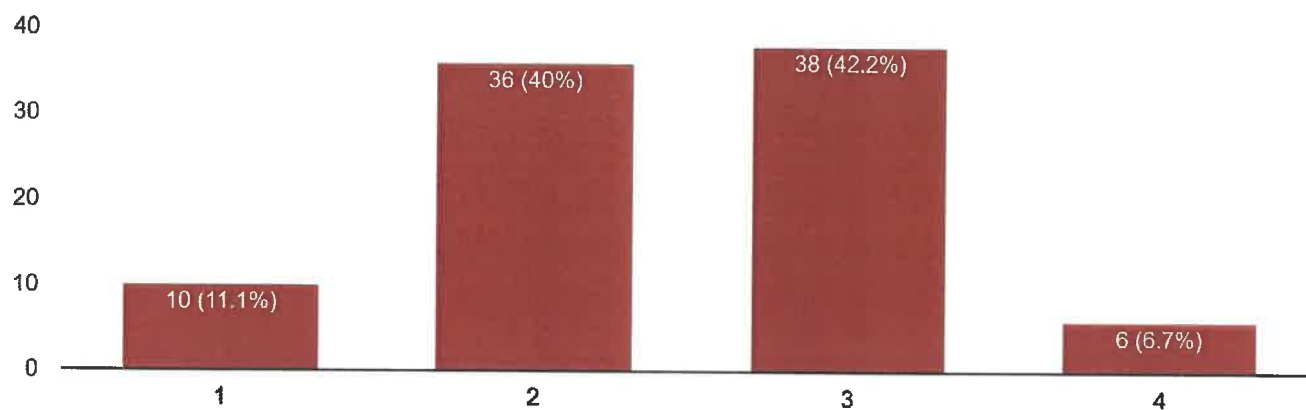
- ◆ Online Newspaper [Link](#)
 - 25 students signed up
 - Meeting Weekly for 30 minutes via zoom
- ◆ Book Truck
 - Coming Back this Fall - click [here](#)
 - Amy Sacquety has facilitated this process to make this happen again!
- ◆ Student Survey
 - See [graphs](#) below
 - We also received feedback on school spirit ideas and additional comments/feedback
- ◆ School Spirit
 - Next Thursday - Color Wars, Schoolwide Assembly and Kahoot!
- ◆ Weekly Communication
 - [Week At A Glance](#)
 - Shared via text, app, email, and website every Friday @ 3pm
- ◆ Website
 - Continuous Learning 2.0
 - Latest News

Go Grizzlies,
Haley Ortega



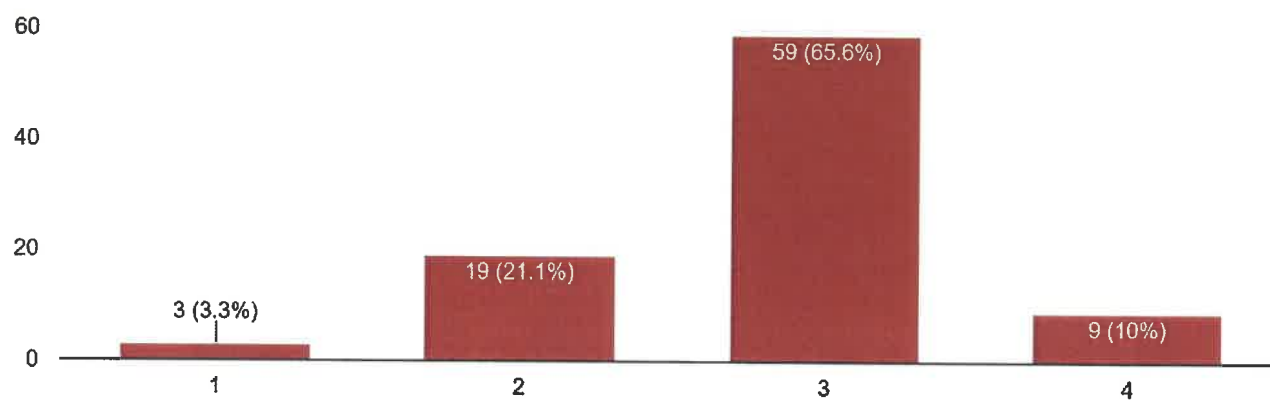
How was the overall first week back?

90 responses



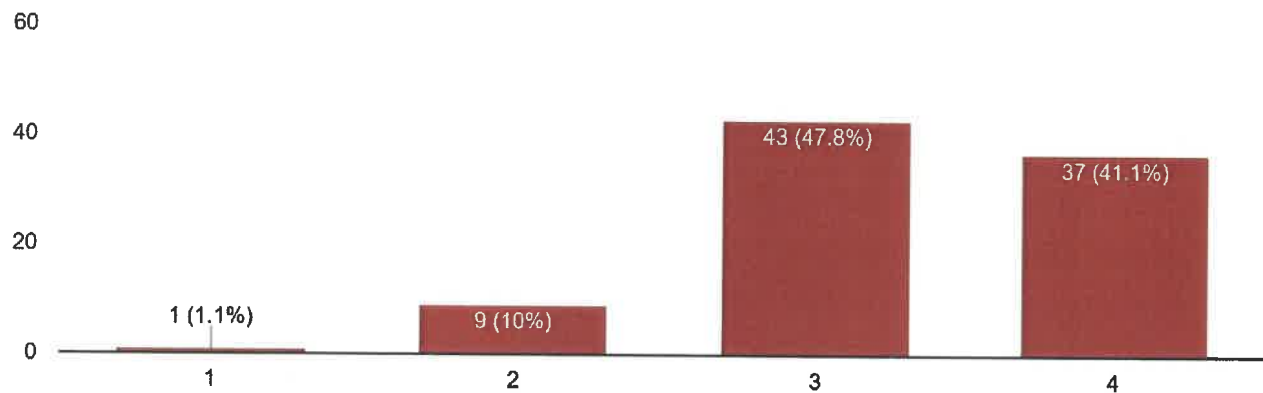
How are your Zoom Sessions going?

90 responses



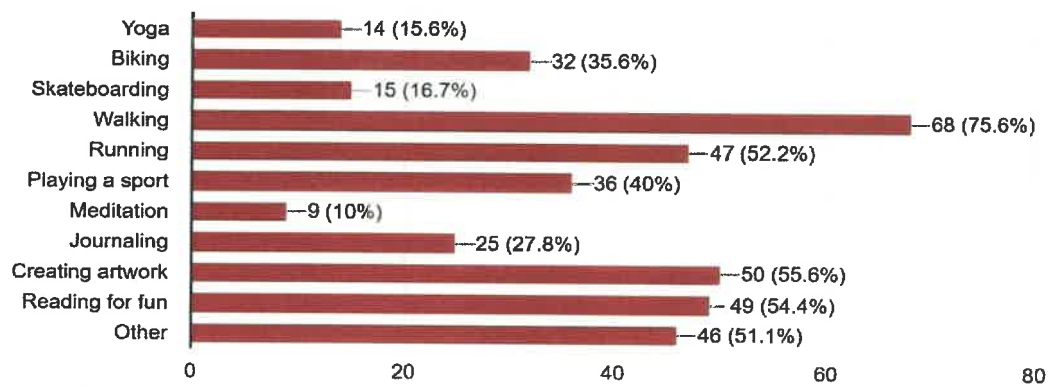
How situated are you with your computer and home setup?

90 responses



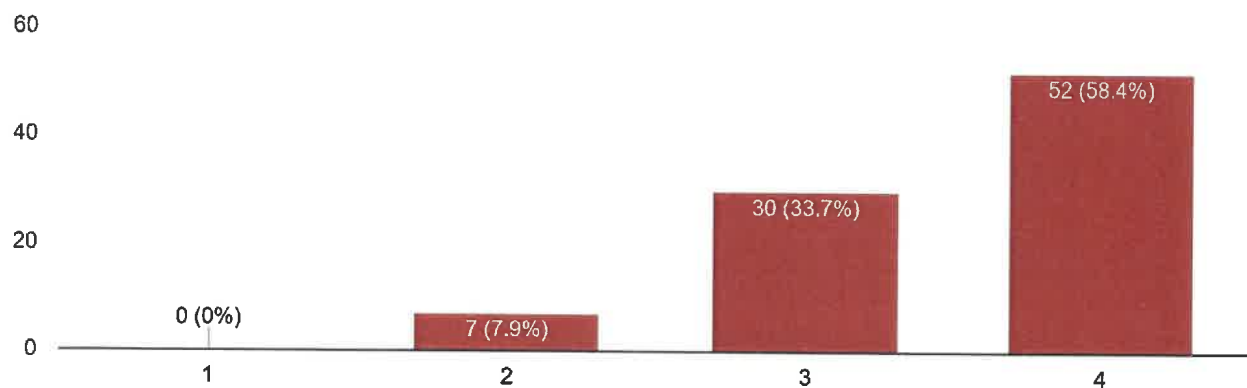
Check all of the Healthy Activities you participated in this week.

90 responses



How comfortable are you with navigating Google Classroom?

89 responses



Columbia High School



School Board Report 9/24/20
By Craig McKee & Brian Morris

I want to thank our staff and community for everything they are doing to help our students to be successful. This school year has just started, and we are not only dealing with COVID but now we are dealing with all the smoke. Through all the adversity, we are working hard to engage all students. Our staff not only conferenced with families at the beginning of the year, but they are reaching out to families through phone calls, emails, and Google classroom to make sure students are engaged. Brian and I have started to visit our students and parents to deliver homework and increase engagement. I can't wait for students to come back to the building. CHS is keeping our early release Professional Learning Community schedule on Wednesdays at 2:00 p.m. Staff have chosen their group selected projects and provided their goals below.

