

BOARD OF DIRECTORS

September 25, 2023





Kelso School District No. 458
Roy Parsons Board Room
601 Crawford St. Kelso WA, 98626
September 25, 2023
5:00 p.m. Work Session Levy
6:00 p.m. Regular Board Meeting

CALL TO ORDER REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

A. Principal Appreciation Month

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from Sept. 11, 2023 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Donation Request

UNFINISHED BUSINESS

- | | |
|---|-------------------|
| A. Policy 4001/4001P Public Information Program (2nd Reading & Action) | Michele Nerland |
| B. Policy 2121 Substance Abuse Program (2nd Reading & Action) | Gunnar Guttormsen |
| C. Policy 3207/3207P Prohibition of Harassment, Intimidation, & Bullying (2nd Reading & Action) | Gunnar Guttormsen |
| D. Policy 3231 Student Records (2nd Reading & Action) | Gunnar Guttormsen |

NEW BUSINESS

- | | |
|--|----------------|
| A. Budget Update - August | Scott Westlund |
| B. Policy 3530/3530P Fundraising Involving Students (1st Reading) | Scott Westlund |
| C. Policy 4400/4400P Election Activities (1st Reading) | Scott Westlund |
| D. Policy 6112 Rental or Lease of District Real Property (1st Reading) | Scott Westlund |
| E. Policy 6882 Sale of Real Property (1st Reading) | Scott Westlund |
| F. Resolution 202324-01 Vaping Litigation - Approving Altria Settlement (Action) | Mary Beth Tack |
| G. Superintendent's Report | Mary Beth Tack |

FOR THE GOOD OF THE ORDER

ADJOURN



Kelso School District Board of Directors

Leah Moore..... Term Expires: November 2025
Karen Grafton Term Expires: November 2025
Jeane Conrad, President Term Expires: November 2023
Mike Haas, Vice President Term Expires: November 2023
Ron Huntington Term Expires: November 2023

Kelso School District

Board of Directors Committee Assignments

Updated: January 2023

Position 1

Director – Leah Moore

- Legislative Representative
- Facilities/Construction

Position 2

Director - Karen Grafton

- ELL Advisory
- Calendar
- Social & Emotional Learning/Whole Child

Position 3

President - Jeane Conrad

- Student Rights & Responsibilities
- Highly Capable
- Budget

Position 4

Vice President - Mike Haas

- Kelso Public Schools Foundation
- Budget
- Boundary Review

Position 5

Director - Ron Huntington

- CTE
- WIAA
- Council on Learning
- Special Education Advisory

2023/2024 School Board Calendar

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
September 11 5:00 Work Session (Strategic Plan & Annual Data Review) 6:00 Regular Board Meeting	October 16 6:00 Regular Board Meeting Construction Update	November 6 6:00 Regular Board Meeting	December 11 5:00 Work Session (Math) 6:00 Regular Board Meeting
September 25 5:00 Work Session (Levy) 6:00 Regular Board Meeting		November 20 5:00 Work Session (SIPS) 6:00 Regular Board Meeting	
JANUARY	FEBRUARY	MARCH	APRIL
January 22 5:00 Work Session (Budget) 6:00 Regular Board Meeting Construction Update	February 12 5:00 Work Session (Early Learning) 6:00 Regular Board Meeting	March 4 5:00 Work Session (SEL & Wellness Staff & Students) 6:00 Regular Board Meeting	April 15 5:00 Work Session (Special Programs) 6:00 Regular Board Meeting Construction Update
		March 18 5:00 Work Session (MLL) 6:00 Regular Board Meeting	
MAY	JUNE	JULY	AUGUST
May 6 5:00 Work Session (HiCap) 6:00 Regular Board Meeting	June 3 5:00 Regular Board Meeting	July 8 5:00 Regular Board Meeting Construction Update	August 12 4:00 Work Session (Budget) 5:00 Regular Board Meeting
May 20 5:00 Work Session (Science) 6:00 Regular Board Meeting			



Road to **STUDENT SUCCESS**

Our Goals



SCHOOL CLIMATE

A school climate that emphasizes student safety, a healthy lifestyle, and respect for other students and faculty.



EARLY LEARNING

Every Kelso student will meet or exceed standard by the end of third grade in English language arts and mathematics.



QUALITY INSTRUCTION

Every Kelso student will experience high-quality standards-based instruction that fosters critical thinking and high levels of academic achievement.



CAREER, COLLEGE & COMMUNITY READY

Every Kelso student will transition successfully between grades and schools and will graduate with the knowledge, skills, and attitude to excel in post-high school opportunities. To that end, we will actively engage and partner with parents, families, and our community.

Mission

The mission of Kelso Public Schools is to prepare every student for living, learning, and achieving success as a citizen of our changing world.

Vision

Our students begin school ready to learn, transition confidently between grades and schools, and emerge from our district as engaged citizens, both career- and college-ready.

Principles

District communication that is open, effective, and collaborative. Financial stewardship that assures the responsive and productive management of district resources.



CAREER, COLLEGE & COMMUNITY READY

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



100% GRADUATING

FISCAL RESPONSIBILITY

★ 2023-24 PRIORITY

- Maintain effective resource allocation, operational planning, and solid fiscal controls.



QUALITY INSTRUCTION

Student achievement in mathematics and English language arts will increase annually and the achievement gap between multilingual learners, students with disabilities, and students in poverty—in comparison with other students—will decrease annually.

★ 2023-24 PRIORITY

- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments.



EARLY LEARNING

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

SCHOOL CLIMATE

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

★ 2023-24 PRIORITIES

- Enhance our culture of belonging and engagement for students and staff while sustaining clear safe-school protocols.
- Elevate student voice in the improvement process through meaningful dialogue and engagement.



How We Get There





Roadmap

CAREER, COLLEGE, COMMUNITY READY

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

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

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

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

100% of students use the HSBP to **ensure** they are on track for graduation and post-secondary enrollment; they use the HSBP to guide forecasting based on their post-secondary pathway

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

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

100% of middle and high school students complete forecasting per their HSBP

Increase opportunities for students to explore career opportunities and requirements

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

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

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

Develop college and career readiness activities that articulate between middle and high schools so students see the importance of forecasting

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

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

100% of high school students complete:

- a resume
- the FAFSA application

Increase percentage of high school students who persist to completing a CTE industry certificate

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

Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process

Increase in high school graduation rates and decrease in dropout rates



Roadmap CLIMATE

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and inclusion	<p>Implement and sustain a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools</p> <p>Implement and sustain a Positive Behavior and Intervention System (PBIS) in each school</p> <p>Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <p>Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff</p>	<p>100% of KSD classrooms embed SEL standards into daily instruction</p> <p>100% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments</p> <p>Realize a reduction in prevailing risk factors for students identified within the Panorama Student Survey and increase classroom and school inclusion as measured by decreased school suspension rates</p> <p>100% of students will report they learn in an environment that is physically and emotionally safe</p>
Increase student and family access to, and awareness of, school based counseling and the availability of mental health services	<p>Review and sustain a school-based mental health referral process</p> <p>Increase comprehensive school-based counseling and mental health services for students</p> <p>Network and link community service providers to students and their families to increase mental health, physical health, and drug and alcohol services</p>	<p>Increase in the number of students and families accessing and receiving school- and community-based counseling and mental/physical health services</p>
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	<p>Sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff</p> <p>Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives</p> <p>Gather and share resources for preventing and responding to workforce health issues</p>	<p>Improve staff attendance, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce as measured by Panorama Staff Survey and Employee Assistance Plan (EAP) usage data</p>



Roadmap COMMUNICATION

If the district develops and maintains positive, collaborative relationships with all stakeholders, then support for Kelso School District will be strengthened and lead to increased support for district initiatives and education programs.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Engage with Kelso community using a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Continue regular engagement via <i>Hilander Highlights</i>, <i>Family Connection</i>, Chamber newsletter, and ThoughtExchange surveys</p> <p>Maintain and update information on district websites</p> <p>Maintain proactive media relations</p> <p>Use social media channels to provide timely and relevant information</p>	<p>Access to timely and relevant communication for targeted audiences</p> <p>Appearance of positive news stories in the media monthly</p> <p>Passage of levies and bonds</p>
Enhance an effective staff and student communication plan to improve internal communication and staff and student engagement	<p>Communicate strategic goals and solicit staff and student voice:</p> <ul style="list-style-type: none"> • <i>Inside Connection</i> for all staff • Safe Schools Emergency documents • 100% posters, Grad Rate posters, Class of posters • Timely district department updates for all staff • ThoughtExchanges, Listening Tours, surveys 	<p>Staff and students know district mission, vision, goals, and progress</p> <p>Staff and students are valued, connected, and honored</p> <p>Staff and student yearly recognition and appreciation campaigns</p>
Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management	<p>Enhance key communicator network connections among regional leaders</p> <p>Build and maintain partnerships with local business and community leaders</p> <p>Develop and standardize key safety preparedness and crisis communication protocols and documents</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community and regional partnerships</p> <p>Increased confidence in district safety preparedness and crisis management from staff, students, families, and key community leaders</p>



Roadmap EARLY LEARNING

If all students entering Kelso School District have access to high quality early learning experiences, then their ability to meet or exceed standards by the end of third grade in English language arts and mathematics is greatly enhanced.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP), Head Start, and Progress Center monthly to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local providers to strengthen community partnerships</p> <p>Partner with our local early learning community to coordinate shared professional development opportunities</p>	<p>Increase percentage of Kelso families accessing Progress Center, ECEAP, and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>Increase coordination and collaboration with all providers serving Kelso families birth to five</p> <p>Increase opportunities for early learning staff to participate in professional development and build stronger community connections</p>
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	<p>Collaborate with Cowlitz County Coordinated Entry to support Kelso families accessing early learning opportunities available</p> <p>Implement consistent high quality instruction in our Transition to Kindergarten (TK) and Preschool Pups</p> <p>Increase community outreach to Kelso families for awareness of early learning opportunities</p>	<p>Increase the percentage of Kelso students kindergarten ready as measured by WA Kids assessment</p> <p>Increase the percentage of students leaving our early learning programs ready for kindergarten as measured by WA Kids assessment</p> <p>Increase the number of Kelso students accessing early learning opportunities in our area</p>
Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement in the classroom with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level essential standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



Roadmap

FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

Goals

IMPLEMENTATION MEASURES

IMPACT MEASURES

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

Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board

Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development

Provide continual updates on the district website during budget planning and development

Conduct staff and community outreach during the annual budget development process and fiscal decision-making

Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections

Monitor expenditures and explore avenues to achieve efficiency in programs and operations

Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings

Community and staff engagement opportunities held for input and feedback on budget proposals

Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources

BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board

Allocate district resources effectively to support academic and operational needs

Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation

Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources

Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan

Annual budget approved by Kelso School Board

Levies and bonds pass

Budget supports academic and operational goals and priorities



Roadmap QUALITY INSTRUCTION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable and inclusionary practices	<p>Ensure all students have access to rigorous, standards-based curriculum</p> <p>Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies</p> <p>Implement and sustain a comprehensive, academic Multi-Tiered System of Support (MTSS) model</p>	<p>100% of high school students enroll in academic rigorous course work as measured by stretch course student survey data</p> <p>100% of students will meet or surpass grade-level essential standards</p> <p>100% of students will access core classroom instructional time</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with PLC teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework</p> <p>100% of staff advocates for fair and equitable practices for all students</p>

Section: **BOARD OF DIRECTORS**

Policy Title: **Audience Participation in Board Meetings**

The Kelso School Board is committed to gaining a full understanding of the issues that come before it. In order to attain a level of understanding that provides making the best decisions, the Board will hear in public Board meetings comments from those attending its meetings. The Board will entertain comments at the beginning of regular meetings and periodically during its meetings. The Board agenda shall provide for the following communications and audience participation:

1. Written communications shall include letters or published materials received by the Superintendent or members of his/her staff, and which he/she deems informative or in need of Board action.
2. Scheduled communications shall include visitors who have previously arranged with the Superintendent to appear before the Board. General comments, either oral or written, will come at the beginning of the regular meeting under the agenda item designated Public Comments. Members of the audience who are Kelso School District residents wishing to address the Board must provide their name, address and affiliation, if any, prior to addressing the board. Speakers may not discuss school district personnel. Not more than three (3) minutes may be allotted to each speaker and no more than ten (10) minutes to the subject under discussion except with the unanimous consent of the Board. Public comments under this agenda item will be limited to thirty (30) minutes.
3. During Unfinished Business and New Business members of the audience may comment on "Action" items listed on the agenda and/or board policies presented for the first or second reading. Questions or comments are to be directed to the Board of Directors as a whole and may not be put to any individual member of the Board or the administrative staff. "Action" items mean the Board expects that a motion would be made and the Board would discuss the merits of the issue before it. After presentations by school staff, district staff or scheduled presenters, and before a motion is heard, the President may call for any oral or written comments from the audience. Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item scheduled for action may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Policy 1430 Continued

4. It shall not be permissible to orally present or discuss complaints against individual employees of Kelso School District at any Board of Directors meeting. Such charges or complaints shall be presented to the Board of Directors, in writing, and shall be signed by the person or persons making the charge or complaint. Executive session may be granted for a hearing of charges against individuals, whether students or employees.
5. No person less than eighteen (18) years of age may address the Board of Directors in meeting unless accompanied by his/her parent(s)/ guardian(s) or teacher, except with unanimous consent of the Board of Directors.
6. Boisterous conduct shall not be permitted at any meeting of the Board of Directors, nor will any defamatory or abusive remarks be tolerated. The President of the Board may terminate the address of any speaker who violates this policy.
7. Individuals with disabilities who may need a modification to participate in a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that arrangements for the modification can be made.
8. Board work sessions are intended to give board members an opportunity to review topics requiring extended discussion. At the conclusion of board discussion of an item, the board chair may call on audience members for comments (time permitting). Members of the audience who are Kelso School District residents who wish to address the Board may only speak to that specific work session agenda item before the Board and have two (2) minutes to ask clarifying questions, state an opinion, or add information. A total of ten (10) minutes on each agenda item may be used for public comment and/or questions. It is the prerogative of the Board President to recognize people requesting oral comments to the Board.

Legal References: RCW 42.30.030 Meetings declared open and public
 RCW 42.30.050 Interruptions – Procedures

42 U.S.C. §§ 12101-12213 Americans with Disabilities Act

Adopted: January 23, 2006

COMMUNICATIONS,
CORRESPONDENCE,
& INTRODUCTIONS

PRINCIPAL
APPRECIATION
MONTH

CONSENT AGENDA

- A. Minutes from Sept. 11, 2023 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Donation Request

BOARD MEETING MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/11/23

The regular meeting of the Board of Directors of Kelso School District No. 458 was called to order at 6:00 p.m. at the KSD Roy Parsons Board Room as well as on a Zoom online/phone platform.

BOARD OF DIRECTORS

Position 1	Leah Moore
Position 2	Karen Grafton
Position 3	Jeane Conrad - President
Position 4	Mike Haas - Vice President
Position 5	Ron Huntington (Absent - excused)

CABINET DIRECTORS

Superintendent	Mary Beth Tack (Secretary to the Board)
Chief Financial Officer	Scott Westlund
Director of Human Resources	Holly Budge
Director of Teaching & Learning	Kim Yore
Director of Special Programs	Heather Ogden
Director of Student Services	Gunnar Guttormsen
Assistant Secretary:	Molly Guler

OTHERS PRESENT

This meeting was held remotely as well as in person. Not all of the names of people in attendance were available online, or partial names were listed. The names of people in attendance are listed as they were shown and included: Andrew Larson, Rich Fletcher, and Sandy DeBruler

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

No communications, correspondence, or introductions.

COMMENTS & QUESTIONS

No comments or questions were submitted before the meeting.
No comments or questions were made on Zoom or in person at the board meeting.

APPROVAL OF AGENDA

APPROVAL OF Amended AGENDA - Motion Passed

Change to agenda New Business item H moved to item J.

Motion to Approve By: Director Grafton

Seconded By: Director Moore

Action: Motion passes unanimously

CONSENT AGENDA

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of August 14, 2023, Work Session & Board Meeting

Certificated Employment Recommendations

Classified Employment Recommendations

Contracts

Warrants

Donation Requests

2023-2024 Salary Schedule Updates

Motion to Approve By: Director Moore

Seconded By: Director Conrad

Action: Motion passes unanimously

UNFINISHED BUSINESS

APPROVED POLICY 2320/2320P FIELD TRIPS, EXCURSIONS, AND OUTDOOR EDUCATION - GUNNAR GUTTORMSEN

Updated to match WSSDA. Updates reflect current district practices. Clarifying language regarding overnight trips as well as donor activity.

Motion to Approve By: Director Grafton

Seconded By: Director Moore

Action: Motion passes unanimously

APPROVED POLICY 3421/3421P CHILD ABUSE, NEGLECT, AND EXPLOITATION - GUNNAR GUTTORMSEN

Updated to match WSSDA updates. New name Child Abuse and Neglect. Updates reflect current district practices and language clarification.

Motion to Approve By: Director Moore

Seconded By: Director Grafton

Action: Motion passes unanimously

NEW BUSINESS

HEARD SUMMER SCHOOL UPDATE - KIM YORE & HEATHER OGDEN



9-12 Summer School



WE ARE
KELSO

- 102 Students
- 18 Staff Members
- Cost: \$108,361



High School Credit Recovery



WE ARE
KELSO

- The purpose of high school credit recovery was to resolve incomplete grades from 2022-23 school year and earn credit(s)
 - Content consisted of a mix of instruction with content teachers, projects, and assignment completion in Odysseyware
- 2 KVA High School Credit Recovery Sessions
- 1 Kelso High School Credit Recovery Session
- Total of Students
 - KHS = 42
 - KVA = 60





High School Credit Recovery



WE ARE
KELSO

- KHS - June 20 through July 20
 - 42 Students
 - 88 Classes Recovered
 - 44 Course Credits Recovered
- KVA Session one - June 20 – July 14
- KVA Session two - July 17 – August 4
 - Students
 - 72 Classes Completed
 - 34.5 Course Credits Recovered
 - 2 Students Graduated

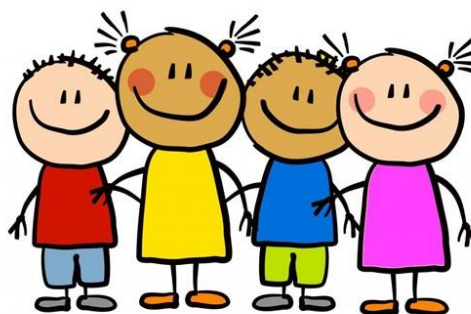


Special Education ESY



WE ARE
KELSO

- **Elementary**
 - Wallace Elementary
 - 1 teacher
 - 2 paraeducators
- Served 6 elementary students
- **Secondary**
 - Kelso High School
 - 1 teacher
 - 3 paraeducators
- Served 6 secondary students





Special Education ESY QUEST



WE ARE
KELSO

- Quest provided ESY services for 3 of our students



HEARD BUDGET STATUS REPORT - JULY - SCOTT WESTLUND

Overall, average annual District enrollment (including Running Start) for the 2022/23 school year was budgeted at 4868 FTE. Beginning of June total average enrollment was 4980 FTE, up 112 FTE from budget. Pending any minor adjustments that may come up, this enrollment will be the final average annual enrollment for the 2022/23 school year.

Beginning fund balance as of September 1, 2022, was \$7,104,789. This equates into an 8.62% beginning fund balance of anticipated expenditures and transfers for the 2022/23 school year.

Projected ending fund balance is lowered for August 2023 to \$6,821,000 which is 8% of our expenditures and transfers. Annual expenditures and transfers will exceed revenue by approximately \$300,000 in 2022/23. The budget for 2022/23 was approved in August 2022 for a deficit of \$595,000.

The budget looks good through the first eleven months of the school year.

HEARD PRELIMINARY ENROLLMENT REPORT - SCOTT WESTLUND

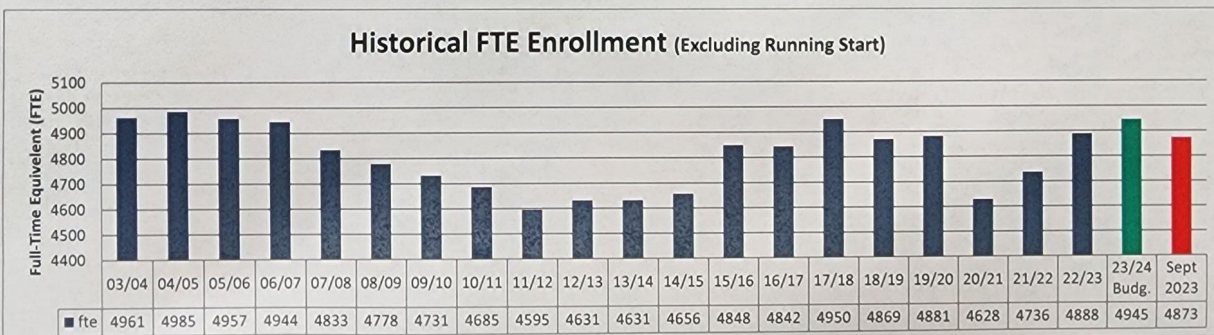
Update from CFO – September 11, 2023

GRADE SPAN ENROLLMENT (FTE)

Enrollment by Grade Span (Sept 7, 2023 Count)			
	Projected (FTE)	Budget (FTE)	Diff
Elementary (K-5)	2099	2169	- 70
Middle School	1078	1104	- 26
High School (KHS, KVA)	1575	1551	+24
Total Enrollment	4752	4824	- 72

*High School does not include Running Start or Kelso GOLD

- Kelso School District enrollment ended at **4981 Annual Average FTE** for 2022/23, including Transitional Kindergarten, up 112 from budget.
- September 2023 numbers above do not include **95** Running Start students or **26** Kelso GOLD students who are budgeted.
- Transitional Kinder will offer **8** classes with **120** students. Starting in mid-October will provide **96 FTE**. **+12 FTE** not reflected above.
- Grade 1 Enrollment is at **369** reflecting a continued trend in class size numbers in the mid 300's for Grades K-8 (Sept 2023, 353 FTE Average).
- Kinder enrollment is currently at **304**. Budgeted for 357, **- 53 FTE**.
- Grade First through Fifth had a net outflow of **- 23 FTE** from June of 2023.
- KVA enrollment, 211 FTE, is **- 15 FTE** down from budget. Enrollment will likely grow during the school year from internal and external growth.



HEARD FIRST READING OF POLICY 4001/4001P PUBLIC INFORMATION PROGRAM - MICHELE NERLAND

Outlines the district's efforts with the public. WSSDA has revised this model policy/procedure to reflect HB 1230 – Schools – Public Health Information.

This legislation requires school districts that maintain a website to post a prominent link on the district homepage, as well as the homepage of each school within the district, to information from the Department of Health (DOH) about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition. The legislation also requires school districts to make the DOH information accessible through communications on the district's social media channels. The required information postings must occur at least quarterly. WSSDA

recommendations include public health information and communications by adding a link to the Department of Health on the district's website, as well as incorporating the district's annual report.

HEARD FIRST READING OF POLICY 2121 SUBSTANCE ABUSE PROGRAM - GUNNAR GUTTORMSEN

This policy is to be updated in conjunction with policy and procedure 4001/4001P.

This legislation requires school districts that maintain a website to post a prominent link on the district homepage, as well as the homepage of each school within the district, to information from the Department of Health (DOH) about substance use trends, overdose symptoms and response, and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition. The legislation also requires school districts to make the DOH information accessible through communications on the district's social media channels. The required information postings must occur at least quarterly.

HEARD FIRST READING OF POLICY 3207/3207P PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING - GUNNAR GUTTORMSEN

HB 1207 requires OSPI, in coordination with WSSDA and in consultation with the Office of the Education Ombuds, to create model language regarding the HIB complaint process, investigations, and contact information for assistance.

- Updated language regarding the definitions of harassment, intimidation, and bullying in the policy.
- Added clarity around investigations and reporting
- Clarification around the submission of reports and incident forms
- Defining "Aggressor"

HEARD FIRST READING OF POLICY 3231 STUDENT RECORDS - GUNNAR GUTTORMSEN

Updates to remove language around withholding diplomas due to fines.

MOVED POLICY 3241/3241P STUDENT DISCIPLINE TO NON-SUBSTANTIVE POLICY REVISIONS BELOW - GUNNAR GUTTORMSEN

Updates to policy and procedure 3241/3241P are non-substantive and fall into the same category as those below.

HEARD UPDATE TO PROCEDURE 3110P QUALIFICATION OF ATTENDANCE AND PLACEMENT - GUNNAR GUTTORMSEN

** After further review, the changes proposed to procedure 3110P did not reflect the practices of the district. The struck-out language is to be kept minus two changes and the added verbiage was removed. The correct procedure is added below.

Qualifications of Attendance and Placement

Procedure 3110P

Early Entrance to Kindergarten

Special exemptions for children who do not meet the age requirements for admission to kindergarten may be granted if the student is sufficiently advanced to succeed in the educational program. The student must show evidence of advanced development in mental ability, gross motor skills, fine motor skills, visual discrimination, auditory discrimination, emotional/social development and language development.

Procedures are:

1. Parent(s)/guardian(s) requesting early entrance will make the request to the Special Education office.
2. Assessment. Parent(s)/guardian(s) requesting early admission may provide assessment results from a certified/licensed psychologist or request the assessment from the district.

As a minimum, eligibility for the exemption shall be based upon an analysis of the child's (1) mental ability, (2) gross motor skills, (3) fine motor skills, (4) visual discrimination, (5) auditory discrimination, (6) emotional/social development, and (7) language development. Where feasible, assessment devices shall be used that shall permit students who are to be considered for exemption to be compared to the level of performance that would be expected of children with a chronological age of 5 years and ~~6 months~~ for kindergarten and 6 years and 6 months for first grade in each of the areas of ability.
3. If the parent(s)/guardian(s) request assessment by the district, a fee of seventy-five dollars (\$75) is required. A waiver of required fees may be allowed for those students whose families meet the guidelines established for qualification for free or reduced priced lunches. Application forms for such a waiver of fees are available in all school offices.
4. Determination of Eligibility. The assessment must be presented to the Director of Special Programs for evaluation. The child must exceed the criteria in each of the ability areas. The Director of Special Education will make one of three determinations:
 - a. The child meets the criteria in each area. The child does not meet the criteria in each area.
 - b. The director is unsure about the child's readiness and further assessment is needed.If deemed necessary, further assessment may be administered by Kelso School District personnel.
5. If the parent(s)/guardian(s) are in disagreement with the decision regarding early entrance or fees, an appeal may be obtained by requesting a review of the decision by the ~~Assistant~~ Superintendent.
6. Kindergarten children entering the district during the school year who are under age according to board policy will be enrolled in kindergarten on a provisional basis if the child has been performing in a satisfactory manner in some other public or Superintendent of Public Instruction approved private school kindergarten program. Final determination will be made no later than thirty (30) calendar days after the child's first day of attendance.

Early Entrance to First Grade

1. Children who are under age for admission to first grade may be admitted to first grade if the student is sufficiently advanced to succeed in the educational program.
 - a. If the child has successfully completed a year of kindergarten work in a public or SPI or district-approved private kindergarten program, the student will be admitted to first grade.
 - b. If the child has performed satisfactorily in the first grade of a public or SPI or district-approved private school system, the student will be admitted to first grade.
 - c. If the student has not been enrolled in kindergarten or when progress in kindergarten indicates the child may only be marginally successful in first grade, the student must show evidence of advanced development in mental ability, gross motor skills, fine motor skills, visual discrimination, auditory discrimination, emotional/social development and language development. In this case the same procedures as outlined for early kindergarten entrance will be followed.

Admission of Students Aged Twenty-One or Older

The student will shall petition the Superintendent/designee for admission.

The petition will shall identify the student's name, age, address and grade level or program of study.

If approved, the petition shall specify the tuition fee to be paid, shall be signed by the student and the superintendent and shall constitute the written agreement required by law. It shall be retained as a public document and made available to the State Superintendent of Public Instruction upon request.

The tuition fee shall be calculated in the same way the State Superintendent of Public Instruction determines the cost of educating a student in the district.

Adopted: 11.14.79

Revised: 03.87 | 09.13.95 | 05.98 | 11.05 | 08.08 | 08.11

HEARD NON-SUBSTANTIVE POLICY REVISIONS - GUNNAR GUTTORMSEN

The following policies and procedures have revisions that are classified as non-substantive. Non-substantive revisions do not require board approval.

House Bill (HB) 1207 - Preventing and Responding to Harassment, Intimidation, Bullying, and Discrimination in Schools is about preventing harassment, intimidation, bullying, and discrimination, which is foundational to an environment where students can learn. HB 1207 prompted revisions to several model policies. However, for the policies listed below, the changes are strictly limited to revising the term “emergency expulsion” to the term “emergency removal.”

This change of verbiage is statutorily mandated and is not a matter of board discretion. Swiftly correcting this term is in the district’s best interest and does not require school board deliberation.

- 2022P Electronic Resources and Internet Safety
- 2162P Education of Students with Disabilities Under 504
- 3122 Excused and Unexcused Absences
- 3225 School Based Threat Assessments
- 3241/3241P Student Discipline

HEARD SUPERINTENDENT REPORT - SUPERINTENDENT TACK

- Great opening to the 2023-2024 School Year
 - ‘Joy’ & ‘Optimism’ come to mind
 - Strong start for students, especially transition days
 - Staff shifts have occurred as the year rolls out
- United Way Day of Caring 9/14/23
 - Staff and students serve our community around the community
 - Approximately 140 KSD staff/students are expected to participate
- 2023-2024 THEME 100-100-100
 - 100% graduation - 100% team effort - 100 years of blue and gold
 - 100 years of blue and gold rolled out this year as we celebrate 100 years of blue and gold as the official colors of Kelso.
 - Asking staff, students, community, alumni, and others to engage in sharing memories
 - Bill Watson of the Cowlitz County Museum has helped prepare for this

FOR THE GOOD OF THE ORDER

●

ADJOURN

BOARD MEETING ADJOURNED @ 6:47 pm

X _____

President

X _____

Secretary

WORK SESSION MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
9/11/23

The work session of the Board of Directors of Kelso School District No. 458 was called to order at 5:00 p.m. at the KSD Roy Parsons Board Room as well as on a Zoom online/phone platform.