Professional Learning Communities

- Book Study, *Girls On The Edge*, by Leonard Sax
 - Goal: Engage in productive, meaningful conversations about how his ideas might impact teaching and learning at Columbia High School
- Connections Group
 - This Teacher-selected PLC group was created to build and maintain connections at CHS amongst students, staff, administration, parents, and community. Our goal is to educate our school and local community by introducing members of our community in a different light. Topics will include the "Bruin Minute," a spotlight on current Seniors, "Paws and Claws," an interview with a staff and/or administration member, and "Fishin' for Info," where we select Freshmen-Junior students at random to answer an underlying question.
- Tech Lead PLC
 - Goals: We will focus on researching, exploring, & sharing best practices & strategies for technology use to improve distance learning and face-to-face instruction. This group will also look at tech tools through the lens of different content areas.
 - Topics we may want to cover:
 - Inbox managing -- behind the scenes
 - How are you presenting your asynchronous learning: Hyperdoc/Student organization -- lesson planning
 - Zoom structure -- interactivity
 - Strategies for encouraging kids to keep their cameras on
 - How to use the chat effectively?
 - Classroom management and engagement tracking/encourage
 - Zoom management
- Social Emotional Learning/Sources of Strength/Circles of Support
 - Goals
 - Build resilience
 - Build coping skills
 - Have Quiz on Fridays with subject area and personalized questions
 - Entrance and exit tickets and breakout rooms throughout the week learn one thing about a classmate
 - Project Based Learning in Advisory

Board Report for September 2020

Welcome to the 2020-2021 school year; it is certainly starting like no other year I recall. Good grief! I hope this report finds you all healthy even if a bit stir-crazy from the terrible wildfire smoke. I was just reviewing the normal info I typically include in the board reports for September. Wow, does it look different this year! Our special education count as of today is 173 for the district. This time last year we were at 211. So we are definitely experiencing a reduction in enrollment. This reduction is fairly even through the buildings with the exception of preschool. Our numbers are down over 70% for normal enrollment right now which, as you can imagine, has me greatly concerned about our childfind obligations and the idea that our prime window to deliver interventions is not being taken advantage of by families in our community.

Staff are hard at work engaging students in our new virtual world. We are planning to see our first students LIVE on campus beginning next week. We have identified a few of our most vulnerable students who are unable to benefit from virtual services given the nature of their disabilities. It has been a considerable effort to get safety plans in place and procure the appropriate PPE for these students as their unique needs exceed the PPE protections of the gear we have readily available.

This is the first fall ever that I have no new staff to introduce to you all. We have been able to avoid any reduction in certified staff members, but we have reduced our para professional service hours. As you know, our funding model and flow through look extremely different compared to last year spring, and with reductions in enrollment comes reductions of staff. Our para professional staff are able to benefit from the WorkShare program offered as a result of COVID. I am hoping to be able to bring them back to full time status as soon as we can.

This year also brings a bit different look to my role; I will be splitting my time evenly now between White Salmon's special education responsibilities and overseeing Special Education service delivery across the ESD. Nothing like having your finger in every pot, right? I am excited for another wonderful year in White Salmon. Thank you for all your support and please don't hesitate to call with any questions.

Thank you,

Janelle Tuttle, Director of Special Education ESD112

206-841-5811

Janelle.tuttle@esd112.org

September 18
Kitchen

We started the year under the NSLP (National School Lunch Program) for the first week, Then with the availability of waivers switched to the SSO (Seamless Summer), Under both programs we were doing one day a week pick up for 5 days of meals. Starting Monday September 21st, We will be going to daily meals available for pick-up and bus route delivery's.

There is only 4 of us working at this time. After we see what the numbers look like with the addition of the delivery's, We may need to bring one more back.

Kathy Brooks

Board Report
Transportation Department
September 2020

Things are beginning to ramp up here at the Transportation Department with the delivery of meals starting Monday, September 21st. Drivers have been in getting vehicle assignments, preparing the vehicles, and reviewing routes. Since not all drivers can come back for various reasons 2 routes have been combined to get meals out to all students. Loop/Rhine Village/Grape bus is combining with the Bingen/Rose bus. And the BZ/Apple bus is combining with the Gilmer/Duck bus. We will be using a combination of small buses and vans to start with. Drivers are excited to come back to work and see their students again. And I'm hearing from parents that children are excited to see their drivers.

The bus garage recently had Washington State Patrol summer inspection of not only the school's fleet but also the fleets of Lyle SD, Klickitat SD, Trout Lake SD, and Glenwood SD. This includes any vehicle that could be used to transport children and is a massive undertaking preparing that many vehicles. The inspections went very well and the mechanics are to be commended.

We look forward to students coming back to in person learning and are excited to provide them with safe, caring, and efficient transportation.

Alternative Learning Experience Courses

The board authorizes the creation of alternative learning experience (ALE) courses, as defined in the procedure which accompanies this policy.

The district will make available to students enrolled in an ALE courses educational opportunities designed to meet their individual needs. The district will comply with all program requirements necessary to count an ALE as a course of study and ensure state funding for ALE students.

ALE programs may include the following types of courses as defined in RCW 28A.232.010:

1. Online courses (*See Policy 2024, Online Learning*);
2. Remote courses; and
3. Site-based courses.

The board will adopt and annually review written policies authorizing ALE courses, including each ALE course and course provider. The policy must designate, by title, one or more school district official(s) responsible for overseeing the district's ALE courses.

The district establishes the following alternative courses(s) provided on site, remote, or online, as defined in [WAC 392-550-020](#):

(Insert ALE course name(s) and course provider(s))

The school district official(s) responsible for this (these) course(s) is/are:

(Insert the title(s) of the district's official(s))

Reporting Requirements

1. Annual Report to the Board of Directors

The school district official responsible for overseeing each ALE course will report at least annually to the board. This annual report will include at least the following:

1. Documentation of ALE student headcount and full-time equivalent enrollment claimed for basic education funding;
2. Identification of the overall ratio of certificated instructional staff to full-time equivalent students enrolled in each ALE course; the number of certificated staff in each ALE course;
3. A description of how the course supports the district's overall goals and objectives for student academic achievement; and

2. Monthly Report to the Superintendent of Public Instruction

The district must report monthly to the Superintendent of Public Instruction:

1. Accurate monthly headcount and full-time equivalent enrollment for students enrolled in alternative learning experiences; and
2. Information about the resident and serving districts of such students.

3. Regular Submissions to CEDARS

The district must report all required information to the office of superintendent of public instruction's Comprehensive Education Data and Research System under RCW 28A.300.500, including designating alternative learning experience courses as such when reporting course information to the Comprehensive Education Data and Research System.

4. Annual Report to the Superintendent of Public Instruction

The district must report annually to the Superintendent of Public Instruction:

1. the number of certificated instructional staff full-time equivalent assigned to each alternative learning experience program; and
2. enrollment of students (separately identified) where ALE instruction is provided entirely under contract pursuant to RCW 28A.150.305 and WAC 392-121-188.
3. the costs and purposes of any expenditures made to purchase or contract for instructional or co-curricular experiences and services that are included in an ALE written student learning plan, along with the substantially similar experiences or services made available to students enrolled in the district's regular instructional program.

Assessment Requirements:

All students enrolled in alternative learning experience courses or course work must be assessed at least annually, using, for full-time students, the state assessment for the student's grade level and using any other annual assessments required by the district.

Part-time students whose ALE enrollment is claimed as greater than 0.8 FTE in any one month through the January count date must be included by the district in any required state or federal accountability reporting for that school year. However, part-time students who are either receiving home-based instruction under [Chapter 28A.200, RCW](#) or who are enrolled in an approved private school under [Chapter 28A.195, RCW](#) are not required to participate in the assessments required under [Chapter 28A.655, RCW](#).

Students enrolled in nonresident district alternative learning experience courses or course work who are unable to participate in required annual state assessments at the nonresident district must have the opportunity to participate in such required annual state assessments at the district of physical residence, subject to that district's planned testing schedule. It is the responsibility of the nonresident enrolling district to establish a written agreement with the district of physical residence that facilitates all necessary coordination between the districts and with the student and, where appropriate, the student's parent(s) to fulfill this requirement. Such coordination may include:

- arranging for appropriate assessment materials;
- notifying the student of assessment administration schedules;
- arranging for the forwarding of completed assessment materials to the enrolling district for submission for scoring and reporting; and
- arranging for any allowable testing accommodations, and other steps as may be necessary.

The agreement may include rates and terms for payment of reasonable fees by the enrolling district to the district of physical residence to cover costs associated with planning for and administering the assessments to students not enrolled in the district of physical residence. Assessment results for students assessed according to these provisions must be included in the enrolling district's accountability measurements, and not in the district of physical residence's accountability measurements.

Valid Justification for Missed Contact

Valid justifications why a student may miss the weekly contact requirements of ALE for the purpose of truancy include those outlined in Excused absences WAC 392-401-020 and in policy 3122.

If the district has additional locally determined valid justifications unique to the ALE setting, list here:

Students who drop out of ALE courses

A school district offering or contracting to offer an alternative learning experience course to a nonresident student must inform the resident school district if the student un-enrolls from the course or is otherwise no longer enrolled.

Procedures

The superintendent is directed to develop procedures consistent with WAC chapter 392-550 to govern the administration of the district's ALE courses.