BOARD OF DIRECTORS

Position 1	Leah Moore
Position 2	Karen Grafton
Position 3	Jeane Conrad - President
Position 4	Mike Haas - Vice President
Position 5	Ron Huntington (Absent - excused)

CABINET DIRECTORS

Superintendent	Mary Beth Tack (Secretary to the Board)
Chief Financial Officer	Scott Westlund
Director of Human Resources	Holly Budge
Director of Teaching & Learning	Kim Yore
Director of Special Programs	Heather Ogden
Director of Student Services	Gunnar Guttormsen
Assistant Secretary:	Molly Guler

OTHERS PRESENT

This meeting was held remotely as well as in person. Not all of the names of people in attendance were available online, or partial names were listed. The names of people in attendance are listed as they were shown and included:

WORK SESSION

Topic: Strategic Plan and Annual Data Review

Presenter(s): Mary Beth Tack, Michele Nerland, Scott Westlund, Gunnar Guttormsen, Holly Budge, Heather Ogden, Kim Yore, and Lacey DeWeert



Roadmap CAREER, COLLEGE, COMMUNITY READY

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Implement a comprehensive High School and Beyond Plan to ensure students are career, college, and community ready	<p>100% of students develop individualized High School and Beyond Plans (HSBP) that include career awareness and exploration</p> <p>100% of students grades 7 – 12 annually implement research of post-secondary options and refine their individualized HSBP</p> <p>100% of students use the HSBP to ensure they are on track for graduation and post-secondary enrollment; they use the HSBP to guide forecasting based on their post-secondary pathway</p>	<p>100% of 9th grade students are on track for on-time graduation</p> <p>100% of middle school students complete applications for College Bound Scholarships</p> <p>100% of middle and high school students complete forecasting per their HSBP</p> <p>Increase opportunities for students to explore career opportunities and requirements</p> <p>100% of seniors have a HSBP outlining at least one of: college acceptance, military, trade/technical training, industry certification/apprenticeship</p>
Develop and refine vertical alignment systems to support students successfully navigating the critical transitions in their schools (Pre-K to K, Grade 5 to Grade 6, Grade 8 to Grade 9, and graduation to post-secondary experiences)	<p>Develop transition meetings with Early Learning agencies for successful transitions for kindergarten readiness</p> <p>Develop college and career readiness activities that articulate between middle and high schools so students see the importance of forecasting</p> <p>Implement dedicated transition days at the start of each school year for incoming kindergarten, 6th grade, and 9th grade students</p> <p>Ensure 100% of students participate in Senior Exit Interviews, which provide connections to community leaders and communicate next steps for diverse post-secondary enrollment</p>	<p>100% of high school students complete:</p> <ul style="list-style-type: none"> • a resume • the FAFSA application <p>Increase percentage of high school students who persist to completing a CTE industry certificate</p> <p>Increase percentage of graduating students who persist two or more years in college and acquire a college, post-secondary degree or industry certification</p> <p>Increase percentage of students enrolled in academically rigorous course work per annual high school transcript analysis process</p> <p>Increase in high school graduation rates and decrease in dropout rates</p>



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Roadmap CLIMATE

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Improve school climate and inclusion	<p>Implement and sustain a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools</p> <p>Implement and sustain a Positive Behavior and Intervention System (PBIS) in each school</p> <p>Implement Social and Emotional Learning (SEL) in our schools so children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions</p> <p>Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff</p>	<p>100% of KSD classrooms embed SEL standards into daily instruction</p> <p>100% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments</p> <p>Realize a reduction in prevailing risk factors for students identified within the Panorama Student Survey and increase classroom and school inclusion as measured by decreased school suspension rates</p> <p>100% of students will report they learn in an environment that is physically and emotionally safe</p>
Increase student and family access to, and awareness of, school based counseling and the availability of mental health services	<p>Review and sustain a school-based mental health referral process</p> <p>Increase comprehensive school-based counseling and mental health services for students</p> <p>Network and link community service providers to students and their families to increase mental health, physical health, and drug and alcohol services</p>	<p>Increase in the number of students and families accessing and receiving school- and community-based counseling and mental/physical health services</p>
Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff	<p>Sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff</p> <p>Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives</p> <p>Gather and share resources for preventing and responding to workforce health issues</p>	<p>Improve staff attendance, promote retention of staff, improve decision making and productivity, improve employee morale, improve disease management and prevention, and promote a healthier workforce as measured by Panorama Staff Survey and Employee Assistance Plan (EAP) usage data</p>



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Roadmap COMMUNICATION

If the district develops and maintains positive, collaborative relationships with all stakeholders, then support for Kelso School District will be strengthened and lead to increased support for district initiatives and education programs.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Engage with Kelso community using a variety of media to maximize awareness and support of the district's mission, vision, goals, and programs	<p>Continue regular engagement via <i>Hilander Highlights</i>, <i>Family Connection</i>, Chamber newsletter, and ThoughtExchange surveys</p> <p>Maintain and update information on district websites</p> <p>Maintain proactive media relations</p> <p>Use social media channels to provide timely and relevant information</p>	<p>Access to timely and relevant communication for targeted audiences</p> <p>Appearance of positive news stories in the media monthly</p> <p>Passage of levies and bonds</p>
Enhance an effective staff and student communication plan to improve internal communication and staff and student engagement	<p>Communicate strategic goals and solicit staff and student voice:</p> <ul style="list-style-type: none"> • <i>Inside Connection</i> for all staff • Safe Schools Emergency documents • 100% posters, Grad Rate posters, Class of posters • Timely district department updates for all staff • ThoughtExchanges, Listening Tours, surveys 	<p>Staff and students know district mission, vision, goals, and progress</p> <p>Staff and students are valued, connected, and honored</p> <p>Staff and student yearly recognition and appreciation campaigns</p>
Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management	<p>Enhance key communicator network connections among regional leaders</p> <p>Build and maintain partnerships with local business and community leaders</p> <p>Develop and standardize key safety preparedness and crisis communication protocols and documents</p>	<p>Aligned messages among key communicators in the community, particularly in regard to crisis management</p> <p>Increased community and regional partnerships</p> <p>Increased confidence in district safety preparedness and crisis management from staff, students, families, and key community leaders</p>



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Roadmap EARLY LEARNING

If all students entering Kelso School District have access to high quality early learning experiences, then their ability to meet or exceed standards by the end of third grade in English language arts and mathematics is greatly enhanced.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop and implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness	<p>Coordinate with Early Childhood Education and Assistance Program (ECEAP), Head Start, and Progress Center monthly to increase the number of eligible Kelso families accessing local educational programs</p> <p>Coordinate with local providers to strengthen community partnerships</p> <p>Partner with our local early learning community to coordinate shared professional development opportunities</p>	<p>Increase percentage of Kelso families accessing Progress Center, ECEAP, and Head Start as measured by Department of Child, Youth, and Families (DCYF) Saturation Study</p> <p>Increase coordination and collaboration with all providers serving Kelso families birth to five</p> <p>Increase opportunities for early learning staff to participate in professional development and build stronger community connections</p>
Develop and implement a comprehensive plan which improves school readiness and strengthens the transition to kindergarten	<p>Collaborate with Cowlitz County Coordinated Entry to support Kelso families accessing early learning opportunities available</p> <p>Implement consistent high quality instruction in our Transition to Kindergarten (TK) and Preschool Pups</p> <p>Increase community outreach to Kelso families for awareness of early learning opportunities</p>	<p>Increase the percentage of Kelso students kindergarten ready as measured by WA Kids assessment</p> <p>Increase the percentage of students leaving our early learning programs ready for kindergarten as measured by WA Kids assessment</p> <p>Increase the number of Kelso students accessing early learning opportunities in our area</p>
Increase the percentage of kindergarten – 3rd grade students who meet or exceed grade-level standards	<p>Curriculum: staff designs rigorous standards-based lessons utilizing current district adopted core materials</p> <p>Instruction: staff remains current in best instructional practices and implement in the classroom with the instructional framework as a foundation</p> <p>Assessment: staff utilizes and develops action plans to improve student growth based on relevant formative assessment</p>	<p>100% of staff teach grade-level essential standards utilizing approved district materials</p> <p>100% of staff uses observable early learning best practices on a daily basis</p> <p>100% of staff uses quality formative assessment to drive instruction</p>



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Roadmap QUALITY INSTRUCTION

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

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Develop a system in the importance of attracting, developing, and retaining talented and committed staff in every part of our school system	<p>Develop partnerships with regional universities and community agencies to hire high-quality staff</p> <p>Establish clear standards of professional practice and accountability</p> <p>Provide opportunities for differentiated and continuous professional development for teachers, leaders, and staff</p>	<p>100% of classified and certificated staff meets certification requirements</p> <p>100% of staff consistently exhibits standards of professional practice</p> <p>100% of staff engages with professional development for continuous growth</p>
Implement standards-aligned teaching and learning based on equitable and inclusionary practices	<p>Ensure all students have access to rigorous, standards-based curriculum</p> <p>Implement and collaborate on Professional Learning Community (PLC) best practices, essential standards, common assessments, and instructional strategies</p> <p>Implement and sustain a comprehensive, academic Multi-Tiered System of Support (MTSS) model</p>	<p>100% of high school students enroll in academic rigorous course work as measured by stretch course student survey data</p> <p>100% of students will meet or surpass grade-level essential standards</p> <p>100% of students will access core classroom instructional time</p>
Implement data-informed continuous improvement processes at every level	<p>Use frequent and timely common assessments to adjust teaching, learning, and leadership</p> <p>Develop a district-wide continuum of supports to address the academic needs of all students</p> <p>Promote continuous improvement throughout our school system with PLC teams</p>	<p>100% of students participate in district and state assessments</p> <p>100% of staff uses common formative assessment for student learning and provides instruction responsive to students' needs</p> <p>100% of students have access to highly skilled teachers and rigorous coursework</p> <p>100% of staff advocates for fair and equitable practices for all students</p>



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Roadmap

FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Promote budgetary and fiscal transparency to ensure open communication and community engagement	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board</p>
Allocate district resources effectively to support academic and operational needs	<p>Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Annual budget approved by Kelso School Board</p> <p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</p> <p>Budget supports sustainable ideas and solutions that invest in our students and staff</p>



Roadmap

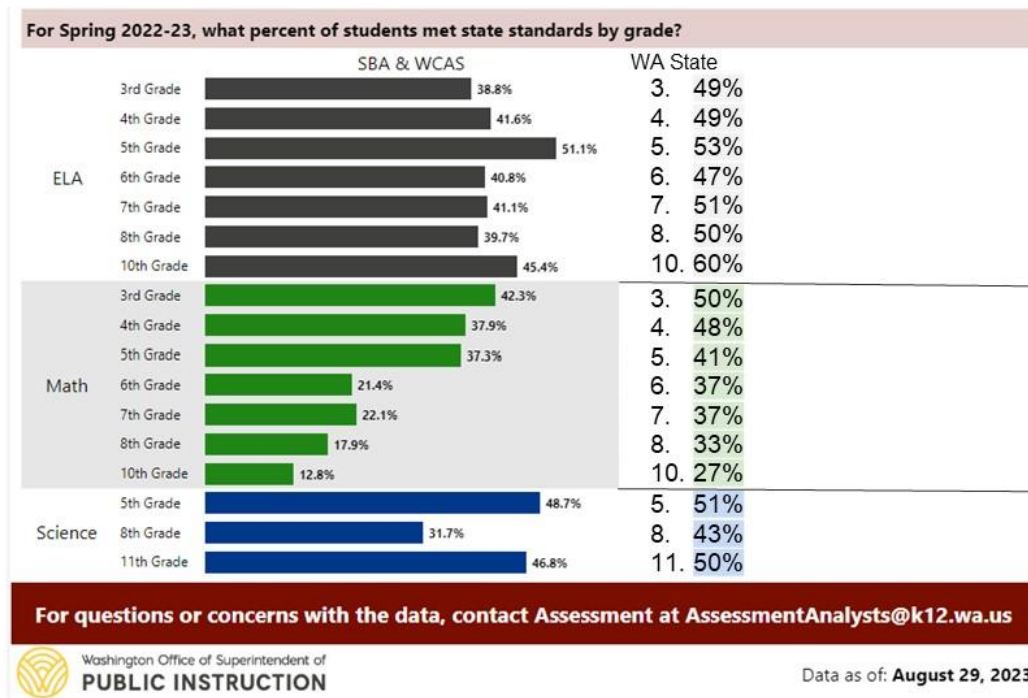
FINANCIAL STEWARDSHIP

If the district demonstrates a strong and collaborative budget process, effective resource allocation and operational planning, and solid fiscal controls, then management of district resources will be responsive and productive.

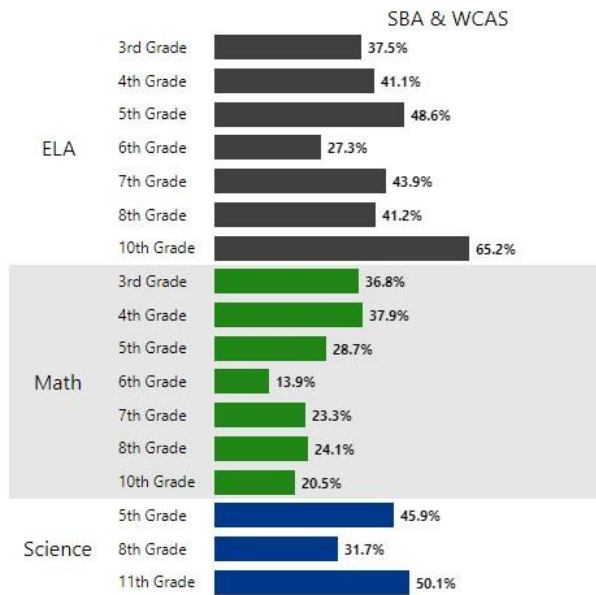
Goals	IMPLEMENTATION MEASURES	IMPACT MEASURES
Promote budgetary and fiscal transparency to ensure open communication and community engagement	<p>Use budget calendar, fiscal goals, and budget parameters for annual approval by the Kelso School Board</p> <p>Utilize Budget Advisory Council (BAC) to provide guidance and recommendations on annual budget development</p> <p>Provide continual updates on the district website during budget planning and development</p> <p>Conduct staff and community outreach during the annual budget development process and fiscal decision-making</p> <p>Assess monetary resources (local, state, and federal) and enrollment, to develop budget forecasts and projections</p> <p>Monitor expenditures and explore avenues to achieve efficiency in programs and operations</p>	<p>Board budget workshops, updates, a budget hearing, and formal budget adoption occur in the fiscal year during Kelso School Board meetings</p> <p>Community and staff engagement opportunities held for input and feedback on budget proposals</p> <p>Fiscal and budgetary information shared with staff and community through intra-district communications, website, and outside community resources</p> <p>BAC is comprised of all major district stakeholders, including community, school and district leadership, the Kelso School Board, and all staff bargaining association groups, and provides input to superintendent and Kelso School Board</p>
Allocate district resources effectively to support academic and operational needs	<p>Assist schools and departments with budget review, analyses, and planning throughout budget development and implementation</p> <p>Maintain local levy to fund staff and activities essential to the programming and operations of the district that are not supported by state resources</p> <p>Develop budget priorities to align with the district's mission, vision, and "Road to Student Success" strategic plan</p>	<p>Annual budget approved by Kelso School Board</p> <p>Levies and bonds pass</p> <p>Budget supports academic and operational goals and priorities</p> <p>Budget supports sustainable ideas and solutions that invest in our students and staff</p>

22-23 KSD SBA & WCAS

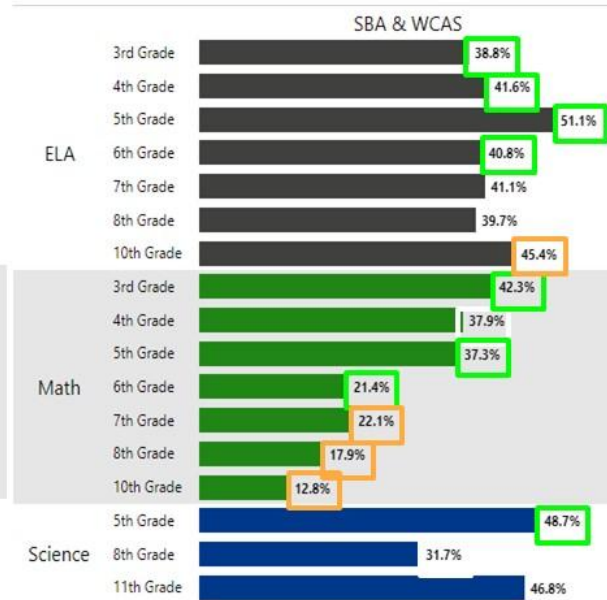
Assessment Data Overview



KSD 2021-22



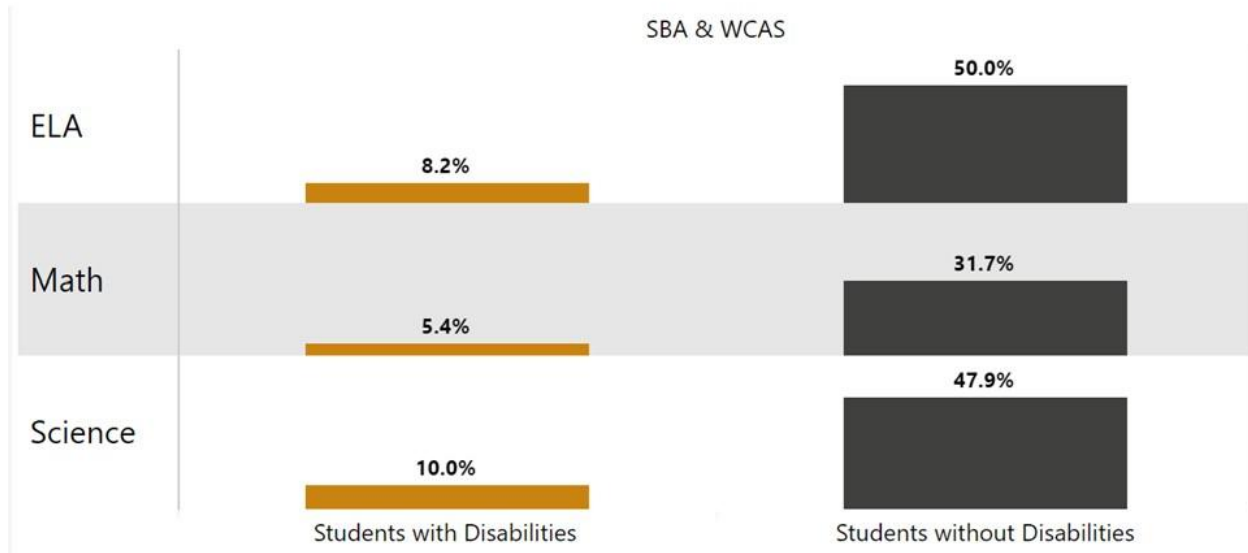
KSD 2022-23



Areas of Success for Kelso School District

- Growth in ELA grades 3 through 6
 - Strong instructional support through coaching
 - Beginning work of essential standards
- Growth or same in Math grades 3 through 6
 - *statistics predict a decline in the first year of new curriculum*
 - Strong instructional support through coaching
 - Beginning work of essential standards
- Growth in Science grade 5
 - Elementary STEAM collaboration and PD efforts

Area for Growth



Areas of Focus

- Secondary ELA
 - Beginning work of identifying essential standards
 - Professional Learning Communities development
- Secondary Math
 - Beginning work of identifying essential standards
 - Professional Learning Communities development
 - Dedicated math instructional coach
- K-12 All Subjects
 - Inclusionary practices
 - Professional Learning Communities development

ADJOURN

WORK SESSION ADJOURNED at 5:55 p.m.

X _____

President

X _____

Secretary

CERTIFICATED PERSONNEL

September 11, 2023

New Hires:

*Smith, Amanda - Preschool Teacher, Wallace Elementary

1.0 FTE

Effective August 30, 2023

Resignation:

Oltesvig, Kathleen - ALE Teacher, Kelso Virtual Academy

1.0 FTE

Effective September 1, 2023

* = Leave Replacement

TBD = To Be Determined

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

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/07/2023 to 09/20/2023

Date Issued	Name	Position	School
9/11/2023	Ripp, Casey	Advisor - Concessions	Kelso High School
9/8/2023	Jorgusen, Rick	Director - Night Activities	Kelso High School
9/11/2023	Swart, Casey	Director - Music: Pep Band (Winter/Spring)	Music - Kelso High School
9/18/2023	Joy, Turner	Assistant Coach - Cross Country (.50 FTE)	Coweeman Middle School
9/19/2023	Lovell, Sharayah	Advisor - Drama	Kelso High School

CLASSIFIED PERSONNEL

September 25, 2023

New Hires

Chom, Thoeung - Paraeducator - SpEd/Significant, Barnes Elementary School

6.75 hrs/day, 190 days/year

Effective September 14, 2023

Brandy, Danielle - Paraeducator - SpEd/SLC, Kelso High School

6.5 hrs/day, 191 days/year

Effective September 14, 2023

*Toney, Logan - Paraeducator - Title, Wallace Elementary School

6.5 hrs/day, 191 days/year

Effective September 8, 2023

Revised Date of Hire

*Chavero, Anita - Paraeducator - SpEd/Preschool

6.0 hrs/day, 151 days/year

Effective September 27, 2023

* = Temporary Position

TSP = Timesheet Position

TBD = To Be Determined

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

SUMMARY OF CONTRACTS / AGREEMENTS WITH KELSO SCHOOL DISTRICT			
Company/Provider	Sponsor	Description of Services	Amount
Advanced Excavating Specialists, LLC	Scott Westlund	Change Order 005 - Huntington Middle School Scoreboard Foundation Drilling	Cost of \$2,150.00
Advanced Excavating Specialist, LLC	Scott Westlund	Coweeman Middle School and Huntington Middle School Track Projects - HMS - Survey work performed due to design changes. Topo survey for PBS to complete their new design. Restake new design once completed. CMS - Irrigation - additional pipe ordered for scale that was incorrect. Hand digging performed for the bleacher asphalt pad that was added. Re-dig and lay irrigation.	Cost of \$24,403.65
Collins Architectural Group	Scott Westlund	Project 2021-46 Rose Valley Elementary School Modernization Change Order # 17 - Provide 4-ft strip light between DOAS unit and EDH located on east side of duct if framing is open. If framing not open, provide 2 strip lights at access and between DOAS and EDH unit. Between gridlines C&H at access point add toggle switch and 1 4ft strip light. Change Order # 18 - In Music and Cafeteria/Library remove existing applied acoustical tile. Install new Rockfon Alaska acoustical tile. Change Order # 19 Revision - Labor hours clarified to existing CO. Change Order # 21 - Remove existing toilet partitions in rooms 116 & 118. Discard as lead-containing material. Install new toilet partitions. Change Order # 22 - Replace specified locks on file drawers. Add locks to district master key system in Health room. Add locks to district master key system in classrooms. Change Order # 24A - Scope the sanitary lines with a camera starting from west end going upstream to locate where sanitary lines are. Based on findings, change order 24B will be issued to replace bad lines.	Cost of \$3,936.00 Cost of \$19,549.00 No change to cost Cost of \$7,050.00 Cost of \$7,236.00 Cost of \$1,590.00
Columbia Allied Services, Inc.	Scott Westlund	Change Order - Coweeman Middle School - Install backflow for hydronic system. Install differential switches for DDC control on either side of pumps. Relocate schools soap dispenser.	Cost of \$5,357.44
Frantz Law Group	Mary Beth Tack	Government Entity Settlement Agreement - Settlement Offer for Government Entity Claims Against Altria	Eligible to receive gross offer of \$27,996.00

Grayling Engineers	Scott Westlund	Rose Valley Elementary School Water System Improvements - Amendment to agreement. Project Management - Additional effort for coordination with district, project architect, and DOH associated with change in scope. Design - Fire tank fill line designed.	Cost of \$9,340.00
Hultz BHU Engineers Inc.	Scott Westlund	Catlin - HVAC Assessment - Engineering Services - Fee Proposal	Cost of \$4,500.00
Jackson Therapy Partners	Heather Ogden	School Psych Agreement - Tamara Mitchell - 8/21/2023 - 06/14/2024	Cost of \$90.00/hour
Longview School District Interlocal Agreement	Heather Ogden	Provide educational support services to a Kelso School District student identified as visually impaired for 1.5 hours each day for 4 days per week	Cost of \$75.99/ hour plus mileage
Lower Columbia College	Mary Beth Tack	College in the High School Program - Offers qualified high school students the opportunity to concurrently earn college credit and high school credit for qualified advanced high school courses deemed equivalent to LCC courses	No Cost to District
Pioneer Drama	Haley Cox	Murder in the Heir Script for drama performance. Performance dates: 10/27 & 10/28/2023, 11/3 & 11/4/2023	Cost of \$581.58
Theatrical Rights Worldwide	Haley Cox	The Addams Family School Edition drama performance - Performance dates: 5/3 - 5/11/2024	Cost of \$3,370.00
Washington Reading Corps	Scott Westlund	Placement of AmeriCorps Members for Coweeman Middle School	Cost of \$7,000.00

General Fund

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

As of August 14, 2023, the board, by a _____ vote, approves payments, totaling \$1,246.12. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 265894 through 265895, totaling \$1,246.12

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

Check Nbr	Vendor Name	Check Date	Check Amount
265894	HCA-SEBB BENEFITS	09/07/2023	1,126.00
265895	The Standard Insurance Company	09/07/2023	120.12

2	Computer	Check(s) For a Total of	1,246.12
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September 18, 2023

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial & Operations Officer

RE: Board Acceptance of Donation.

Kelso School District has received a donation from the Wollenberg Foundation for \$5,000. The funds are intended for use with early learning, kindergarten, and preschool. The Wollenberg Foundation has been providing donations to the Kelso School District and its programs for many, many years, and is greatly appreciated.

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

UNFINISHED BUSINESS

- A. Policy 4001/4001P Public Information Program (2nd Reading & Action)
- B. Policy 2121 Substance Abuse Program (2nd Reading & Action)
- C. Policy 3207/3207P Prohibition of Harassment, Intimidation, & Bullying (2nd Reading & Action)
- D. Policy 3231 Student Records (2nd Reading & Action)

Public Information Program Policy 40010

The Board of Directors of the Kelso School District recognizes that the schools belong to the public. The Board pledges to initiate and maintain a program of public information and communications which will inform, advise, and promote understanding of the school district. An effective communications program is a necessary component of a school system's organization and operation. An ongoing program of public information and communications is essential to the accomplishment of the educational goals of the school district and the community.¶¶

The Board is committed to a communications program that provides for a complementary district and school level effort. This program should include, but not be limited to, information concerning decisions and actions of the Board, policies and regulations governing public interaction with the school system, matters of educational programming, long range program and facilities needs, school district goals, student achievement, budget and fiscal information, school events, and outstanding performances by students and employees.¶¶

The board is a nonpartisan public body and as such will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The district will strive to maintain effective two-way communication channels with the public. Such channels will enable the board and staff to interpret the school's performance and need to the community and provide a means for citizens to express their needs and expectations to the board and staff.

The superintendent or designee will establish and maintain a communication process within the school system and between it and the community. Such a public information program will provide for a district annual report, news releases at appropriate times, news media coverage of district programs and events, and regular direct communication between individual schools and the community members they serve. The public information program will also assist staff in improving their skill and understanding in communicating with the public.

Community opinion may be solicited through parent organizations, parent-teacher conferences, open houses, and other such events or activities which may bring staff and citizens together. At times, board meetings may be scheduled at neighborhood schools. Survey instruments and/or questionnaires may be developed in order to gain a broad perspective of community opinion.

The board is a nonpartisan public body and will not endorse political candidates. Neither staff nor students will be asked to disseminate campaign materials from the schools nor will any of the district's facilities or communications services be used to disseminate such material.

The superintendent or designee will identify staff with significant public information responsibilities and establish guidelines for their work. The guidelines will address such matters as authority for making releases and the nature and content of bulletins to parents.

Staff Communications with the Public

Staff shares the responsibility for communicating and interpreting the district mission, its policies, programs, goals, and objectives to members of the community. Staff will perform their services and functions to the best of their ability and communicate with members of the community, parents, students, and other staff in a sincere, courteous, and considerate manner. Staff will strive to develop and maintain cooperative school-community relations and to achieve the understanding and mutual respect that are essential to the success of the district.

Confidential information about students or other staff will be released only as permitted by law and district policies and procedures.

Public Health Information

The district will post a prominent link on its website’s homepage and on each school’s homepage to information from the Department of Health that addresses substance use trends; overdose symptoms and response; and the secure storage of prescription drugs, over-the-counter medications, and firearms and ammunition.

To keep students, families, and community members informed about available health resources, the district will make the information described above from the Department of Health accessible through internet-based communications (like the district’s social media accounts) and through digital and non-digital communications. The district will post this information at least twice each school year.

Collection Of Disciplinary Data

The district will collect data on student disciplinary actions taken in each school, and the information will be available to the public upon request. This information may not be personally identifiable, and will not include a student’s name, address, or social security number.

District Annual Report

An annual district report addressing the activities of the district will be prepared by the superintendent or designee as soon as possible after the close of each school year. The report will be made available to the public and used as one means for informing parents and community members, the Office of the Superintendent of Public Instruction, and other districts in the area, of the programs and conditions of the district's schools. The district must ensure awareness of and compliance with certain statutory requirements as specified in Policy 2106 (Program Compliance). When the district is not in compliance, such deviations will be incorporated into the annual report.

Cross References:	Policy 2106	Program Compliance
	Policy 2121	Substance Abuse Program
	Policy 4020	Confidential Communications
Legal References:	RCW 28A.150.230	Basic Education Act of 1977 - District School directors’ as
		accountable for proper operation of district Scope
		Responsibilities
	HB 1230 (2023)	School-Public Health Information
	RCW 28A.655.100	Performance goals - Reporting requirements

Management	Policy & Legal
Resources:	News

2023 - July
2011 - October

Adopted: 03.13.06
Revised: 03.05.12

DRAFT

Public Information Program Procedure 40010P

~~Principals are encouraged to~~ The superintendent or designee will initiate media coverage of district their school programs and activities. ~~The superintendent/designee shall authorize the release of information when the topic being covered involves more than one building.~~ The following guidelines relate to the public information program:

- A. Media representatives will ~~shall~~ be supplied factual information; ~~with the request that they not publish or broadcast any facts which are injurious to staff or students or which would serve no constructive purpose.~~
- B. Media representatives should be kept ~~fully~~ informed on ~~all aspects of~~ the program so that any reporting will ~~shall~~ be done ~~on the basis of~~ based on a complete and accurate overview;:
- C. Students should be informed that they have the right to deny an interview or photograph. A release form ~~signed by~~ a parent will ~~shall~~ be ~~obtained secured~~ before allowing an individual to photograph and conduct an interview that would "single out" any ~~special education~~ student or identify a student whose parents have signed a form to withhold directory information;:
- D. ~~During regular school hours, a~~ All visitors, including media representatives; must report to the building office for identification and authorization before going to any part of the building or contacting any individual;: and
- E. Staff members will ~~shall~~ secure authorization from the ~~superintendent or designee~~ principal before contacting the media on behalf of the school. This will ~~shall~~ not preclude a staff member from contacting the media as a private individual.

Annual District Report

The annual district report will include but not be limited to:

- A. A summary of the student performance towards state standards;
- B. Results of district-wide achievement testing; and
- C. Budget information, including student enrollment, classroom staff, support staff, administrative staff, and special levy expenditures.

Adopted: 03.13.06
Revised: 08.11

Substance Abuse Program Policy 2121

The board recognizes that the use/abuse of alcohol, and the use and abuse of controlled, illegal, addictive, or harmful substances including but not limited to marijuana (cannabis) ~~and anabolic steroids, narcotic drugs, mood altering chemicals, legend drugs, stimulants, hallucinogenic, amphetamines, barbiturates, inhalants, caffeine pills, diet pills, sleeping pills, anabolic steroids or synthetic drugs,~~ is a societal problem and may represent an impairment to the normal development, well-being and academic performance of students. To ensure the safety, health, and well-being of all students, the board is committed; to the development of a program which emphasizes drug and alcohol abuse prevention, ~~information,~~ intervention, after-care support, and necessary corrective actions. ~~The program will address the legal, social, and health consequences of drug and alcohol use, and provide information about effective techniques for resisting peer pressure to use illicit drugs or alcohol. The programs will be age-appropriate and developmentally based for all grades.~~

The board recognizes the effects ~~on to~~ the school, home, and community resulting from the abuse of alcohol and the use and abuse of controlled illegal, addictive, or harmful substances ~~including anabolic steroids.~~ While the primary obligation to seek assistance rests with the student and his/her parent(s)/guardian(s), school staff will work with the home and community to develop and implement a comprehensive prevention and intervention program. The board ~~of directors~~ will seek ~~the support, cooperation, and coordination with~~ of public and private agencies through ~~the participation on formation of an~~ advisory committee(s), including representatives from the instructional staff, students, parents, state and local law enforcement staff, and the county coordinator of alcohol and drug treatment or a representative of a treatment provider. ~~If such a committee meeting state funding requirements is not in existence, the board of directors shall form one.~~

To keep students, families, and community members informed about drug abuse issues, the district will make information from the Department of Health that addresses substance use trends, overdose symptoms, and response, and the secure storage of prescription drugs and over-the-counter medications available in accordance with Policy 4001 (Public Information Program)

The ~~S~~superintendent or designee is directed to develop and implement procedures to assess the scope of the problem of the use of addictive substances such as alcohol, drugs, and nicotine, and to reduce and/or eliminate the problems associated with the use of alcohol, drugs, and nicotine.

Parents and interested community members are encouraged to ~~visit the school and/or classroom to observe classroom prevention activities and review prevention instructional materials. At the conclusion of each year,~~ the district will evaluate the effectiveness of the program ~~on a regular basis.~~

Cross References:	Policy 5203	Staff Assistance Program
	Policy 3241	Classroom Management, Corrective Actions or Punishments
	Policy 4001	Public Information Program
Legal References:	RCW 28A.210.310	Prohibition on use of tobacco products on school property
	RCW 28A.170.075	Substance Abuse Awareness Program – Intent
	HB 1230 (2023)	School-Public Health Information

RCW 69.50.101	Definitions
RCW 69.51A.060	Crimes – Limitations of chapter Washington Initiative Measure No. 502
20 U.S.C. 3171 7101 et seq.	Safe and Drug Free Schools and Community Act
Title 21 Section 811	Controlled Substances Act

Management
Resources:

*Policy & Legal
News*

2023 – July

2013 - February

Adopted: 06.22.88
Revised: 06.10.92 | 09.25.06 | 06.10.13

DRAFT

Prohibition of Harassment, Intimidation, ~~and or~~ Bullying of Students

Policy 3207

The district is committed to a safe and civil educational environment ~~for all students, employees, parents/legal guardians, volunteers and community members~~ that is free from the harassment, intimidation, or bullying ~~toward any student~~. As defined in Chapter 28A.600 RCW (Students) ~~legislation~~, “Harassment, intimidation or bullying” means any intentionally electronic, written verbal, or physical act, including but not limited to one shown to, one shown to be motivated by any characteristic in RCW 28A.640.010 and RCW 28A.642.010, or other distinguishing characteristics, when the act:

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

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

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

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

This policy and accompanying procedure exclusively governs conduct directed toward a student currently enrolled in the district.