Cross References: 2020 - Course Design, Selection and Adoption of Instructional Materials
2024 - Online Learning
3122 - Excused and Unexcused Absences
3141 - Nonresident Students

Legal References: RCW 28A.150.305 Alternative educational service providers — Student eligibility.
RCW 28A.232.010 Alternative learning experience courses — Generally — Rules — Reports.
RCW 28A.250.050 Student access to online courses and online learning programs — Policies and procedures — Course credit — Dissemination of information — Development of local or regional online learning programs.
WAC 392-121-107 Definition-Course of study
WAC 392-550 Alternative learning experience requirements
WAC 392-121-188 Instruction provided under contract
WAC 392-137-230 Length of Acceptance
Chapter 28A.225 RCW Compulsory school attendance and admission

Management Resources: 2020 - August Issue
2018 - May Issue
2017 - April Issue
2014 - February Issue
2012 - October Issue
2011 - October Issue

Adoption Date:

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Revised Dates: **08.05; 10.11; 06.12; 10.12; 02.13; 02.14, 04.17; 05.18; 08.20**

Excused and Unexcused Absences

Definition of Absence -

Absence ~~Absence from in-person learning~~

WAC 392-401-015A states the definition of an absence:

1. A student is absent when they are:
 - a. Not physically present on school grounds; and
 - b. Not participating in the following activities at an approved location:
 - i. Instruction;
 - ii. Any instruction-related activity; or
 - iii. Any other district or school approved activity that is regulated by an instructional/academic accountability system, such as participation in district-sponsored sports.
2. ~~Students shall not be absent if:~~
 - a. ~~They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;~~
 - b. ~~Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and~~
 - c. ~~The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.~~
3. ~~A full day absence is when a student is absent for fifty percent or more of their scheduled day.~~
4. ~~A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.~~

~~A student shall be considered absent if they are on school grounds but not in their assigned setting.~~

Definition of absence from remote learning

(1) A student is absent from remote learning when the student is not participating in planned instructional activities on a scheduled remote learning day. (2) Evidence of student participation in remote learning may include, but is not limited to: (a) Daily logins to learning management systems; (b) Daily interactions with the teacher to acknowledge attendance (including messages, emails, phone calls or video chats); or (c) Evidence of participation in a task or assignment.

Excused and Unexcused Absences

Educators and administrators have a responsibility to monitor absences to determine if students and families need support. Students are expected to attend all assigned in-person classes each day or participate in all assigned remote instructional activities. Upon enrollment and at the beginning of each school year, the district shall inform students and their parents/guardians of this expectation, the benefits of regular school attendance, the consequences of truancy, the role and responsibility of the district in regard to truancy, and resources available to assist the student and their parents and guardians in correcting truancy. The district will also make this information available online and will take reasonable steps to ensure parents can request and receive such information in languages in which they are fluent. Parents will be required to date and acknowledge review of this information online or in writing.

Excused Absences

Regular school attendance is necessary for mastery of the educational program provided to students of the district. At times, students may be appropriately absent from class or not able to participate remotely from class. School staff will keep a record of absence and tardiness, including a record of excuse statements submitted by a parent/guardian, or in certain cases, students, to document a student's excused absences. The following principles will govern the development and administration of attendance procedures within the district:

A. ~~—A.~~The following are valid excuses for absences:

1. Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental, optometry, pregnancy, and in-patient or out-patient treatment for chemical dependency or mental health) for the student or person for whom the student is legally responsible;
2. Family emergency including, but not limited to, a death or illness in the family;
3. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
4. Court, judicial proceeding, court-ordered activity, or jury service;
5. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
6. State-recognized search and rescue activities consistent with RCW 28A.225.055;
7. Absence directly related to the student's homeless or foster care/dependency status;
8. Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
9. Absences due to suspensions, expulsions or emergency expulsions imposed pursuant to chapter 392-400 WAC if the student is not receiving educational services and is not enrolled in qualifying "course of study" activities as defined in WAC 392-121-107;
10. Absences due to student safety concerns, including absences related to threats, assaults, or bullying;
11. Absences due to a student's migrant status; and
12. An approved activity that is consistent with district policy and is mutually agreed upon by the principal or designee and a parent, guardian, or emancipated youth.
13. Absences related to the student's illness, health condition, or medical appointments due to COVID-19;
14. Absences related to caring for a family member who has an illness, health condition, or medical appointment due to COVID-19;
15. Absences related to the student's employment or other family obligations during regularly scheduled school hours that are temporarily necessary due to COVID-19 until other arrangements can be made, including placement in a more flexible education program;
16. Absences due to the student's parent's work schedule or other obligations during regularly scheduled school hours, until other arrangements can be made;
17. Absences due to the student's lack of necessary instructional tools, including internet broadband access or connectivity; and
18. Other COVID-19 related circumstances as determined between school and parent or emancipated youth.

A school principal or designee has the authority to determine if an absence meets the above criteria for an excused absence. Districts may define additional categories or criteria for excused absences.

1. If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher; where reasonable, if a student misses a participation-type class, they can request an alternative assignment that aligns with the learning goals of the activity missed.
2. An excused absence will be verified by a parent/guardian or an adult, emancipated or appropriately aged student, or school authority responsible for the absence. If attendance is taken electronically, either for a course conducted online or for students physically within the district, an absence will default to unexcused until such time as an excused absence may be verified by a parent or other responsible adult. If a student is to be released for health care related to family planning or abortion, the student may require that the district keep the information confidential. Students thirteen and older have the right to keep information about drug, alcohol or mental health treatment confidential. Students fourteen and older have the same confidentiality rights regarding HIV and sexually transmitted diseases.
1. Except as provided in subsection (2) of this section, in the event that a child in elementary school is required to attend school under RCW 28A.225.010 or 28A.225.015(1) and has five or more excused absences in a single month during the current school year, or ten or more excused absences in the current school year, the school district shall schedule a conference or conferences with the parent and child at a time reasonably convenient for all persons included for the purpose of identifying the barriers to the child's regular attendance, and the supports and resources that may be made available to the family so that the child is able to regularly attend school. To satisfy the requirements of this section, the conference must include at least one school district employee such as a nurse, counselor, social worker, teacher, or community human services provider, except in those instances regarding the attendance of a child who has an individualized education program or a plan developed under section 504 of the rehabilitation act of 1973, in which case the reconvening of the team that created the program or plan is required.

This conference is not required if the school has received prior notice or a doctor's note has been provided and an academic plan put in place so that the child does not fall behind.

Unexcused Absences

1. Any absence from school for the majority of hours or periods in an average school day is unexcused unless it meets one of the criteria above for an excused absence.
 2. As a means of instilling values of responsibility and personal accountability, a student whose absence is not excused will experience the consequences of his/her absence. A student's grade may be affected if a graded activity or assignment occurs during the period of time when the student is absent.
 3. The school will notify a student's parent or guardian in writing or by telephone whenever the student has failed to attend school after one unexcused absence within any month during the current school year. The notification will include the potential consequences of additional unexcused absences. The school will make reasonable efforts to provide this information in a language the parent understands.
 4. The school will hold a conference with the parent or guardian after three unexcused absences within any month during the current school year. The conference will analyze the causes of the student's absences and develop a plan that identifies student, school, and family commitments to reduce the student's absences from school. If the parent does not attend the conference, the school official may still hold the conference with the student. However, the school will notify the parent of the steps the district has decided to take to eliminate or reduce the student's absences.
 5. Between the student's second and fifth unexcused absence, the school must take the following data-informed steps:
 - I. Middle and high school students will be administered the Washington Assessment of the Risks and Needs of Students (WARNS) or other assessment
 - II. These steps must include, where appropriate, providing an available approved best practice or research-based intervention, or both, consistent with the WARNS profile or other assessment, if an assessment was applied, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, providing appropriate vocational courses or work experience, referring the child to a community truancy board, requiring the child to attend an alternative school or program, or assisting the parent or child to obtain supplementary services that might eliminate or ameliorate the cause or causes for the absence from school.
 - III. For any child with an existing individualized education plan or 504 plan, these steps must include the convening of the child's individualized education plan or 504 plan team, including a behavior specialist or mental health specialist where appropriate, to consider the reasons for the absences. If necessary, and if consent from the parent is given, a functional behavior assessment to explore the function of the absence behavior shall be conducted and a detailed behavior plan completed. Time should be allowed for the behavior plan to be initiated and data tracked to determine progress.
- Not later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents that establishes school attendance requirements, refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.
1. If such action is not successful, the district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student no later than the seventh unexcused absence within any month during the current school year or upon the tenth unexcused absence during the current school year.

The superintendent will enforce the district's attendance policies and procedures. Because the full knowledge and cooperation of students and parents are necessary for the success of the policies and procedures, procedures will be disseminated broadly and made available to parents and students annually.

Unexcused absences from remote learning.

Absences from remote learning must be marked as a "nontruancy remote learning absence" until October 4, 2020. Such absences shall not be marked as excused or unexcused. Beginning October 5, 2020, any absence from remote learning is unexcused unless it meets one of the criteria in WAC 392-401A-020.

Tardies and Disciplinary Actions

1. Students shall not be absent if:
 - a. They have been suspended, expelled, or emergency expelled pursuant to chapter 392-400 WAC;
 - b. Are receiving educational services as required by RCW 28A.600.015 and chapter 392-400 WAC; and
 - c. The student is enrolled in qualifying "course of study" activities as defined in WAC 392-121-107.
2. A full day absence is when a student is absent for fifty percent or more of their scheduled day.
3. A school or district shall not convert or combine tardies into absences that contribute to a truancy petition.

A student shall be considered absent if they are on school grounds but not in their assigned setting.

Tiered response system for student absences

WAC 392-401A-045 states:

School districts must implement a tiered response system to reduce chronic absenteeism and address barriers to student engagement in learning during the COVID epidemic. Tiered response systems under this section must include:

- (a) Monitoring daily attendance data for all students who are absent from remote learning, whether excused or unexcused;
- (b) A process to contact families and verify current contact information for each enrolled student that includes multiple attempts and modalities in the parent's home language;
- (c) Daily notification of absences to parents;
- (d) A process for outreach from the school to determine student needs, such as basic needs, connectivity and hardware, connection with health and social services as necessary;
- (e) Differentiated supports that address the barriers to attendance and participation that includes universal supports for all students and tiered interventions for students at-risk of and experiencing chronic absence; and
- (f) When feasible and appropriate, transitioning the students to full-time in-person learning or other program to accommodate the student's needs.

Students dependent pursuant to Chapter 13.34, RCW

A school district representative or certificated staff member will review unexpected or excessive absences of a student who has been found dependent under the Juvenile Court Act with that student and adults involved with that student. Adults includes the student's caseworker, educational liaison, attorney if one is appointed, parent or guardians, foster parents and/or the person providing placement for the student. The review will take into consideration the cause of the absences, unplanned school transitions, periods of running from care, in-patient treatment, incarceration, school adjustment, educational gaps, psychosocial issues, and the student's unavoidable appointments that occur during the school day. The representative or staff member must proactively support the student's management of their school work.

Migrant Students

The district, parent/guardian and student are encouraged to work to create an Extended Absence Agreement with the school to decrease the risk of an adverse effect on the student's educational progress.

Cross References:

3120 - Enrollment
3230 - Student Privacy and Searches
3240 - Student Conduct Expectations and Reasonable Sanctions
3241 - Classroom Management, Discipline and Corrective Action

4218 - Language Access Plan

Legal References:

Chapter 28A.225 Compulsory school attendance and admission

RCW 13.34.300 Relevance of failure to cause juvenile to attend school to neglect petition

~~Chapter WAC 392-401A WAC 325- Statewide definition of absence for the 2020-21 school year,excused and unexcused daily absences.~~

Management Resources:

2020 – September Policy Alert

2018- August Issue

2017 - July Policy Issue

2016 - July Issue

2015 - June Issue

2012 - December Issue

2011 - December Issue

Policy News, June 2001 More Tweaking of Becca Petitions

Adoption Date:

Classification: **Essential**

Revised Dates: **12.06; 06.11; 12.12; 06.15; 07.16; 07.17; 08.18; 09.20**

Enrollment

The superintendent or designee will develop procedures for enrolling students, recording attendance behavior, and counseling and correcting students with attendance problems. When enrolling a student who has attended school in another school district, the parent and student will be required to briefly indicate in writing whether or not the student has:

- A. Any history of placement in a special education program;
- B. Any past, current or pending disciplinary actions;
- C. Any history of violent behavior ~~or convictions~~;
- D. Adjudications or convictions described in RCW 13.04.155, which include violent offenses, sex offenses, firearm or dangerous weapon offenses, and controlled substance offenses~~Adjudications or diversion agreements related to a violent offense, a sex offense, inhaling toxic fumes, a drug offense, a liquor violation, assault, kidnapping, harassment, stalking or arson;~~
- E. Any unpaid fines or fees from other schools; and
- F. Any health conditions affecting the student's educational needs.

~~If the district receives information that a student has a history of disciplinary actions, criminal or violent behavior, or other behavior that indicates the student could be a threat to the safety of staff or students, the student's teachers and building security personnel will be informed.~~

The school enrolling the student shall request the student's permanent record—including records of disciplinary action, history of violent behavior or behavior listed in RCW 13.04.155, attendance records, immunization records, and academic performance—from the school the student previously attended.

If a school principal receives information about adjudications or convictions described in RCW 13.04.155, then he or she will follow the procedure described in Policy 3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm.

~~A~~The district ~~may~~will require students or their parents to provide proof of residency within the district, such as copies of phone and water bills or lease agreements. The ~~school~~ district will not require proof of residency or any other information regarding an address for any student who is eligible by reason of age for the services of the district if the student does not have a legal residence. For students who meet the definition of homeless, the district will immediately enroll the student, including while any enrollment dispute is pending (see 3115 – Students Experiencing Homelessness - Enrollment Rights and Services).

~~A~~The district will not inquire into a student's citizenship or immigration status or that of his/her parents or guardians.

The district will conditionally accept applications, including electronic applications, for enrollment and course registration for a student of a military family transferred to, or is pending transfer to, a military installation within the state (see 2100 – Educational Opportunities for Students with a Parent in the Military).

The request for enrollment may be made by the student, parent or guardian.

Since accurate enrollment and attendance records are essential both to obtain state financial reimbursement and to fulfill the district's responsibilities under the attendance laws, the district will be diligent in maintaining such records.

Cross References:

2255 - Alternative Learning Experience Courses
2100 - Educational Opportunities for Students with a Parent in the Military
3115 - Students Experiencing Homelessness - Enrollment Rights and Services

3143 – Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm

Legal References:

RCW 28A.225.215 Enrollment of children without legal residences

RCW 28A.225.216 Children of military families—Residency

RCW 28A.225.330 Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Notification to teachers and security personnel — Rules

WAC 392-121-108 Definitions — Enrollment exclusions

WAC 392-121-122 Definitions —Full-time equivalent student

WAC 392-121-182 Alternative learning experience requirements

WAC 392-169-022 Running start student — Definition

Management Resources:

2020 – August Issue

2014 - June Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **06.99; 08.11; 06.14; 07.19; 08.20**

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Associated Student Bodies

An associated student body (ASB) will be formed in each school within the district whenever one or more students in that school engage in money-raising activities with the approval and at the direction or under the supervision of the district.

An ASB will be a formal organization of students, including sub-components or affiliated student groups. Each ASB will submit a constitution and bylaws to the board for approval. The constitution and bylaws will identify how student activities become approved as student body activities and establish standards for their supervision, governance, and financing. Subject to such approval process, any lawful activity that promotes the educational, recreational, or cultural growth of students as an optional extracurricular or co-curricular activity may be considered for recognition as an ASB activity. Any lawful fundraising practices that are consistent with the goals of the district and that do not bring disrespect to the district or its students may be acceptable methods and means for raising funds for student body activities. The board may act or delegate the authority to a staff member to act as the ASB for any school that contains no grade higher than grade six.

The school principal will designate a staff member as the primary advisor to the ASB and assure that all groups affiliated with the ASB have an advisor assigned to assist them. Advisors will have the authority and responsibility to intervene in any activities that are inconsistent with district policy, ASB standards, student safety, or ordinarily accepted standards of behavior in the community. When in doubt, advisors will consult with the school principal regarding the propriety of proposed student activities. Student activities cannot include support or opposition to any political candidate or ballot measure.

Each ASB will prepare and submit annually a budget for the support of the ASB program to the board for approval. All property and money acquired by ASBs, except private nonassociated student body funds, will be district funds and will be deposited and disbursed from the district's ASB program fund.

Money acquired by ASB groups through fundraising and donations for scholarships, student exchanges, and charitable purposes will be private nonassociated student body fund moneys.

Solicitation of funds for nonassociated student body fund purposes must be voluntary and must be accompanied by notice of the intended use of the proceeds and the fact that the district will hold the funds in trust for their intended purpose. Nonassociated student body fund moneys will be disbursed as determined by the group raising the money. Private nonassociated student body funds will be held in trust by the district for the purposes indicated during the fundraising activities until the student group doing the fund raising requests disbursement of the funds and the accounts of the fundraising are complete and reconciled.

The board may establish and collect a fee from students and nonstudents as a condition to their attendance at or participation in any optional noncredit extracurricular district event of a cultural, social, recreational, or athletic nature. If the board establishes such a fee or fees, the superintendent or designee will establish a procedure for waiving fees for students who are eligible to participate in the federal free or reduced-price meals program and for reducing such fees in the cases of those students whose families, by reason of their low income, would have difficulty in paying the entire amount of such fees and may likewise waive or reduce such fees for students' family members and other nonstudents of the age of sixty-five or older who, by reason of their low income, would have difficulty in paying the entire amount of such fees. Fees collected pursuant to this paragraph shall be deposited in the ASB program fund of the district.

Classification: Essential (Required if students raise money for school activities)

Cross References: 2150 - Co-Curricular Program
3515 - Student Incentives

4200 - Safe and Orderly Learning Environment
6020 - System of Funds and Accounts

Legal References:

RCW 28A.325.010 Fees for optional noncredit extracurricular events—Disposition
RCW 28A.325.020 Associated student bodies — Powers and responsibilities affecting
RCW 28A.325.030 Associated student body program fund — Fund-raising activities — Nonassociated student body program fund moneys
[RCW 28A.325.050 Associated student body program fund — Publication of information on school district web site](#)
Chapter 392-138 WAC Finance — Associated student body moneys

Management Resources:

[2020 – August Issue](#)
2014 - December Issue

Adoption Date:

Classification: **Essential**

Revised Dates: **04.01; 12.11; 12.14; 02.20; 07.20**

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Limiting Immigration Enforcement in Schools

Applicability of Policies to Immigration Enforcement:

- [_____ School District/Public Schools] adheres to all requirements of federal and state law.
- The provisions of this policy shall apply to [public school] and all school facilities, which include (but are not limited to) adjacent sidewalks, parking areas, sports facilities, playgrounds, and entrances and exits from said building spaces.
- [_____ School District/Public School]'s policies prohibiting participation or aid in immigration enforcement shall apply for enforcement activity against students and their families, staff, and volunteers.
- [_____ School District /Public Schools] personnel shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement

Access to Schools,

- [_____ School District/Public Schools] has a responsibility to ensure that all students who reside within their boundaries can safely access a free public K-12 education.
- [_____ School District/Public Schools] does not exclude students from receiving an education or unlawfully discriminate against anyone because of their race, color, national origin, age, disability, gender identity, immigration or citizenship status, sex, creed, use of a trained dog guide or service animal by a person with a disability, sexual orientation, or on any other basis prohibited by federal, state, or local law.
- [_____ School District/Public Schools] will uphold its responsibility to all students and ensure that all staff and volunteers are aware of the rights of immigrant students to an education

Immigration Enforcement on School Campus

1. Public school district] does not grant permission for any person engaging in, or intending to engage in, immigration enforcement, including surveillance, to access the nonpublic areas of [Public school] facilities, property, equipment, databases, or otherwise on school grounds or their immediate vicinity. [Public school district] staff shall direct anyone engaging in, or intending to engage in, immigration enforcement, including federal immigration authorities with official business that must be conducted on [public school] property, to the [school principal or authorized designee] prior to permitting entrance to school grounds. [Public school] staff shall presume that activities by federal immigration authorities, including surveillance, constitute immigration enforcement.
2. If anyone attempts to engage in immigration enforcement on or near [Public school] grounds, including requesting access to a student, employee, or school property:
 - a. [Public school] staff shall immediately alert and direct the person to the [school principal or authorized designee], who shall: verify and record the person's credentials (at least, name, agency, and badge number), record the names of all persons they intend to contact, collect the nature of the person's business at the school, request a copy of the court order or judicial warrant, log the date and time, and forward the request to the Superintendent and/or legal counsel for review.