The policy and accompanying procedure do not govern harassment, intimidation, or bullying toward an employee, volunteer, parent/legal guardian, or community member.

Behaviors/Expressions

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

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

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

Training

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

Prevention

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

Interventions

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

Students with Individual Education Plans or Section 504 Plans

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

Retaliation/False Allegations

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

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

Compliance Officer

The Director of Student Services will serve as the compliance officer for the Kelso School District and will be the main contact to receive copies of all formal and informal complaints and oversee ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district.

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

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

Adopted: 5.19.03

Revised: 5.8.06 | 6.07 | 6.9.08 | 5.9.11 | 4.7.14 | 5.11.15 | 7.13.20

Prohibition of Harassment, Intimidation, and Bullying of Students

Procedure 3207P

INTRODUCTION

Kelso School District strives to provide students with optimal conditions for learning by maintaining a school environment where every ~~student one~~ is treated with respect and ~~students are not no one~~ is physically or emotionally harmed.

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

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying ~~of a student~~ or to whom such actions have been reported ~~must is expected to~~ take prompt and appropriate action to stop the harassment, ~~intimidation, or bullying, prevent its reoccurrence, and report it to the building level administrator and/or district HIM Compliance Officer. and to prevent its reoccurrence.~~

DEFINITIONS

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

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

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

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

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

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

This procedure does not govern harassment, intimidation, or bullying toward or by an employee, volunteer, parent/legal guardian, or community member.

Retaliation is when a student ~~an aggressor~~ is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, participating in an investigation, or being identified as a targeted student. ~~harasses, intimidates, or bullies a student who has reported incidents of bullying.~~

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

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

BEHAVIORS/EXPRESSIONS

“Harassment,” “intimidation,” and “bullying” are separate but related behaviors directed toward students. ~~Each must be addressed appropriately.~~ Although this procedure defines differentiates the three behaviors, this differentiation should not be considered part of the legal definition of these behaviors. RCW 28A.600.477 presents HIB as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is “harassment,” “intimidation,” or “bullying”.

Harassment refers to any malicious act, which causes harm to any ~~student~~ person's physical wellbeing. It can be discriminatory harassment, malicious harassment, or sexual harassment. Intimidation refers to implied or overt threats of physical violence toward a student. Bullying refers to unwanted aggressive behavior(s) by a student ~~another youth~~ or group of students ~~youths~~ toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm on the targeted student ~~youth~~ including physical or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

It is considered a violation of the state HIB law if any of the above behaviors are occurring.

RELATIONSHIP TO OTHER LAWS

This procedure applies only to conduct toward students as reflected in RCW 28A.300.285 – Prohibition of Harassment, Intimidation, and Bullying ~~prevention~~. There are other laws and procedures to address related issues such as sexual harassment or discrimination.

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

1. RCW 28A.600.477 ~~300.285~~ – Prohibition of Harassment, Intimidation, and Bullying
2. RCW 28A.640.020 – Sexual Equality ~~Harassment~~
3. RCW 28A. 642 – Prohibition of Discrimination in Public Schools
4. RCW 49.60.010 – The Law Against Discrimination

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

PREVENTION

1. Dissemination

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

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

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC. ~~Washington Administrative Code 392-400-226.~~

3. Education

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

4. Training

The district HIB Compliance Officer will participate in at least one mandatory training opportunity offered by OSPI. As feasible, the district's HIB Compliance Officer will attend annual training as a refresher course, particularly in the event that changes to the HIB law or process occur. Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, ~~how to monitor common areas,~~ and the use of the district's Incident Reporting Form.

5. Prevention Strategies

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

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

COMPLIANCE OFFICER

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, and bullying of a student. If any district staff member receives allegations in a written report of harassment, intimidation, or bullying that indicate a potential violation of Policy 3207, that staff member must promptly notify the district compliance officer;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying of a student indicates a potential violation

of the district's nondiscrimination policy (Policy 3210), or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy/procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or harassment, intimidation, or bullying involves a potential violation of the district's nondiscrimination policy;

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

STAFF INTERVENTION

All staff members will intervene and report when witnessing or receiving reports of harassment, intimidation, or bullying of a student. Minor incidents that do not staff is able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation, or bullying, or conduct not directed toward a student may require no further action under this procedure, other than tracking, to ensure they are not repeated.

FILING AN INCIDENT REPORTING FORM

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation, or bullying of a student. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website:

<https://www.k12.wa.us/sites/default/files/public/safetycenter/bullyingharassment/workgroup/stepstoeffectivebullyingprevention-planningtemplate.pdf>

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

The district must provide an incident report form to students, families, or staff if requested.

ADDRESSING HARASSMENT, INTIMIDATION, OR BULLYING - REPORTS

Step 1: Filing an Incident Reporting Form

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

Status of Reporter

1. Anonymous

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

2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court if that would help.")

3. Non-confidential

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

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receives an oral or written report of harassment, intimidation, or bullying ~~of a student will shall~~ attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, ~~or~~ if the incident does not meet the definition of harassment, intimidation, or bullying, ~~or if the conduct is not directed toward a student~~, no further action may be necessary under this procedure. ~~If the parties involved are not satisfied with the attempt to resolve the situation, the staff member will notify the HIB Compliance Officer, the parties will be provided with a HIB Incident Report form, and given the opportunity to complete the form, thereby initiating the process for an official HIB investigation.~~

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying ~~of a student~~ will be recorded on a district Incident Reporting Form ~~by the reporting party and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.~~ ~~Once recorded, the principal or designee must communicate with the district HIB Compliance Officer regarding the complaints.~~

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

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying of a student, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. For allegations involving a staff member the Human Resources Department must be involved so union representatives can be notified. These allegations will not be handled under the processes in 3207 and 3207P. Human Resources Departments must include consideration of policy and procedure 3210 – Nondiscrimination of Students, policy and procedure 5010 – Nondiscrimination and Affirmative Action, and other applicable policies and laws, including WAC 392-190-0555. The Human Resources Departments should work with their legal services to determine the appropriate complaint process and response.
3. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant, targeted student, and or the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant, targeted student, and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy (Policy 3210), the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation, or bullying involves allegations of a violation of the district's nondiscrimination policy.

4. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation, and bullying.
5. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, and bullying of a student. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
6. The investigation shall include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the targeted student, if different than the complainant;
 - c. An interview with the alleged aggressor;

- d. A review of any previous complaints involving ~~either~~ the complainant, the targeted student, or the alleged aggressor; and
 - e. Interviews with other students or staff members who may have knowledge of the alleged incident.
7. The principal or designee may determine that other steps must be taken before the investigation is complete.
8. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
9. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with results.

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

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

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

Step 4: Corrective Measure for the Aggressor

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

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

Step 5: Complainant's ~~Targeted Student's~~ Right to Appeal

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

Step 6: Discipline/Corrective Action

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

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

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

If staff have been found to be in violation of this policy and procedure ~~by not reporting harassment, intimidation, or bullying or not preventing retaliation~~, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of WAC 181-87, commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

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

IMMUNITY/RETALIATION

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

OTHER RESOURCES

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

FOR QUESTIONS OR MORE INFORMATION, STUDENTS AND FAMILIES CAN REACH OUT TO THE FOLLOWING STATE OR FEDERAL AGENCIES:

- OSPI Equity and Civil Rights Office
360.725.6162
Email: equity@k12.wa.us
www.k12.wa.us/Equity/default.aspx
- Washington State Human Rights Commission
800.233.3247
www.hum.wa.gov/index.html
- Office for Civil Rights, U.S. Department of Education, Region IX
206.607.1600
Email: OCR.Seattle@ed.gov
www.ed.gov/about/offices/list/ocr/index.html
- Department of Justice Community Relations Service
877.292.3804
www.justice.gov/crt/
- Office of the Education Ombudsman
866.297.2597
Email: OEOinfo@gov.wa.gov
<http://oeo.wa.gov/>
- OSPI Safety Center
360.725.6068
Email: Schoolsafety@k12.wa.us
<https://www.k12.wa.us/student-success/health-safety/school-safety-center>
~~www.k12.wa.us/student-success/health-safety/school-safety-center~~
~~[SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/student-success/health-safety/school-safety-center/SafetyCenter/BullyingHarassment/default.aspx)~~

OTHER DISTRICT POLICIES AND PROCEDURES

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

Adopted: 5.07

Revised: 6.9.08 | 8.08 | 5.9.11 | 5.11.15 | 7.13.20

Student Records Policy 3231

The district will maintain those student records necessary for the educational guidance and/or welfare of students, for orderly and efficient operation of schools, and as required by law. All information related to individual students will be treated in a confidential and professional manner. When information is released in compliance with state and federal law the district and district employees are immune from civil liability unless they acted with gross negligence or in bad faith.

The district will retain records in compliance with the current, approved versions of the Local Government General Records Retention Schedule (CORE) and the School Districts and Educational Services Districts Records Retention Schedule, both of which are published on the Secretary of State's website at: www.sos.wa.gov/archives/recordsretentionschedules.aspx

Student records are the property of the district but will be available in an orderly and timely manner to students and parents. "Parent" includes the state Department of Social and Health Services when a minor student has been found dependent and placed in state custody. A parent or adult student may challenge any information in a student record believed inaccurate, misleading or in violation of the privacy or other rights of the student.

Student records will be forwarded to other school agencies upon request. A high school student may grant authority to the district which permits prospective employers to review the student's transcript. Parental or adult student consent will be required before the district may release student records other than to a school agency or organization, except as otherwise provided by law.

~~A diploma may not be released until a student has made restitution for damages assessed as a result of losing or damaging school materials or equipment.~~

The superintendent or designee will establish procedures governing the content, management and control of student records.

Cross Reference:	Policy 2100	Educational Opportunities for Military Children
	Policy 3115	Students Experiencing Homelessness – Enrollment Rights and Services
	Policy 3211	Gender Inclusive Schools
	Policy 3520	Student Fees, Fines or Changes
	Policy 4020	Confidential Communications
	Policy 4040	Public Access to District Records
Legal References:	20 U.S.C. § 1232g; 34 CFR, Part 99	Family Educational Rights and Privacy Act
	42 U.S.C 11431 et seq	McKinney-Vento Homeless Assistance Act
	42 CFR § 2.14	Minor patients
	RCW 9.02.100	Reproductive privacy – Public policy
	RCW 28A.150.510	Transmittal of education records to department of children, youth, and families —Disclosure of educational records—Data sharing agreements—Comprehensive needs requirement document—Report
	RCW 28A.195.070	Official transcript withholding – Transmittal of information
	RCW 28A.225.151	Student-level truancy data – Reports – Data protocols and guidance for school districts

RCW 28A.225.330	Enrolling students from other districts — Requests for information and permanent records — Withheld transcripts — Immunity from liability — Rules
RCW 28A.230.120	High school diplomas — Issuance — Option to receive final transcripts — Notice
RCW 28A.230.180	Educational and career opportunities in the military, student access to information on, when
RCW 28A.600.475	Exchange of information with law enforcement and juvenile court officials – Notification of parents and students.
RCW 28A.605.030	Student education records – Parental review—release of records—Procedure
RCW 70.02.220	Sexually transmitted diseases – Permitted and mandatory disclosures
RCW 70.02.240	Mental health services – Minors – Permitted disclosures
RCW 70.02.265	Adolescent behavioral health services – Disclosure of treatment information and records – Restrictions and requirement – Immunity from liability
RCW 28A.635.060	Defacing or injuring school property — Liability of pupil, parent or guardian — Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected
RCW 40.24.030	Address Confidentiality Program — Application — Certification – Form – Vehicle and vessel information
Chapter 246-105 WAC	Immunization of child care and school children against certain vaccine-preventable diseases
Chapter 392-172A WAC	Rules for the provision of special education
Chapter 392-182 WAC	Student Health Records
Chapter 392-415 WAC	Secondary Education- standardized high school transcript
WAC 181-87-093	Failure to assure the transfer of student record information or student records
WAC 392-121-182	Alternative learning experience requirements
WAC 392-122-228	Alternative learning experiences for juvenile students incarcerated in adult jail facilities
WAC 392-500-025	Pupil tests and records – Pupil personnel records – School district policy in writing

**Management
Resources:**

2021	June Issue
2019	July Issue
2018	December 2018 – December Policy Issue
Updated 2014	Records Retention Schedule for School Districts and ESDs
2014	December Issue
2013	February Issue
2010	February Issue
2003	December Issue
2001	April Issue

ADOPTED: 5.8.06

REVISED: 10.3.16 | 11.18.19 | 3.7.22 | 5.22.23

NEW BUSINESS

- A. Budget Update - August
- B. Policy 3530/3530P Fundraising Involving Students (1st Reading)
- C. Policy 4400/4400P Election Activities (1st Reading)
- D. Policy 6112 Rental or Lease of District Real Property (1st Reading)
- E. Policy 6882 Sale of Real Property (1st Reading)
- F. Resolution 202324-01 Vaping Litigation - Approving Altria Settlement (Action)
- G. Superintendent's Report



September 18, 2023

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial and Operations Officer

SUBJECT: Budget Status Report for August 31st, 2023.

Overall, average annual District enrollment (including Running Start) for the 2022/23 school year was budgeted at 4868 FTE. Beginning of June total average enrollment was 4980 FTE, up 112 FTE from budget. Pending any minor adjustments that may come up, this enrollment will be the final average annual enrollment for the 2022/23 school year.

Beginning fund balance as of September 1, 2022, was \$7,104,789. This equates into an 8.62% beginning fund balance of anticipated expenditures and transfers for the 2022/23 school year.

Projected ending fund balance is lowered for August 2023 to \$6,722,255 which is still 8% of our estimated expenditures and transfers. Annual expenditures and transfers will exceed revenue by approximately \$350,000 in 2022/23. The budget for 2022/23 was approved in August 2022 for a deficit of \$595,000.

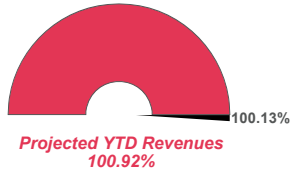
You will likely note that the month end balance shows an ending balance of just over \$5 million for August. At the end of September 2023, we will receive approximately \$1.98 million in accrued revenue (mostly from grants that we are reimbursed for), with approximately \$270,000 of expenses to be charged back to August 2023. Our net adjustment is approximately \$1.69 million to the positive.

The budget looks good ending the 2022/23 fiscal year.

General Fund Revenues | Dashboard Summary

For the Period Ending August 31, 2023

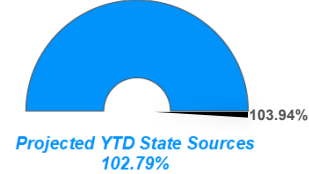
**Total Revenues
Actual YTD**



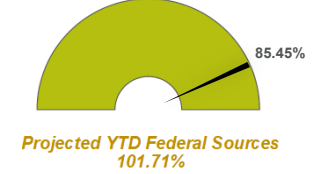
**Local Sources
Actual YTD**



**State Sources
Actual YTD**



**Federal Sources
Actual YTD**



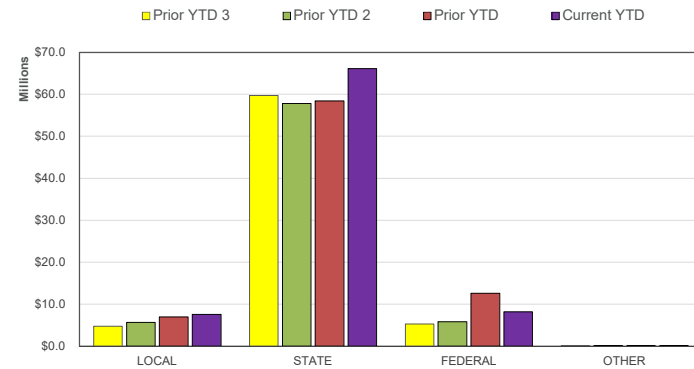
Revenue Analysis

Top 10 Sources of Revenue (YTD)

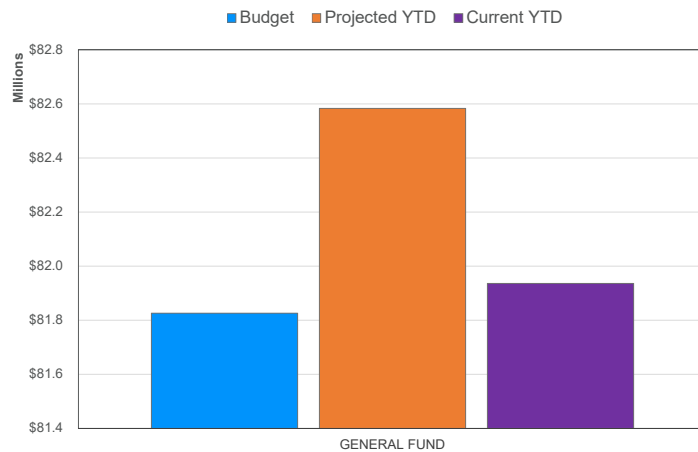
Apportionment	\$47,332,898
Special Purpose - Unassigned	\$15,395,164
Special Purpose - OSPI Unassigned	\$7,875,568
Local Property Tax	\$6,540,772
Local Effort Assistance	\$3,296,719
Local Support Non-Tax - Unassigned	\$246,984
Gifts, Grants, and Donations (Local)	\$233,315
USDA Commodities	\$180,379
Timber Excise Tax	\$178,644
Sales of Goods, Supplies, and Services - Unassigned	\$146,925

Percent of Total Revenues YTD 99.37%

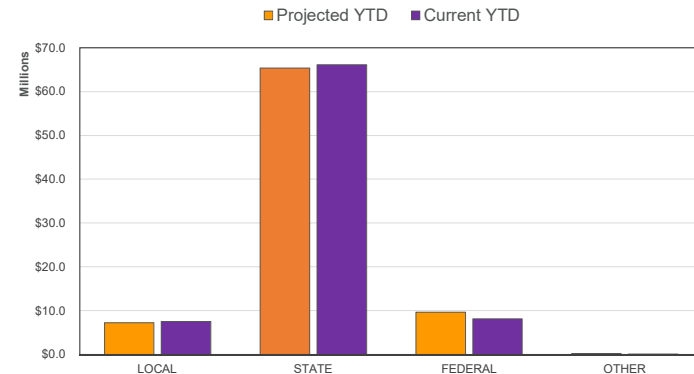
Revenues by Source | Prior YTD vs. Current YTD



Total Revenues | Budget / Projected YTD / Current YTD



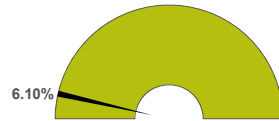
Revenues by Source | Projected YTD vs. Current YTD



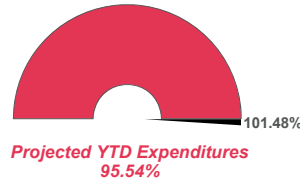
General Fund Expenditures | Dashboard Summary

For the Period Ending August 31, 2023

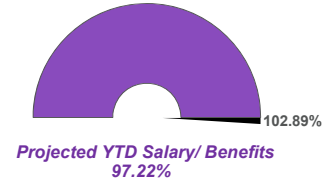
Projected YE Balance as
% of Budgeted Expenditures



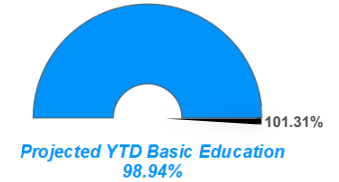
Total Expenditures
Actual YTD



Salaries & Benefits
Actual YTD



Basic Education
Actual YTD

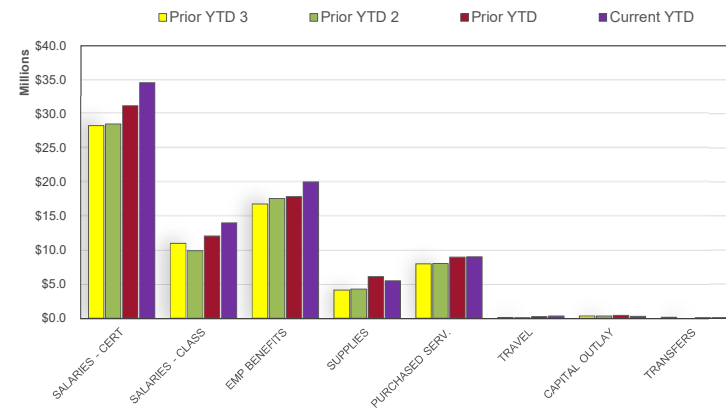


Expenditure Analysis

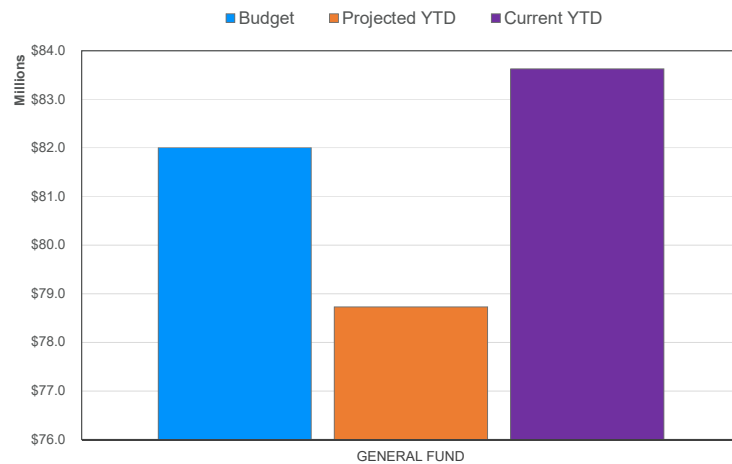
Top 10 Expenditures by Program (YTD)

Basic Education	\$38,322,740
Districtwide Support	\$11,885,431
Special Education - Supplemental - State	\$10,605,847
Vocational - Basic - State	\$3,429,474
School Food Services	\$3,411,519
Learning Assistance Program - State	\$2,987,354
Pupil Transportation	\$2,655,082
ESSER III	\$2,301,028
ESEA Disadvantaged - Federal	\$1,544,801
Basic Education - Alternative Learning Experience	\$1,318,615
Percent of Total Expenditures YTD	93.38%

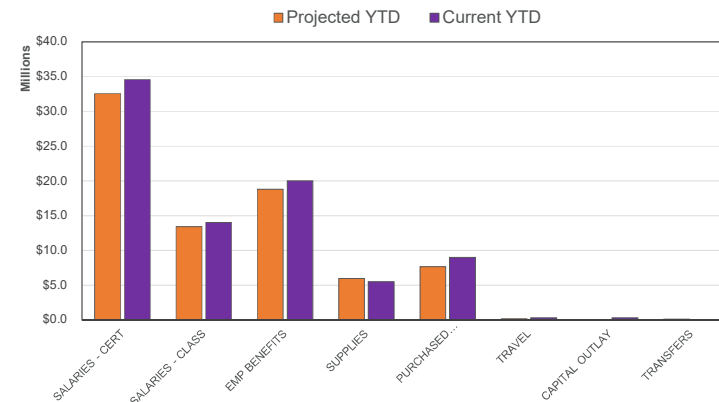
Expenditures by Object | Prior YTD vs. Current YTD



Total Expenditures | Budget / Projected YTD / Current YTD

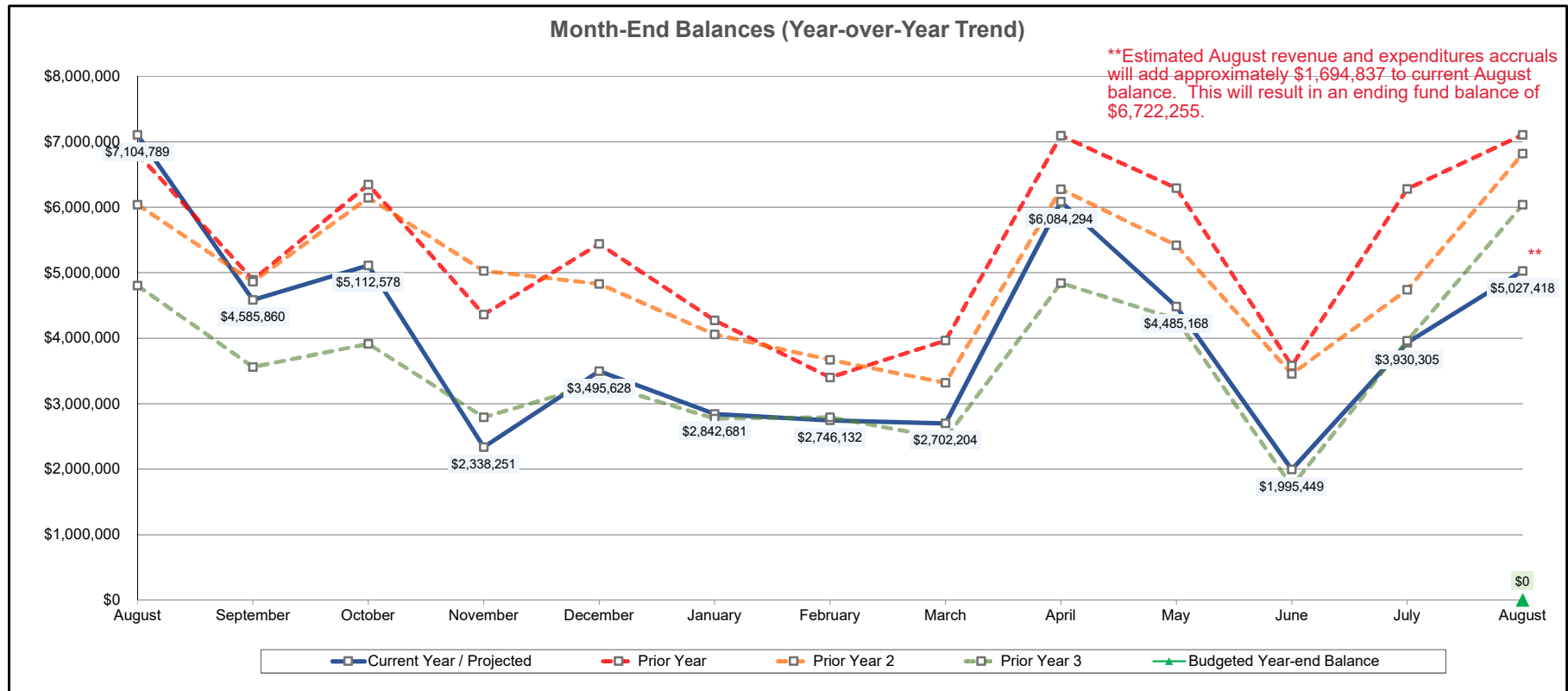


Expenditures by Object | Projected YTD vs. Current YTD



General Fund | Month-End Balances

For the Period Ending August 31, 2023

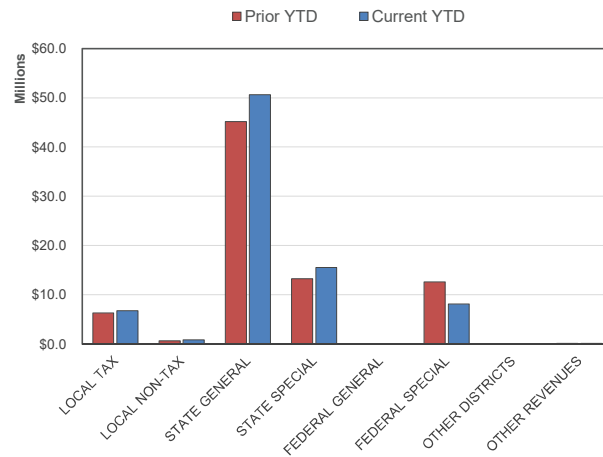


General Fund | Financial Summary

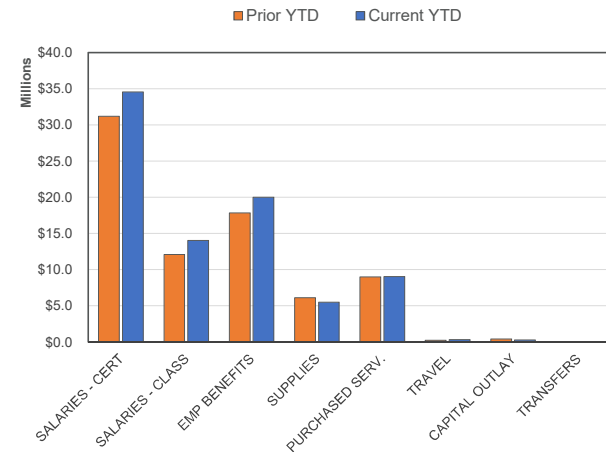
For the Period Ending August 31, 2023

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$6,303,078	\$6,303,078	100.00%	\$6,719,416	\$6,708,423	100.16%
Local Support Non-Tax	604,910	604,910	100.00%	839,329	\$415,500	202.00%
State General Purpose	45,157,845	45,157,845	100.00%	50,629,617	\$49,485,360	102.31%
State Special Purpose	13,252,773	13,252,773	100.00%	15,490,634	\$14,129,822	109.63%
Federal General Purpose	17,429	17,429	100.00%	14,350	\$16,166	88.77%
Federal Special Purpose	12,578,339	12,578,339	100.00%	8,127,546	\$9,511,659	85.45%
Other School Districts	0	0		28	\$0	
Other Revenues	90,668	90,668	100.00%	114,999	\$1,558,500	7.38%
TOTAL REVENUE	\$78,005,042	\$78,005,042	100.00%	\$81,935,919	\$81,825,430	100.14%
EXPENDITURES						
Salaries - Certificated Employees	\$31,189,759	\$31,189,759	100.00%	\$34,554,216	\$33,651,363	102.68%
Salaries - Classified Employees	12,079,172	12,079,172	100.00%	14,000,058	\$13,678,478	102.35%
Employee Benefits and Payroll Taxes	17,821,518	17,821,518	100.00%	19,994,487	\$19,293,135	103.64%
Supplies, Instr. Resources, and Non-Cap Items	6,098,369	6,098,369	100.00%	5,487,252	\$6,080,293	90.25%
Purchased Services	8,973,348	8,973,348	100.00%	8,996,318	\$7,887,701	114.06%
Travel	220,927	220,927	100.00%	310,699	\$173,630	178.94%
Capital Outlay	381,908	381,908	100.00%	279,535	\$1,237,224	22.59%
Transfers	29,668	29,668	100.00%	250	\$500	50.02%
TOTAL EXPENDITURES	\$76,794,668	\$76,794,668	100.00%	\$83,622,815	\$82,002,324	101.98%
SURPLUS / (DEFICIT)	\$1,210,374	\$1,210,374		(\$1,686,896)	(\$176,894)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$11,835	\$11,835		\$9,526	\$1,500	
Other Financing Uses	(\$935,000)	(\$935,000)		(\$400,000)	(\$400,000)	
NET CHANGE IN FUND BALANCE	\$287,210	\$287,210		(\$2,077,370)	(\$575,394)	
ENDING FUND BALANCE	\$7,104,789			\$5,027,418		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Object | Prior YTD vs. Current YTD