- b. [Public school] staff shall request that any person desiring to communicate with a student, enter school grounds, or conduct an arrest first produce a valid court order or judicial warrant.
- c. The District Superintendent [or authorized designee and/or legal counsel] shall review the court order or judicial warrant for signature by a judge and validity. For [public school district] to consider it valid, any court order or judicial warrant must state the purpose of the enforcement activity, identify the specific search location, name the specific person to whom access must be granted, include a current date, and be signed by a judge.
- d. The District Superintendent [or authorized designee and/or legal counsel] shall review written authority signed by an appropriate level director of an officer's agency that permits them to enter [public school district] property, for a specific purpose. If no written authority exists, the District Superintendent [or authorized designee and/or legal counsel] shall contact the appropriate level director for the officer's agency to confirm permission has been granted to enter [public school district] property for the specific purpose identified.
- e. Upon receipt and examination of the required information, the District Superintendent [or authorized designee and/or legal counsel] will determine whether [public school] shall allow access to contact or question the identified individual and will communicate that decision to the [school principal or authorized designee].
- f. The District Superintendent [or authorized designee and/or legal counsel] shall make a reasonable effort, to the extent allowed by the Family Educational Rights and Privacy Act (FERPA), to notify the parent/guardian of any immigration enforcement concerning their student, including contact or interview.
- g. The District Superintendent [and/or legal counsel or authorized designee] shall request the presence of a [public school district] representative to be present during any interview. [Public school] shall not permit access to information, records, or areas beyond that specified in the court order, judicial warrant, or other legal requirement.

Gathering Immigration Related Information

1. [Public school district] staff may review, but shall not inquire about, request, or collect any information about the immigration or citizenship status or place of birth of any person. [Public school] staff shall not seek or require, to the exclusion of other sufficient and permissible information, information regarding a student's or his/her parent or guardian's citizenship or immigration status.
2. [_____ School District/ Public Schools] policies and procedures for gathering and handling student information during enrollment or other relevant periods shall be delineated in writing and made available to students and their parent or guardian(s) at least once per school year in a manner for households with individuals that have limited English proficiency (LEP) to understand.
3. If [_____ School District / Public Schools] is required to collect information related to a student's national origin (e.g., information regarding a student's birthplace, or date of first enrollment in a U.S. school) to satisfy certain federal reporting requirements for special programs, [public school district] staff shall:
 - a. If feasible, consult with legal counsel to seek alternative, including alternatives to the specific program or documents accepted as adequate proof for the program;
 - b. Explain to the student and student's parent(s) and/or guardian(s), in their requested language, the reporting requirements, including possible immigration enforcement impact;
 - c. Provide notice to the student's parent(s) and/or guardian(s); and
 - d. Mitigate deterring school enrollment of immigrants or their children by collecting this information separately from the school enrollment process.

The District Superintendent [and/or legal counsel or authorized designee] shall request the presence of a [public school district] representative to be present during any interview. [Public school] shall not

permit access to information, records, or areas beyond that specified in the court order, judicial warrant, or other legal requirement

Responding to Requests for Information

1. [Public school district] staff shall not share, provide, or disclose personal information about any person for immigration enforcement purposes without a court order or judicial warrant requiring the information's disclosure or approval by [school principal or authorized designee]. Requests by federal immigration authorities shall be presumed to be for immigration enforcement purposes.
2. [_____ School District/ Public Schools] staff shall immediately report receipt of any information request relating to immigration enforcement to [school principal or authorized designee] who shall document the request and refer the request to the [Superintendent and/or legal counsel or authorized designee].
3. [_____ School District / Public Schools] shall, to the extent allowed by FERPA, notify an affected student's parent(s) and/or guardian(s) immediately of any request for information relating to immigration enforcement unless advised otherwise by [public school legal counsel].

Use of School Resources

1. [Public school district] resources shall not be used for immigration enforcement.
2. [Public school district]'s resources and policies regarding immigration enforcement shall be published and distributed to parent(s) and/or guardian(s) on an annual basis. These resources shall include, at minimum:
 - a. The right of immigrant students to receive an education, including accommodations for limited English proficiency and special education programs;
 - b. General information policies including the types of records maintained by the [public school district and/or public school] and a list of the circumstances or conditions under which the [public school district and/or public school] might release student information to third parties, including limitations under FERPA and other relevant law;
 - c. Policies regarding the retention and destruction of personal information;
 - d. The process of establishing notice and/or consent from parent(s) and/or guardian(s), as permitted under federal and state law, prior to releasing a student's personal information for immigration enforcement purposes;
 - e. Name and contact information for [public school district and/or public school]'s designated point of contact on immigration related matters; and
 - f. "Know Your Rights" resources and emergency preparedness forms to have completed in the event of a family separation.

Legal References:

RCW 43.10.310 – Immigration enforcement model policies;

Management Resources:

2020 – August Issue

Adoption Date: **08.20**;
Classification: **Essential**
Revised Dates:

Rental or Lease of District Real Property

When district real property is not needed, the board has the authority to call for bids to rent or lease any surplus real property. A notice of the intent to rent or lease property will be published in a newspaper of general circulation in the district at least 45 days before the rental or lease takes effect, if the value of the rental or lease is \$10,000.00 or more. The district may establish a minimum acceptable bid based upon the fair market value, provided that such minimum bid is non-discriminatory within classes of users.

Such property will be rented or leased for lawful purposes. The rental or lease will be in the best interests of the district and not interfere with the conduct of the district's educational program and related activities. The lease or rental agreement shall permit the recapture of the leased or rented surplus property should such property be needed for school purposes in the future unless proximity to an international airport precludes the possible or appropriate use of the property for a school, or the property is leased or rented for affordable housing purposes. [The Board is not required to adopt the following language but has the legal authority to do so, and may wish to include an exception for property rented or leased as a personal domicile.] It is a violation of district policy for any person, including a renter or leaser to carry a firearm or dangerous weapon on district property. Proceeds from rental or lease of district property which are in excess of the operational costs incurred for such rental or lease will be deposited in the capital projects fund or debt service fund.

At the option of the board of directors, after evaluating the sufficiency of the school district's capital projects fund for purposes of meeting demands for new construction and improvements, moneys derived from the lease or rental of real property may be deposited into the district's general fund to be used exclusively for nonrecurring costs related to operating school facilities, including but not limited to, expenses for maintenance.

Cross References: 4210 - Regulation of Dangerous Weapons on School Premises

Legal References:

- RCW 28A.335.040 Surplus school property, rental, lease or use of — Authorized — Limitations
- RCW 28A.335.050 Surplus school property, rental, lease or use of — Joint use—Compensation—Conditions generally
- RCW 28A.335.060 Surplus school property, rental lease or use of — Disposition of moneys received from
- RCW 28A.335.070 Surplus school property, rental, lease or use of — Existing contracts not impaired
- RCW 28A.335.080 Surplus school property, rental, lease or use of — Community use not impaired
- RCW 28A.335.090 Conveyance and acquisition of property — Management— Appraisal
- RCW 28A.335.130 Real property — Sale — Use of proceeds

Management Resources: 2020 – August Issue

Adoption Date: **10.19**
Classification: **Essential**
Revised Dates: **12.05; 12.11;**

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Resolution – District Reopening – Suspension of Policy

BOARD RESOLUTION No. 20/21-01

WHEREAS, Chapter 28A.320 RCW authorizes local school boards to govern their respective districts, including adopting, revising, and suspending local board policies;

WHEREAS, on February 29, 2020, the Washington Governor Jay Inslee declared a state of emergency in all counties of our state under Chapters 38.08, 38.52 and 43.06 RCW, and directed implementation of the plans and procedures of the state's Comprehensive Emergency Management Plan in response to the novel coronavirus (COVID-19);

WHEREAS, on March 13, 2020, Governor Inslee ordered closure of all public and private K-12 schools in Washington State until April 24, 2020 to contain the spread of COVID-19 and on April 6, 2020, directed that school buildings remain closed from providing traditional, in-person instruction throughout the remainder of the 2019-2020 school year;

WHEREAS the _____ School Board/Public Schools (the Board) has adopted Policy 3432 – Emergencies [modify number and name as accurate for your district, if your board has not adopted this Essential policy, delete this "Whereas"], which acknowledges total and partial school closure in response to a pandemic/epidemic and designates the District Superintendent or a designee to act as a liaison for the school district to ensure the health and safety of students, staff, and the community;

WHEREAS, RCW 28A.150.290 authorizes the State Superintendent of Public Instruction to make rules and regulations as necessary to carry out its statutory duties in unforeseen conditions and on June 11, 2020, the Office of the Superintendent of Public Instruction issued official guidance for reopening Washington schools for the 2020-2021 school year, which included sections on health and safety from the Department of Health and the Department of Labor and Industries, specifying employee and student safety requirements for reopening schools during the COVID-19 pandemic and requiring school boards to adopt and submit reopening plans for the 2020-2021 school year;

WHEREAS the Board has adopted a reopening plan for the 2020-2021 school year, which plan addressed the mandatory health requirements, statutory education requirements, and additional expectations, as identified by the Office of Superintendent of Public Instruction's June 11, 2020 official guidance for reopening Washington schools.

WHEREAS the actual reopening of district schools, as well as the ability to maintain a specific model of instruction, is subject to the changing health conditions in our county, which could prevent the district from implementing its opening plan or require the district to return to remote learning;

WHEREAS on August 26, 2020, the Governor issued Proclamation 20-70, amending his February 29, 2020 Proclamation of Emergency, noting the need "to extend all of the prohibitions and each expiration date therein until the state of emergency is rescinded, except to allow schools to re-open as provided in Proclamation 20-09.2 and subject to the requirements of the Re-opening K-12 Fall 2020-2021 Guidance document, found [here](#), that allows local health departments and school districts to decide if and how they will allow students to return to the classroom;"

NOW, THEREFORE BE IT RESOLVED, that until December 31, 2020, the Board hereby suspends provisions of its board policies and/or whole policies, as identified by the District Superintendent or designee, if such suspension is necessary to implement the adopted reopening plan or is necessary for ongoing compliance with written guidance from the Department of Health, the Department of Labor and Industries, or the Office of Superintendent of Public Instruction relating to safely reopening schools while

containing COVID-19. The District Superintendent will timely report to and consult with the Board, as feasible and appropriate, regarding efforts to implement the reopening plan and the limitations thereon;

BE IT FURTHER RESOLVED that execution of this Resolution is conclusive evidence of the Board's approval of this action and of the authority granted herein. The Board warrants that it has, and at the time of this action had, full power and lawful authority to adopt this instrument.