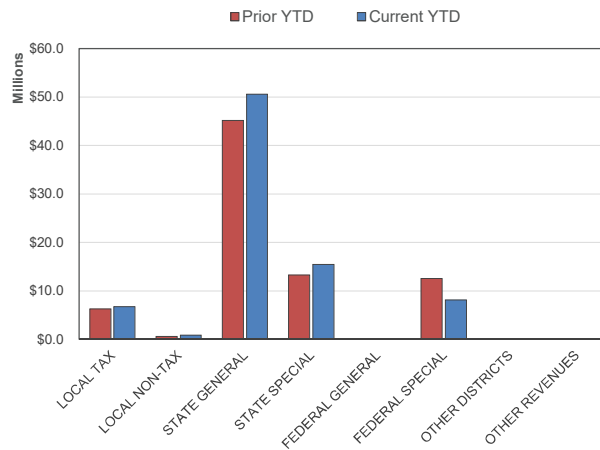


General Fund | Financial Summary

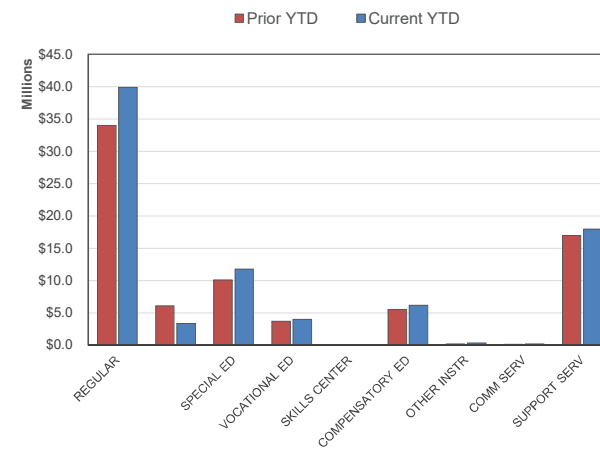
For the Period Ending August 31, 2023

	Prior YTD	Prior Year Actual	YTD % of PY Actual	Current YTD	Annual Budget	YTD % of Budget
REVENUES						
Local Tax	\$6,303,078	\$6,303,078	100.00%	\$6,719,416	\$6,708,423	100.16%
Local Support Non-Tax	604,910	604,910	100.00%	839,329	\$415,500	202.00%
State General Purpose	45,157,845	45,157,845	100.00%	50,629,617	\$49,485,360	102.31%
State Special Purpose	13,252,773	13,252,773	100.00%	15,490,634	\$14,129,822	109.63%
Federal General Purpose	17,429	17,429	100.00%	14,350	\$16,166	88.77%
Federal Special Purpose	12,578,339	12,578,339	100.00%	8,127,546	\$9,511,659	85.45%
Other School Districts	0	0		28	\$0	
Other Revenues	90,668	90,668	100.00%	114,999	\$1,558,500	7.38%
TOTAL REVENUE	\$78,005,042	\$78,005,042	100.00%	\$81,935,919	\$81,825,430	100.14%
EXPENDITURES						
Regular Instruction	\$34,021,211	\$34,021,211	100.00%	\$39,901,597	\$39,539,426	100.92%
Federal Special Purpose	6,104,426	6,104,426		3,349,078	\$3,634,135	92.16%
Special Education Instruction	10,098,527	10,098,527	100.00%	11,755,826	\$10,686,937	110.00%
Vocational Education Instruction	3,683,889	3,683,889	100.00%	4,011,746	\$3,754,051	106.86%
Skills Center Instruction	0	0		0	\$0	
Compensatory Education Instruction	5,556,588	5,556,588	100.00%	6,165,668	\$6,025,400	102.33%
Other Instructional Programs	197,073	197,073	100.00%	315,028	\$1,138,741	27.66%
Community Services	150,255	150,255	100.00%	171,839	\$33,092	519.28%
Support Services	16,982,698	16,982,698	100.00%	17,952,032	\$17,190,542	104.43%
TOTAL EXPENDITURES	\$76,794,668	\$76,794,668	100.00%	\$83,622,815	\$82,002,324	101.98%
SURPLUS / (DEFICIT)	\$1,210,374	\$1,210,374		(\$1,686,896)	(\$176,894)	
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$11,835	\$11,835		\$9,526	\$1,500	
Other Financing Uses	(\$935,000)	(\$935,000)		(\$400,000)	(\$400,000)	
NET CHANGE IN FUND BALANCE	\$287,210	\$287,210		(\$2,077,370)	(\$575,394)	
ENDING FUND BALANCE	\$7,104,789			\$5,027,418		

Revenues by Source | Prior YTD vs. Current YTD



Expenditures by Program | Prior YTD vs. Current YTD

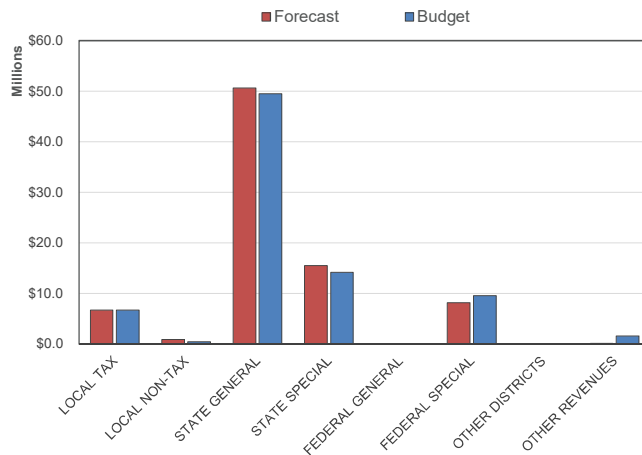


General Fund (High Level) | Financial Forecast

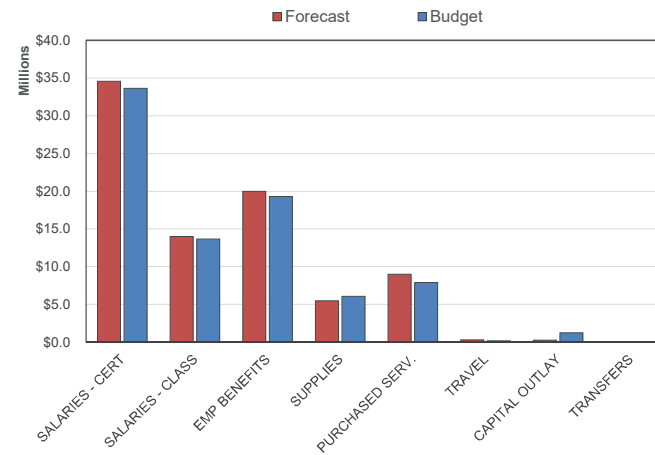
For the Period Ending August 31, 2023

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
Local Tax	\$6,303,078	\$6,719,416	\$0	\$6,719,416	\$6,708,423	\$10,993
Local Support Non-Tax	604,910	839,329	0	839,329	\$415,500	423,829
State General Purpose	45,157,845	50,629,617	0	50,629,617	\$49,485,360	1,144,257
State Special Purpose	13,252,773	15,490,634	0	15,490,634	\$14,129,822	1,360,812
Federal General Purpose	17,429	14,350	0	14,350	\$16,166	(1,816)
Federal Special Purpose	12,578,339	8,127,546	0	8,127,546	\$9,511,659	(1,384,113)
Other School Districts	0	28	0	28	\$0	28
Other Revenues	90,668	114,999	0	114,999	\$1,558,500	(1,443,501)
TOTAL REVENUE	\$78,005,042	\$81,935,919	\$0	\$81,935,919	\$81,825,430	\$110,489
EXPENDITURES						
Salaries - Certificated Employees	\$31,189,759	\$34,554,216	\$0	\$34,554,216	\$33,651,363	(\$902,853)
Salaries - Classified Employees	12,079,172	14,000,058	0	\$14,000,058	\$13,678,478	(321,580)
Employee Benefits and Payroll Taxes	17,821,518	19,994,487	0	\$19,994,487	\$19,293,135	(701,352)
Supplies, Instr. Resources, and Non-Cap Items	6,098,369	5,487,252	0	\$5,487,252	\$6,080,293	593,041
Purchased Services	8,973,348	8,996,318	0	\$8,996,318	\$7,887,701	(1,108,617)
Travel	220,927	310,699	0	\$310,699	\$173,630	(137,069)
Capital Outlay	381,908	279,535	0	\$279,535	\$1,237,224	957,689
Transfers	29,668	250	0	\$250	\$500	250
TOTAL EXPENDITURES	\$76,794,668	\$83,622,815	\$0	\$83,622,815	\$82,002,324	(\$1,620,491)
SURPLUS / (DEFICIT)	\$1,210,374	(\$1,686,896)	\$0	(\$1,686,896)	(\$176,894)	(\$1,510,002)
OTHER FINANCING SOURCES / (USES)						
Other Financing Sources	\$11,835	\$9,526	\$0	\$9,526	\$1,500	\$0
Other Financing Uses	(\$935,000)	(\$400,000)	\$0	(\$400,000)	(\$400,000)	\$0
NET CHANGE IN FUND BALANCE	\$287,210	(\$2,077,370)	\$0	(\$2,077,370)	(\$575,394)	(\$1,510,002)
ENDING FUND BALANCE	\$7,104,789	\$5,027,418		\$5,027,418	\$0	

Revenues by Source | Forecast vs. Budget



Expenditures by Object | Forecast vs. Budget



General Fund (Low Level) | Financial Forecast

For the Period Ending August 31, 2023

	Prior YTD	Current YTD	Add: Projections	Annual Forecast	Annual Budget	Variance Fav / (Unfav)
REVENUES						
1100 Local Property Tax	\$6,182,951	\$6,540,772	\$0	\$6,540,772	\$6,616,063	(\$75,291)
1500 Timber Excise Tax	120,127	178,644	0	178,644	92,360	86,284
2100 Tuition and Fees - Unassigned	23,833	21,812	0	21,812	15,000	6,812
2200 Sales of Goods, Supplies, and Services - Unassigned	118,907	146,925	0	146,925	80,000	66,925
2300 Investment Earnings	18,080	143,062	0	143,062	20,000	123,062
2500 Gifts, Grants, and Donations (Local)	72,411	233,315	0	233,315	80,000	153,315
2600 Fines and Damages	9,547	13,155	0	13,155	10,000	3,155
2700 Rentals and Leases	25,157	34,076	0	34,076	35,000	(924)
2800 Insurance Recoveries	0	0	0	0	500	(500)
2900 Local Support Non-Tax - Unassigned	336,975	246,984	0	246,984	175,000	71,984
3100 Apportionment	41,951,222	47,332,898	0	47,332,898	46,289,044	1,043,854
3300 Local Effort Assistance	3,206,623	3,296,719	0	3,296,719	3,196,261	100,458
3600 State Forests	0	0	0	0	55	(55)
4100 Special Purpose - Unassigned	13,221,086	15,395,164	0	15,395,164	14,129,822	1,265,342
4300 Other State Agencies - Unassigned	31,686	95,470	0	95,470	0	95,470
5500 Federal Forests	17,429	14,350	0	14,350	16,166	(1,816)
6100 Special Purpose - OSPI Unassigned	12,269,621	7,875,568	0	7,875,568	9,281,659	(1,406,091)
6200 Direct Special Purpose Grants	33,627	13,834	0	13,834	30,000	(16,166)
6300 Federal Grants Through Other Entities - Unassigned	100,429	57,765	0	57,765	40,000	17,765
6900 USDA Commodities	174,662	180,379	0	180,379	160,000	20,379
7100 Program Participation - Unassigned	0	28	0	28	0	28
8100 Governmental Entities	1,146	0	0	0	1,500,500	(1,500,500)
8200 Private Foundation	30,254	45,768	0	45,768	18,000	27,768
8500 Educational Service Districts	59,267	69,230	0	69,230	40,000	29,230
9300 Sale of Equipment	3,192	9,526	0	9,526	1,500	8,026
9500 Long-Term Financing	8,643	0	0	0	0	0
TOTAL REVENUES	\$78,016,877	\$81,945,445	\$0	\$81,945,445	\$81,826,930	\$118,515
EXPENDITURES						
01 Basic Education	\$33,247,024	\$38,322,740	\$0	\$38,322,740	\$37,827,100	(\$495,640)
02 Basic Education - Alternative Learning Experience	628,208	1,318,615	0	1,318,615	1,486,326	167,711
03 Dropout Reengagement	145,979	260,242	0	260,242	226,000	(34,242)
11 GEER	1,217,131	242,209	0	242,209	0	(242,209)
12 ESSER II	1,878,479	581,274	0	581,274	920,789	339,515
13 ESSER III	1,187,007	2,301,028	0	2,301,028	2,466,628	165,600
14 ESSER III LL	1,565,050	182,119	0	182,119	172,318	(9,801)
19 Federal Special Purpose Reserved	256,759	42,448	0	42,448	74,400	31,952
21 Special Education - Supplemental - State	8,806,605	10,605,847	0	10,605,847	9,630,143	(975,704)
23 ARP - IDEA	200,394	28,471	0	28,471	21,230	(7,241)
24 Special Education - Supplemental - Federal	1,091,528	1,121,509	0	1,121,509	1,035,564	(85,945)
31 Vocational - Basic - State	3,093,288	3,429,474	0	3,429,474	3,145,254	(284,220)
34 Middle School Career and Technical Education State	545,484	535,814	0	535,814	566,885	31,071
38 Vocational - Federal	45,117	46,459	0	46,459	41,912	(4,547)
51 ESEA Disadvantaged - Federal	1,455,992	1,544,801	0	1,544,801	1,517,191	(27,610)
52 Other Title Grants Under ESEA - Federal	153,092	305,014	0	305,014	300,553	(4,461)
55 Learning Assistance Program - State	2,814,924	2,987,354	0	2,987,354	3,136,880	149,527
58 Special and Pilot Programs - State	581,317	627,941	0	627,941	473,022	(154,919)
64 Limited English Proficiency - Federal	57,903	54,012	0	54,012	53,807	(205)
65 Transitional Bilingual - State	429,781	481,513	0	481,513	480,725	(788)
68 Indian Education - Federal - ED	33,627	31,128	0	31,128	45,222	14,094
69 Compensatory - Other	29,951	133,907	0	133,907	18,000	(115,907)
74 Highly Capable	135,046	145,548	0	145,548	143,549	(1,999)
79 Instructional Programs - Other	62,027	169,479	0	169,479	995,192	825,713
89 Other Community Services	150,255	171,839	0	171,839	33,092	(138,747)
97 Districtwide Support	11,376,584	11,885,431	0	11,885,431	11,478,758	(406,673)
98 School Food Services	3,000,859	3,411,519	0	3,411,519	3,087,479	(324,040)
99 Pupil Transportation	2,605,255	2,655,082	0	2,655,082	2,624,305	(30,777)
TOTAL EXPENDITURES	\$76,794,668	\$83,622,815	\$0	\$83,622,815	\$82,002,324	(\$1,620,492)
SURPLUS / (DEFICIT)	1,222,210	(1,677,370)	0	(1,677,370)	(175,394)	8,026
Other Financing Uses	(935,000)	(400,000)	0	(400,000)	(400,000)	0
ENDING FUND BALANCE	7,104,789	5,027,418	0	5,027,418	0	0

10--General Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 LOCAL TAXES	6,708,423	61,662.20	6,719,415.91		10,992.91-	100.16
2000 LOCAL SUPPORT NONTAX	415,500	156,923.84	823,003.34		407,503.34-	198.08
3000 STATE, GENERAL PURPOSE	51,985,360	5,260,487.98	50,629,617.12		1,355,742.88	97.39
4000 STATE, SPECIAL PURPOSE	14,129,822	2,206,695.59	15,490,633.75		1,360,811.75-	109.63
5000 FEDERAL, GENERAL PURPOSE	16,166	.00	14,349.87		1,816.13	88.77
6000 FEDERAL, SPECIAL PURPOSE	9,511,659	286,115.72	8,127,545.64		1,384,113.36	85.45
7000 REVENUES FR OTH SCH DIST	0	28.37	28.37		28.37-	0.00
8000 OTHER AGENCIES AND ASSOCIATES	1,558,500	53,943.93	114,998.88		1,443,501.12	7.38
9000 OTHER FINANCING SOURCES	1,500	.00	9,526.00		8,026.00-	635.07
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 84,326,930	 8,025,857.63	 81,929,118.88		 2,397,811.12	 97.16
 <u>B. EXPENDITURES</u>						
00 Regular Instruction	39,808,984	3,159,412.94	39,876,571.76	68,145.70	135,733.46-	100.34
10 Federal Stimulus	3,349,471	557,892.15	3,384,435.98	7,337.54	42,302.52-	101.26
20 Special Ed Instruction	10,698,968	814,508.45	11,756,491.95	21,195.72	1,078,719.67-	110.08
30 Voc. Ed Instruction	4,056,045	270,898.75	4,011,550.48	1,367.71	43,126.81	98.94
40 Skills Center Instruction	0	.00	.00	0.00	.00	0.00
50+60 Compensatory Ed Instruct.	6,911,911	926,285.15	6,402,077.16	42,564.23	467,269.61	93.24
70 Other Instructional Pgms	2,431,509	31,008.40	315,142.51	36,755.00	2,079,611.49	14.47
80 Community Services	33,092	31,612.87	171,839.19	0.00	138,747.19-	519.28
90 Support Services	17,212,344	1,137,125.20	17,688,380.09	56,813.30	532,849.39-	103.10
 <u>Total EXPENDITURES</u>	 84,502,324	 6,928,743.91	 83,606,489.12	 234,179.20	 661,655.68	 99.22
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 400,000	 .00	 400,000.00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	575,394-	1,097,113.72	2,077,370.24-		1,501,976.24-	261.03
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 7,000,000		 7,104,788.69			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 6,424,606		 5,027,418.45			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	126,398.47
G/L 815 Restrict Unequalized Deduct Rev	0	.00
G/L 821 Restrictd for Carryover	578,962	799,032.06
G/L 825 Restricted for Skills Center	0	.00
G/L 828 Restricted for C/O of FS Rev	0	.00
G/L 830 RESERVE FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	287,000	383,678.89
G/L 845 Restricted for Self-Insurance	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 872 Committed to Econmc Stabilizatn	0	.00
G/L 875 Assigned Contingencies	0	.00
G/L 884 Assigned to Other Cap Projects	0	.00
G/L 888 Assigned to Other Purposes	246,013	277,111.88
G/L 890 Unassigned Fund Balance	5,312,631	3,441,197.15
G/L 891 Unassigned Min Fnd Bal Policy	0	.00
<u>TOTAL</u>	6,424,606	5,027,418.45