Adopted and approved this _____ day of _____.

By: _____
Board President or Designee

Attest: _____
Superintendent

Adoption Date:
Classification:
Revised Dates:

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White Salmon Valley School District

Key To Our Future 2020-2021

District	Achieve high academic standards through a model of continuous improvement resulting in academic success for every student.	Provide a safe and inclusive environment that supports high academic achievement and social emotional learning.	District and building decisions will be viewed through the lens of equity to provide each student with the resources and supports they need to receive a well-rounded education.	Provide communication and collaboration opportunities with parents, staff, and throughout the community, resulting in greater involvement, transparency, and public trust.
Whitson Elementary	Literacy <ul style="list-style-type: none"> - Continued focus on implementation of our ReadyGen literacy curriculum - Provide opportunities for teams to visit other ReadyGen districts - Continue to examine data in Reading and provide support for every student by both the classroom teacher and LAP program English Language Learners <ul style="list-style-type: none"> - Continued support of our English Learners by increasing the use of GLAD strategies - Continued small group targeted language development instruction through our EL program - Continued Spanish Language development opportunities Math <ul style="list-style-type: none"> - Continued focus on supporting our My Math implementation by developing systematic resources for intervention and extension in Math. - Continued to examine data in Math and provide support for every student by both the classroom teacher and newly developed Math LAP services 	<ul style="list-style-type: none"> - Continued focus on creating, and maintaining a positive school culture through programs like Cub Code, Cub Pride, and Second Steps - Continued to develop positive, authentic, professional relationships, and connections between staff, students, and families - Continued focus on creating a Trauma Sensitive school, and classrooms, by providing training opportunities - Continue to expand Mental Health services through both our current Intervention Specialist and our new Wellness Center Mental Health provider - Continue to clarify, revise, and teach behavior and discipline expectations given the new state guidelines. 	Instructional Rounds <ul style="list-style-type: none"> - Provide staff professional development opportunities and resources to develop a common understanding of the purpose of Instructional Rounds - Provide staff a variety of opportunities to participate in Instructional Rounds - Continued focus on equitable participation and representation in all of our programs and enrichment opportunities Transparent Decision Making <ul style="list-style-type: none"> - Review the District's Lens of Equity prior to making decisions which impact resources, supports, and opportunities - Increase feedback time for staff to more fully participate in decision making 	Communication <ul style="list-style-type: none"> - Continued focus on improving our regular school communication - Continued focus on articulating to all stakeholders our School Improvement Plan Collaboration <ul style="list-style-type: none"> - Identify and expand opportunities for all stakeholders to provide feedback through a variety of tools - Identify and expand opportunities for all stakeholders to authentically engage in the School Improvement process
Wallace &	- Plan and execute interventions	- Plan and execute celebrations of	Specific support will be targeted to our	-Monthly newsletters will be sent home from the

Priscilla Stevenson Intermediate	<p>through our EL program and the Title 1 program including an ELD program, LLI, and mathematics fundamentals.</p> <ul style="list-style-type: none"> - Organize PLC time to include topics including GLAD training, SBA interim and prep, and curriculum support. - Increased and scheduled use of SBA Interim assessments as high-rigor tasks for student practice. - Continued focus on implementation of Wit and Wisdom with fidelity 	<p>achievement to support a culture of achievement in our school.</p> <ul style="list-style-type: none"> - Track and increase the number of students recognized for different types of achievement. - Adopt a specific SEL curriculum with support from other schools and the Health and Wellness Center. - Begin planning for a mentoring program 4/6 and 5/7 - Restructure of ASB will include 5th and 6th grades, and will reach all students directly 	<p>subgroups identified as 'Targeted for Improvement' by OSPI, priorities listed in the SIP are:</p> <p><u>Students experiencing poverty</u></p> <ul style="list-style-type: none"> - SEL program - Mentoring - Academic interventions - Increased access to counseling <p><u>Emerging Bilingual student</u></p> <ul style="list-style-type: none"> - ELD program - Integrated GLAD in all areas - LLI interventions - Math vocabulary lessons 	<p>office highlighting student achievement and opportunities for parent involvement.</p> <ul style="list-style-type: none"> - Letters of achievement will be sent home in advance of celebration assemblies inviting parents to attend - Title 1 'Breakfast and Books' scheduled for Fall, summer reading event in the Spring. - ASB restructure will include expanded opportunities for parent involvement.
Henkle Middle School	<ul style="list-style-type: none"> - Continue to develop individualized instruction based on assessment data incorporating GLAD strategies and Academic Conversations to improve student learning - Meet in instructional/grade level teams during PLC and use data to plan, monitor and adjust units of instruction - Align Instructional Rounds with GLAD PD and PLC focus - Provide systemic professional development and support for staff to reflect on and improve their instructional practice. - Assess student learning results and connect changes to specific teacher practices. 	<ul style="list-style-type: none"> - Design Advisory lessons using SEL curriculum - Develop a formal system to recognize and celebrate staff and students when goals are met and achievement has been made. - z-Collaborate with Health and Wellness Coordinator on Mental Health Trainings and newly adopted systems to access the Behavior Specialist services 	<p><u>Equity Lens</u></p> <p>Continued focus on equitable participation and representation in all of our programs and enrichment opportunities</p> <p>Specific support will be targeted to our subgroups identified as 'Targeted for Improvement' by OSPI, priorities listed in the SIP are:</p> <p><u>Emerging Bilingual student</u></p> <ul style="list-style-type: none"> - Targeted Math Interventions - small group instruction and co-teaching - Emerging EL math class - EL Seminar focused on academic language - GLAD lessons in all content areas <p><u>Instructional Rounds</u></p> <ul style="list-style-type: none"> - Continue to provide staff opportunities throughout the year to participate in instructional rounds 	<ul style="list-style-type: none"> - School communication is shared regularly in a variety of formats and settings in both English and Spanish - Partner with Soporinist Mt. Adams to provide career support curriculum for targeted 8th grade girls - Partner with After School Program and organize a community event at Mt. Adams Orchard - Partner with the Health & Wellness Coordinator to establish ongoing mechanisms for engaging parents and the community to facilitate opportunities for student's social, emotional and academic success
Columbia High School	<ul style="list-style-type: none"> - Align Next Generation Science Standards with a focus on inclusion of crosscutting concepts and science and engineering practices. - Increase opportunities for student involvement in engineering and inquiry-based science activities - Create, administer, and analyze rich tasks in Algebra - Increase opportunities for math students 	<ul style="list-style-type: none"> - Sources of Strength Program - Advisory - Conduct an annual student survey - Implement and support <i>The Bruin Way</i> - Incoming Freshmen/Parent Forecasting/ Scheduling Event - Freshman/New Student Orientation - beginning with a BBQ & planned activities - Improve Building Consistency (attendance and others as addressed by staff) 	<ul style="list-style-type: none"> - Learning walks with staff focused on equity and engagement - Club/activity fair - Qualified heritage speakers take STAMP test - All ELA instructors will be trained in SHOP - All juniors will be encouraged to take the SAT and/or ACT and/or ASVAB. (SAT is a state-approved method of passing the state math assessment ... cut score of 430, ACT cut score of 18) 	<ul style="list-style-type: none"> - School/Community Groups - SIP Community Team, JAG Meetings, CTE Advisory Council, 504 & IEP Meetings, Our Kluckiat Meetings, Veterans Day Assembly at the Military Veteran's Memorial Walk of Honor, and Senior Project Presentation Judging - Informational Events - Parent/Teacher Conferences, Student-Led Conferences, Freshmen Sneak Peak, Incoming

	<ul style="list-style-type: none"> to use computer-based technology in the classroom to prepare for computer-based SBAC testing -Work toward alignment of curriculum with Common Core State Standards -Review assessment results -Align ELA curriculum vertically (grades 9 - 12) -Implement Project Based Learning into our Science Classes 	<ul style="list-style-type: none"> School Climate Research Extracurricular participation among students, including the whole student body and select subgroups (gender, grade, etc.) -Quarterly activities to foster positive lifestyles and promote a positive school climate -Student Led Conferences 	<ul style="list-style-type: none"> -Lower class size in all pre-state assessment math and science -Increase additional options for third-year math who are not planning to attend a four-year college or university -Create resources for an alternative to passing the math assessments -Identify and place students into enrichment classes who have attempted but not completed state assessments in math and science 	<ul style="list-style-type: none"> Freshman Information Night, College Fair, Students' Financial Aid Night, Scholarship Information Night, and Running Start Meetings -Direct Communication to Parents -Letters home to parents, CHS Facebook Page, CHS Website, Emails and phone calls to parents by school staff, CHS calendar, Student of the Month Notifications, Tico 1A Athletics, SKYWARD, Rev Trak, Final Forms, and the Reader Board -Staff Communication -PLC Meetings, Staff Meetings, End of the Month Staff Lunch, Staff Calendar, Remind, Emails, and the Daily Bulletin -School/Community Events -CHS Blood Drive, NHS Food Drive, Athletic Events, Drama Productions, Music Concerts, Club Competitions, Scholarship Night, Academic Award Night, White Salmon Academy Graduation, and the Columbia High School Graduation
White Salmon Academy	<ul style="list-style-type: none"> -Hands-on learning through nature hikes, school garden, & campout -Provide students access to career ready and elective courses through eDynamic Learning 	<ul style="list-style-type: none"> -Contracting with CulturesSeed to provide two days a week of counseling support -Wellness Circles with Prevention 	<ul style="list-style-type: none"> -Student placement decisions made as a team including parents, students, teachers, and administration 	<ul style="list-style-type: none"> -Monthly Community Building activities to occur third Thursday of each month -Monthly progress reports to parents

District: White Salmon Valley School District
Organization Code: 20405
ESD: Educational Service District 112

Page 1

Directions

All Local Education Agencies (LEAs) must complete this application for the 2020-21 school year.

- **Page 1 must be updated annually:** District indicates if accepting Highly Capable funds, signs and dates assurances to comply with Highly Capable Program requirements.
- **Pages 2 through 7:** LEA Information entered on pages 2-6 of FP 217 will roll over from the LEA's last approved Highly Capable Comprehensive Plan. If changes were made on any Page (2-6) check the box on this page, then make changes on the appropriate page.

REMINDER: The Highly Capable funding formula is based on 5.0 percent of each LEA's population. **This is a funding formula and does *not* mean a certain percentage of students must be identified.**

Your school board must approve the information and data you enter in this form package annually. In iGrants form Package 217 (fiscal year 2020-21), click **Print All**, to the right of Save. (WAC 392.170.025)

Program Monitoring and Review

OSPI staff will review District Highly Capable plans during the Consolidated Program Review (CPR) process. Districts will be reviewed during Consolidated Program Review cycle, even if they are not accepting funds, as Highly Capable is part of the program of basic education under RCW 28A.150.220(3)(g)(3).

Updated Pages

Updates have been made to the following pages:

- ☐ Page 2
- ☐ Page 3
- ☐ Page 4
- ☐ Page 5
- ☒ Page 6
- ☒ Page 7

Assurances: Comply with State Law and Regulation

NOTE: As part of RCW 28A.150.220(3)(g), the instructional program of basic education provided by each LEA shall include programs for Highly Capable students. Consistent with OSPI's approach to the Learning Assistance Program and the Transitional Bilingual Instructional Program, an LEA does not have to accept funds. It does need to ensure services are provided to students who qualify. Under the law, LEAs are to identify their most Highly Capable students and serve them. See RCW 28A.185.020 (1) and (2).

Please check only one box below:

☒ **LEA accepts Highly Capable allocation for 2020-21 school year. LEA agrees to the comply with:**

a. **RCW 28A.150.220(3)(g)(3)**

The instructional program of basic education provided by each LEA shall include: (g) Programs for highly Capable students under RCW 28A.185.010 through 28A.185.030.

b. **RCW 28A.185.020**

Highly Capable program requirements provided in state law.

c. **WAC 392-170-012**

Highly Capable program requirements provided under OSPI rules. WAC 392-170

d. *Annually report the students served in the LEA's Highly Capable program in CEDARS.*

e. **Your school board must approve the information and data you enter in this form package annually. LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.**

f. *Annually complete the End-of-Year Report (IGrants Form Package 250).*

g. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

h. *Follow RCW 28A.300.770 Highly Capable students -Identification procedures. Assessment process for identification as Highly Capable student.*

☐ **LEA DOES NOT accept Highly Capable allocation for the 2020-21 school year. LEA understands that under the Basic Education Act, it must offer a Highly Capable program that complies with RCW 28A.150.220(3)(g). This includes a responsibility to identify and serve their most Highly Capable students. LEA agrees that it will:**

a. *Annually report the students served in the district's Highly Capable program in CEDARS.*

b. *Annually complete applicable portions of the End-of-Year Report (IGrants Form Package 250). This includes annually reviewing and validating CEDARS data.*

c. **Your school board must approve the information and data you enter in this form package annually. LEA understands that OSPI staff will review the Comprehensive Plan during the Consolidated Program Review (CPR) process.**

d. *Follow RCW 28A.185.020 District practices for identifying the most Highly Capable students must prioritize equitable identification of low-income students.*

e. *Follow RCW 28A.300.770 Highly Capable students -Identification procedures. Assessment process for identification as Highly Capable student.*

☒ **District officials have read, and the district complies with, the laws and regulations above.**

Authorized Representative Name:	Dr. Jerry Lewis
Authorized Representative Title:	Superintendent
Date: (MM/DD/YY)	09/18/20

Highly Capable Program Coordinator	
Contact Name:	Todd McCauley
Organization:	White Salmon Valley School District
Email:	todd.mccauley@whitesalmonschools.org
Phone:	509-493-1560

Contact Name:	Bonnie Mosbrucker
Organization:	White Salmon School District

Highly Capable Program Parent Organization	
Is there a parent organization in your area? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Contact Name:	
Organization:	
Email:	
Phone:	

District's Highly Capable Student Definition and Learning Characteristics
RCW 28A-185-030, WAC 392-170 J 035 J 036

Instructions

1. Select one check box.
 2. If you check the second box, provide the district's unique definition of a Highly Capable student and learning characteristics.
- ☒ District uses the state's definition for students who are Highly Capable, and to define the learning characteristics that could be evident in students identified as Highly Capable.
- ☐ District uses a unique definition that integrates elements of the state's definitions.

Highly Capable Student: Unique District Definition and Learning Characteristics.

Statement of Purpose (OPTIONAL)

District has a statement of purpose for the Highly Capable program.

☐ Yes ☐ No

Identification Process: Notification, Referral, Screening, Assessment, Selection, Appeal
RCW 28A-185-030, WACs 392-170 | 042 | 045 | 047 | 055 | 060 | 070 | 075

Instructions

Identification procedures must occur at all grade levels in the district. The demographics that characterize your district's Highly Capable students should reflect the demographics of the district's population. Once a student is identified, the district provides services across all grade levels — for as long as he or she remains in the district.

Every Item Is Mandatory

1. Mark each check box in sections A, B, C, D and E to affirm that these WAC requirements are in place.
2. Write your response where indicated.

A. Annual Notification WAC 392-170-042

Assurances

- ☒ Public notification for parents and students before any major identification activity.

Public Notification

- ☒ Translated into languages spoken by the communities whose students attend the schools in your district, as necessary to reach the families whose children attend schools in your district.
- ☒ Published across multiple communication channels with circulation adequate to notify parents and students throughout the district.

B. Referral Process WAC 392-170-045 | 055

Assurances

- ☒ District uses a specific process to refer students for the Highly Capable program
- ☒ Referral process permits referrals from teachers, other staff, parents, students and community members.

C. Parental/Legal Guardian Permission WAC 392-170-047

District must have on file **written or electronic signature permission to assess and start HCP services**. Every item listed below is required by WAC 392-170-047.

Assurances

- ☒ District gets permission to assess.
- ☒ District gets permission to start services.

Every assurance in the table below is mandatory.

Permission to Test Includes		Permission to Start HCP Services Includes	
Explanation of the procedures for	<input checked="" type="checkbox"/>	Explanation of the procedures for	<input checked="" type="checkbox"/>

Measures (Washington Kindergarten Inventory of Developing Skills)		<input checked="" type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Screeners by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER: Allow **SAVE** to complete before hitting the **NEW** button again.

[illegible]

Scales for Identifying Gifted Students, 2004 (SIGS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WaKIDS (Washington Kindergarten Inventory of Developing Skills)		<input type="checkbox"/>												
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal Measures	Assessment Measure by Grade Level													
	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Kingore Observation Inventory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Rating Scale-locally developed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report Card	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portfolio-Work Samples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Selection WAC 392-170- 075

Multidisciplinary Selection Committee (MSC) Considers Screening and Assessment Data

If you screen, make sure your multidisciplinary selection committee reviews all the data you collect — through your screening procedures and your assessment process.

WAC 392-170-075 Selection of Most Highly Capable

Shall be based on a selection system that determines which students are the most Highly Capable as defined under WAC 392-170-055, and other data collected in the assessment process."

Assurances

- ☒ District has documented procedure and board-approved policy that govern selection of the most Highly Capable students by the MSC. This policy and its procedures meet the requirements listed in WAC 392-170-075.
- ☒ Board Policy and Procedure Number **2190**
- ☐ If not, 2190: Board Policy and Procedure Name or Number

G. Multidisciplinary Selection Committee (MSC) WAC 392-170- 070 | 075 | 038

Assurances

MSC members must meet the minimum professional requirements listed in WAC 392-170-070.

- ☒ The district's MSC composition and the role of the committee members comply with WAC 392-170-070 and 075.
- ☒ Each committee member commits to the strictest level of confidentiality related to the process, documentation, student information and selection.

HCP Services: Continuum and Variety
RCW 28A-185-030, WAC 392-170-030

A. Program Services Management WAC 392-170-078 | 080

Assurances

- ☒ District provides educational opportunities that take into account each student's needs and capabilities.
- ☒ District reviews services for each student periodically to ensure services meet each student's needs and capabilities.

B. Variety and Continuum of Program Services WAC 392-170-078 | 080

Instructions

CEDARS gifted values identifies four primary structures for HCP service delivery:

- **General education** classroom-based services and programs, CEDARS Gifted Value 32
- **Unique HCP Services/Programs**, CEDARS Gifted Value 33
- **Acceleration Services/Programs**, CEDARS Gifted Value 34
- **Non-Traditional Services/Programs**, CEDARS Gifted Value 35

For each service delivery option or options you provide identify the **instructional strategies and curricular modifications teachers integrate to meet the needs of their Highly Capable students.**

ALERT: Instructional programming and the delivery of HCP services must be **in place at every grade level** in your district. Highly Capable students remain in the program until their enrollment in your district ends.

Complete the Gifted Value Tables

For each Gifted Value identify:

1. Program options by grade level. If K12 is marked, do not check any of the individual grade level boxes for the measure.
2. Instructional strategies and curricular modifications.

CEDARS Gifted Value 32 General Education classroom- based services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies and Curricula Modification														
<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting													
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment													
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects													
<input checked="" type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration													
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest													
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)													

CEDARS Gifted Value 33	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
------------------------	-----	---	---	---	---	---	---	---	---	---	---	----	----	----

programs														
Self-Contained classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplemental pull-out program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialty online course or courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input checked="" type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input checked="" type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 34 Acceleration services and programs	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
Advance Placement (AP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cambridge AICE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College in the High School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concurrent or dual enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit by examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entrance middle school, high school or college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade level advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Honors/Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
International Baccalaureate (IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online course(s) for subject acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Running Start	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Subject-based acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other Name(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Strategies and Curricula Modification

<input checked="" type="checkbox"/> Differentiation	<input checked="" type="checkbox"/> Curriculum Compacting
<input checked="" type="checkbox"/> Flexible grouping	<input checked="" type="checkbox"/> Enrichment
<input checked="" type="checkbox"/> Independent study	<input checked="" type="checkbox"/> Independent projects
<input checked="" type="checkbox"/> Pacing	<input type="checkbox"/> Content acceleration
<input checked="" type="checkbox"/> Supplemental instruction in area of interest	<input checked="" type="checkbox"/> Supplemental materials in area of interest
<input type="checkbox"/> Cluster grouping	<input type="checkbox"/> Other Name(s)

CEDARS Gifted Value 35	K12	K	1	2	3	4	5	6	7	8	9	10	11	12
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[illegible]

Program Goals, Monitoring and Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

A. District Program Goals WAC 392-170-030

Assurance

- ☒ District has defined goals for the Highly Capable program and works toward meeting those goals.

ALERT: Keep documentation related to HCP goals on file at the district. District staff make these records available to authorized personnel during the state Consolidated Program Review cycle and on request.

B. Monitoring: District Records That Demonstrate Compliance WAC 392-170-095 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

Keep those records that evidence compliance with state law at the district. Here are some examples of the HCP documents districts must keep on file:

- School board policy and district procedure that govern the district's Highly Capable program
- Assurances
- Annual public notification
- Parent/legal guardian permission notices and letters
- Description/documentation related to processes of identification, selection, appeal and program evaluation
- Description/documentation related to program exit
- Documentation related to program options and services
- Records related to individual educational programs for Highly Capable students

Assurance

- ☒ District maintains records that evidence compliance with the laws and regulations related to the Highly Capable program. District staff makes these records available to authorized personnel during the Consolidated Program Review cycle and on request.

ALERT: Do not upload HCP documentation; keep on file at the district.

C1. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. The annual efficacy of the district's HCP administration and operations
2. Compliance with state laws and regulations related to the highly capable program

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the timeframes for review and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April
Program Administration / Operations	Reviewed	Review and Analysis
Program Administration/Operation		
District Policy	<input checked="" type="checkbox"/>	July
Program Expenditures	<input checked="" type="checkbox"/>	August
Compliance to WAC 392-170	<input checked="" type="checkbox"/>	November January May
District Procedures	<input checked="" type="checkbox"/>	November January May
Goals for District Program	<input checked="" type="checkbox"/>	January and May
Academic Goals for HCP Students	<input checked="" type="checkbox"/>	October
Communications	<input checked="" type="checkbox"/>	November May
Variety of Services at Grade Levels	<input checked="" type="checkbox"/>	November May
Continuum of Services	<input checked="" type="checkbox"/>	November May
Other: Name(s)	<input type="checkbox"/>	

C2. Evaluation WAC 392-170-030 | RCW 28A.185.050 | RCW 28A.150.220

Instructions

The evaluation of your HCP should return data that measure:

1. How well you HCP met its program goals
2. Academic achievement of your Highly Capable students
3. How well your HCP addressed the needs and capabilities of Highly Capable students

Select the **methods and activities you will use** to evaluate the effectiveness of your Highly Capable program. Enter the grade level, and timeframes for collection/administration and analysis. These data will inform your Form Package 250 End of Year report, and provide Program Evaluation evidence for Consolidated Program Review.

		Timeframe by Month(s) example September, December, April	
Evaluation Methods and Activities	Grades	Collect or Administer	Review
Grades and Tests			
AP Tests	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May	September
Cambridge AICE Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Classroom-based Assessments	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
District Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	September May September May	October June

			October June
IB Tests	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Performance Assessment	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Progress Reports	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Report Cards	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	June June	September September
State Assessments	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	March April May April May	September September
Student Growth Percentiles (SGP) comparing academic peers	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Qualitative Data

Staff Anecdotal Observation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	October March October March	November April June November April June
Student Reflection	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May May	June June
Student Interviews	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

Surveys

Administrator	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Parent	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Student	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	May May	June June
Teacher	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		
Other: Name(s)	<input type="checkbox"/> Elementary		

☐ Secondary**Other Data Sources**

Attendance	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	September - June September - June	June June
Competition Performance and Outcomes for supplemental programs such as Destination Imagination, Future Problem Solvers, History Day, debate, chess	<input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	February - March	June
Program Participation	<input checked="" type="checkbox"/> Elementary <input checked="" type="checkbox"/> Secondary	September - June September - June	June June
Other: Name(s)	<input type="checkbox"/> Elementary <input type="checkbox"/> Secondary		

School Board Annual Approval of District Comprehensive Plan: iGrants 217
WAC 392-170-020 | 025 | 030

A. Estimate of Students Expected to Serve WAC 392-170-030

Instructions

Estimate the number of students your district expects to serve at each grade — across the district's total grade span.

K	1	2	3	4	5	6	7	8	9	10	11	12	Total
3	3	3	5	5	11	3	8	11	8	7	13	7	87

B. iGrants 217 Highly Capable Program Comprehensive Plan: School Board Annual Approval
WAC 392-170-020 | 025

Instructions

This iGrants form package - 217 - is your district's Comprehensive plan.

1. Complete, print out all pages and take it to your school board for annual review and approval. Click **Print All**, to the right of Save.
2. Enter the date your school board approved this Comprehensive plan, iGrants 217. If it is not yet approved, please enter date when it will be on board agenda for approval.
3. Upload the board meeting minutes that document approval. Contact us to open this page when minutes are available.

Date of Annual Board Approval: 9/24/2020

Upload meeting minutes that show **annual board approval of iGrants FP 217**.

File names: do not use symbols or special characters.

Uploaded Files

Uploaded By

Uploaded At

Files have not been uploaded

Equitable Identification of Low-Income Students RCW 28A.185.020

Update as needed how you address equitable identification of low-income students as required by law RCW 28A.185.020.

1. Identify person(s) responsible for developing and implementing LEA equitable identification plan to address low-income students.

Todd McCauley - Whitson Principal and District Highly Capable Administrator
Bonnie Mosbrucker - District Highly Capable program coordinator
Jerry Lewis - Superintendent

2. LEAs may find systemic barriers to identifying low-income students, such as: limited communication about referral process, testing outside school day, reliance on standardized testing only, no routine review of existing data, communication in English only, "cut off" scores on standardized tests, lack of information by school front office staff, and others.

OSPI suggests the following possible actions to reduce barriers to identifying low-income students: screen all students at certain grade level(s) to "screen in" students who may be overlooked, look for above-grade-level WaKIDS indicators, assess rapid growth over time with WaKIDS or ELPA21, test during school day in home school, review IEPs for students with disabilities for indicators of giftedness (twice exceptional), inform staff of gifted indicators and solicit referrals by staff, use alternative assessments for English learners, routinely review all relevant data for any new student, include referral information in enrollment packets, reach out to families by native language speaker.

Please update actions your LEA takes to prioritize equitable identification of low-income students, and the LEA's process to implement during the 2020-21 identification cycle.

During the 2020 - 2021 school year the White Salmon Valley School District will continue systematically reviewing data from a variety of assessments to increase the referral rate of traditionally under referred and identified low income and ELL students. The assessment data reviewed includes SBAC, ELPA 21, WAKids, Fountas and Pinnell, and iReady Reading and Math data. In addition, this year we will administer a district-wide cognitive screener, CogAT 7, to every student at 2nd and 5th grade. We will then use this information to inform our referral process, as well as share this information with the regular classroom teachers, and the students' parents.

We will continue identifying high quality, rigorous, enrichment opportunities for low income and EL students who show potential to be referred, or who nearly qualify. These opportunities include- offering target classes throughout the year, removing barriers such as tuition and travel cost to summer camps focused on academic enrichment that are often offered on college campuses, and increasing opportunities to participate in STEM/STEAM related teams and competitions.

Criteria for Identification RCW 28A.300.770

Explain how you address criteria for identification as required by RCW 28A.300.770.

3. **Update actions your LEA takes to address these criteria in your identification policy and procedures, and the LEA's process to implement during 2020-21 identification cycle.**

LEAs must have identification procedures for Highly Capable programs that are clearly stated and implemented using the following criteria:

- a. Districts must use **multiple objective criteria** to identify students who are among the most Highly Capable. Multiple pathways for qualifications must be available and **no single criterion may disqualify a student from identification.**

- b. **Highly Capable selection decisions must be based on consideration of criteria benchmarked on local norms**, but local norms may not be used as a more restrictive criterion than national norms.
- c. **Subjective measures such as teacher recommendations or report card grades may not be used to screen out a student from assessment.** These data points may be used alongside other criteria during selection to support identification, but may not be used to disqualify a student from being identified.
- d. To the extent practicable, **screening and assessments must be given in the native language** of the student. If native language screening and assessments are not available, **a nonverbal screening and assessment must be used.**

During the 2020 - 2021 we plan to continue to review our screening and identification process to meet the above criteria. This will potentially include identifying new screening and assessment tools that help more equitably identify all highly capable students with a focus on EL and Low income students. It will also include evaluating the effectiveness of our current identification matrix.

- 4. **Briefly outline actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19.** For example, district may have completed identification during school year following typical practice; district may complete identification in summer of 2020 using existing data; district may conduct assessments in summer 2020 and complete identification; district may conduct identification at start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.

The actions that were conducted or planned in 2019-20 school year to identify students for Highly Capable services in light of school closures resulting from COVID-19 were as follows -
Continued to take and evaluate referrals following our regular process.
Continued to review available data following our regular process.
We will then complete the identification at the start of 2020-21 school year to identify and serve as soon as possible in 2020-21 school year.