20--Capital Projects-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Support Nontax	10,000	157,311.77	590,638.58		580,638.58-	> 1000
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	3,000,000	.00	4,170,608.75		1,170,608.75-	139.02
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	3,500,000	.00	.00		3,500,000.00	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	6,150,000	.00	7,853,542.74		1,703,542.74-	127.70
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 12,660,000	 157,311.77	 12,614,790.07		 45,209.93	 99.64
 <u>B. EXPENDITURES</u>						
10 Sites	2,000,000	20,500.00	20,500.00	92,008.76	1,887,491.24	5.63
20 Buildings	19,000,000	2,150,353.91	8,969,259.27	9,690,072.12	340,668.61	98.21
30 Equipment	0	42,504.23	56,658.26	11,010.80	67,669.06-	0.00
40 Energy	0	.00	.00	0.00	.00	0.00
50 Sales & Lease Expenditure	0	.00	.00	0.00	.00	0.00
60 Bond Issuance Expenditure	0	.00	.00	0.00	.00	0.00
90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 21,000,000	 2,213,358.14	 9,046,417.53	 9,793,091.68	 2,160,490.79	 89.71
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 134,000	 .00	 101,729.17			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN. SOURCES</u>						
<u>OVER(UNDER) EXP/OTH FIN USES (A-B-C-D)</u>	8,474,000-	2,056,046.37-	3,466,643.37		11,940,643.37	140.91-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 9,000,000		 5,597,056.99			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 526,000		 9,063,700.36			
<u>(E+F + OR - G)</u>						

I. ENDING FUND BALANCE ACCOUNTS:

G/L 810 Restricted For Other Items	0	.00
G/L 825 Restricted for Skills Center	0	.00
G/L 830 RES FOR DEBT SERVICE	0	.00
G/L 835 Restrictd For Arbitrage Rebate	0	.00
G/L 840 Nonspnd FB - Invent/Prepd Itms	0	.00
G/L 850 Restricted for Uninsured Risks	0	.00
G/L 861 Restricted from Bond Proceeds	12,000,000-	2,402,906.82-
G/L 862 Committed from Levy Proceeds	0	.00
G/L 863 Restricted from State Proceeds	3,000,000	4,170,608.75
G/L 864 RES FOR FEDERAL PROCEEDS	3,500,000	.00
G/L 865 Restricted from Other Proceeds	0	.00
G/L 866 Restricted Impact Fees	0	.00
G/L 867 Restrictd Mitigation Fees	0	.00
G/L 869 Restricted fr Undistr Proceeds	0	.00
G/L 870 Committed to Other Purposes	0	.00
G/L 889 Assigned to Fund Purposes	6,026,000	7,295,998.43
G/L 890 Unassigned Fund Balance	0	.00
<u>TOTAL</u>	526,000	9,063,700.36

30--Debt Service Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	6,865,500	78,634.05	6,883,492.74		17,992.74-	100.26
2000 Local Support Nontax	10,000	9,025.55	70,729.14		60,729.14-	707.29
3000 State, General Purpose	0	.00	.00		.00	0.00
5000 Federal, General Purpose	0	.00	.00		.00	0.00
9000 Other Financing Sources	394,000	.00	356,968.43		37,031.57	90.60
 <u>Total REVENUES/OTHER FIN. SOURCES</u>	 7,269,500	 87,659.60	 7,311,190.31		 41,690.31-	 100.57
 <u>B. EXPENDITURES</u>						
Matured Bond Expenditures	2,813,234	.00	2,813,233.36	0.00	.64	100.00
Interest On Bonds	4,046,611	.00	4,014,485.07	0.00	32,125.93	99.21
Interfund Loan Interest	0	.00	.00	0.00	.00	0.00
Bond Transfer Fees	0	.00	.00	0.00	.00	0.00
Arbitrage Rebate	0	.00	.00	0.00	.00	0.00
Underwriter's Fees	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	 6,859,845	 .00	 6,827,718.43	 0.00	 32,126.57	 99.53
 <u>C. OTHER FIN. USES TRANS. OUT (GL 536)</u>	 750,000	 .00	 750,000.00			
 <u>D. OTHER FINANCING USES (GL 535)</u>	 0	 .00	 .00			
 <u>E. EXCESS OF REVENUES/OTHER FIN.SOURCES</u>						
<u>OVER(UNDER) EXPENDITURES (A-B-C-D)</u>	340,345-	87,659.60	266,528.12-		73,816.88	21.69-
 <u>F. TOTAL BEGINNING FUND BALANCE</u>	 2,900,000		 2,933,004.69			
 <u>G. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	 XXXXXXXXXX		 .00			
 <u>H. TOTAL ENDING FUND BALANCE</u>	 2,559,655		 2,666,476.57			
<u>(E+F + OR - G)</u>						
 <u>I. ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted for Other Items	0		.00			
G/L 830 Restricted for Debt Service	3,309,655		3,416,476.57			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	750,000-		750,000.00-			
G/L 890 Unassigned Fund Balance	0		.00			
 <u>TOTAL</u>	 2,559,655		 2,666,476.57			

40--Associated Student Body Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
A. REVENUES						
1000 General Student Body	500,045	10,034.98	276,473.47		223,571.53	55.29
2000 Athletics	68,400	1,402.55	34,933.20		33,466.80	51.07
3000 Classes	43,250	.00	30,417.05		12,832.95	70.33
4000 Clubs	447,885	7,827.00	184,793.47		263,091.53	41.26
6000 Private Moneys	43,500	.00	7,919.75		35,580.25	18.21
Total REVENUES	1,103,080	19,264.53	534,536.94		568,543.06	48.46
B. EXPENDITURES						
1000 General Student Body	375,146	930.22	131,995.14	725.95	242,424.91	35.38
2000 Athletics	262,280	230.00	154,853.08	0.00	107,426.92	59.04
3000 Classes	38,650	.00	18,136.83	0.00	20,513.17	46.93
4000 Clubs	456,606	6,931.06	199,772.83	4,585.54	252,247.63	44.76
6000 Private Moneys	43,500	.00	7,514.28	0.00	35,985.72	17.27
Total EXPENDITURES	1,176,182	8,091.28	512,272.16	5,311.49	658,598.35	44.01
C. EXCESS OF REVENUES OVER (UNDER) EXPENDITURES (A-B)	73,102-	11,173.25	22,264.78		95,366.78	130.46-
D. TOTAL BEGINNING FUND BALANCE	400,000		394,619.27			
E. G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)	XXXXXXXXXX		.00			
F. TOTAL ENDING FUND BALANCE (C+D + OR - E)	326,898		416,884.05			
G. ENDING FUND BALANCE ACCOUNTS:						
G/L 810 Restricted for Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	296,898		382,559.16			
G/L 840 Nonspnd FB - Invent/Prepd Itms	30,000		34,324.89			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 870 Committed to Other Purposes	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
TOTAL	326,898		416,884.05			

90--Transportation Vehicle Fund-- FUND BALANCE -- AGENCY ACCOUNTS -- Revised -- BUDGET-STATUS-REPORT
Fiscal Year 2022 (September 1, 2022 - August 31, 2023)For the KELSO SCHOOL DISTRICT #458 School District for the Month of August, 2023

	ANNUAL BUDGET	ACTUAL FOR MONTH	ACTUAL FOR YEAR	ENCUMBRANCES	BALANCE	PERCENT
<u>A. REVENUES/OTHER FIN. SOURCES</u>						
1000 Local Taxes	0	.00	.00		.00	0.00
2000 Local Nontax	500	87.98	7,887.18		7,387.18-	> 1000
3000 State, General Purpose	0	.00	.00		.00	0.00
4000 State, Special Purpose	201,000	253,031.17	253,031.17		52,031.17-	125.89
5000 Federal, General Purpose	0	.00	.00		.00	0.00
6000 Federal, Special Purpose	0	.00	.00		.00	0.00
8000 Other Agencies and Associates	0	.00	.00		.00	0.00
9000 Other Financing Sources	0	.00	.00		.00	0.00
A. <u>TOTAL REV/OTHER FIN.SRCS(LESS TRANS)</u>	201,500	253,119.15	260,918.35		59,418.35-	129.49
 B. <u>9900 TRANSFERS IN FROM GF</u>	0	.00	.00		.00	0.00
 C. <u>Total REV./OTHER FIN. SOURCES</u>	201,500	253,119.15	260,918.35		59,418.35-	129.49
 <u>D. EXPENDITURES</u>						
Type 30 Equipment	0	.00	.00	0.00	.00	0.00
Type 40 Energy	0	.00	.00	0.00	.00	0.00
Type 60 Bond Levy Issuance	0	.00	.00	0.00	.00	0.00
Type 90 Debt	0	.00	.00	0.00	.00	0.00
 <u>Total EXPENDITURES</u>	0	.00	.00	0.00	.00	0.00
 E. <u>OTHER FIN. USES TRANS. OUT (GL 536)</u>	260,000	.00	255,239.26			
 F. <u>OTHER FINANCING USES (GL 535)</u>	0	.00	.00			
 G. <u>EXCESS OF REVENUES/OTHER FIN SOURCES</u> <u>OVER(UNDER) EXP/OTH FIN USES (C-D-E-F)</u>	58,500-	253,119.15	5,679.09		64,179.09	109.71-
 H. <u>TOTAL BEGINNING FUND BALANCE</u>	268,000		268,288.16			
 I. <u>G/L 898 PRIOR YEAR ADJUSTMENTS(+OR-)</u>	XXXXXXXXX		.00			
 J. <u>TOTAL ENDING FUND BALANCE</u> <u>(G+H + OR - I)</u>	209,500		273,967.25			
 K. <u>ENDING FUND BALANCE ACCOUNTS:</u>						
G/L 810 Restricted For Other Items	0		.00			
G/L 819 Restricted for Fund Purposes	45,739-		13,967.25			
G/L 830 Restricted for Debt Service	255,239		260,000.00			
G/L 835 Restrictd For Arbitrage Rebate	0		.00			
G/L 850 Restricted for Uninsured Risks	0		.00			
G/L 889 Assigned to Fund Purposes	0		.00			
G/L 890 Unassigned Fund Balance	0		.00			
 <u>TOTAL</u>	209,500		273,967.25			

***** End of report *****

Fundraising Activities Involving Students

Policy 3530

The board acknowledges that the solicitation of funds from students, staff and citizens must be limited ~~because since~~ students are a captive audience and ~~because since~~ solicitation can disrupt the program of the schools. Solicitation and collection of money by students for any purpose including the collection of money in exchange for tickets, papers, magazine subscriptions, or for any other goods or services for the benefit of an approved school organization may be permitted by the superintendent, providing that the instructional program is not adversely affected. ~~All school-related activities which generate funds must have written administrative approval.~~

The superintendent ~~will shall~~ establish rules and regulations for the solicitation of funds by approved school organizations, official school-parent groups and by outside organizations. The principal ~~will shall~~ distribute these rules and regulations to each student organization granted permission to solicit funds.

Solicitations and Fund Drives

~~The Kelso School District shall not permit the sale of tickets or solicitations of funds from students or staff members on school premises for activities which are not part of the school program or community service organizations. Drives or solicitations by non-school-related community service organizations must be submitted for review by the Superintendent or designee.~~

~~Drives or solicitations for activities which are a part of the school program must be submitted to and authorized by the principal with the responsibility for that part of the school program.~~

~~Publicity relating to drives and solicitations shall be restricted to placing a limited number of agency provided posters in mixing areas and hallways of the schools. Posters must be approved by the superintendent or designee.~~

Cross References: Policy 3510 Associated Student Bodies

Legal References: ~~WAC 392-138-030(2)~~ Powers Authority and policy of board of directors

Adopted: 05.08.06

Revised:

Fundraising Activities Involving Students

Procedure 3530P

Guidelines for student fundraising activities are as follows:

- A. Student participation must be voluntary;
- B. The fundraising activity must be such that it is not likely to create a poor public relations image;
- C. Fundraising activity efforts must not interfere with the educational program;
- D. Fundraising activities conducted by associated student bodies or sub-groups thereof must conform to the district ASB accounting requirements. Expenditures of all ASB funds must be approved by the ASB;
- E. Fundraising activities conducted by outside groups (including parent groups) must not involve the official student body organizations and must not utilize district materials, supplies, facilities, or staff unless reimbursement is made;
- F. Sponsorship of fundraising activities by schools' official parent groups, even where moneys realized will be donated to associated student bodies, is encouraged to minimize accounting difficulties. If fundraising activities are co-sponsored by a student body organization and a parent group, an arrangement for the proportional sharing of expenses and profits or losses should be made prior to initiation of fundraising;
- G. The following fundraising activities are approved:
 - a. Sales of goods (candy, T-shirts, etc.), magazines, apples (if maintained in cold storage);
 - b. Car washes, school supplies, rummage and garage sales, pancake breakfasts, spaghetti dinners;
 - c. Paper drives, bottle drives, etc. that do not interfere with the school day;
 - d. Carnivals when organized and supervised by the school and/or the recognized parent group;
 - e. Skating and bowling parties provided there is adequate supervision and liability protection;
 - f. Band-a-thons, bike-a-thons, and walk-a-thons;
 - g. Basketball games if liability insurance for participants and facilities is included in the contract;
 - h. Talent, variety, musical, and drama productions (after school hours); and
 - i. Any major purpose fundraising activity that is not listed above must have the approval of the superintendent, or designee;
- H. Sponsorship opportunities for the district will be subject to certain restrictions in keeping with the standards of good taste and will model and promote positive values for our students. In keeping with this, no sponsorship will be allowed which is in poor taste, which fails to promote positive values for our students, or which otherwise may be prohibited by law, including, but not limited to, materials that fall within the following categories:
 - a. Promotes hostility, disorder, or violence;
 - b. Attacks ethnic, racial, or religious groups;

- c. Is libelous;
 - d. Violates the rights of others;
 - e. Inhibits the functioning of the school;
 - f. Overrides the school's identity;
 - g. Engages in political activities or influences legislative decisions at the federal, state, and local levels, participates in any campaign on behalf of any candidate for political office, or supports or opposes any political candidate or ballot measure;
 - h. Promotes the use of drugs, alcohol, tobacco, weapons, or firearms;
 - i. Promotes religion, religious matters, religious organizations, or establish a religious tenet or a position about religion, such as atheism;
 - j. Is lewd, obscene, or vulgar.
- I. All fundraising activities must be submitted by the principal or designee to the superintendent for board approval. Application for approval must include:
- a. The sponsoring group;
 - b. The proposed activity;
 - c. The manner in which the money is to be collected; and
 - d. The purpose.
- J. When the ASB shares in the receipts derived from vending machine operations or from the sale of student pictures, such activities must be in compliance with policy; and
- K. Any outside group other than an official school-parent group must have central office approval before conducting fundraising activities within a school or schools. Such outside organizations or persons seeking to raise funds from or through students:
- a. Must work through established official parent organizations and not with or through student body organizations or the administration;
 - b. May not use school materials, supplies, facilities, or staff without proper reimbursement. Requests to the administration for access to students for purposes of fundraising should be referred to the appropriate parent organization, which will have the option of permitting the outside group to utilize the parent organization's normal method of communication to transmit information concerning the fundraising;
 - c. Will not collect money in school buildings as part of fundraising activities. Fund collections must be made by other means in other locations under the supervision of the official parent groups, except that each school may permit the official parent organization to maintain one box in the school's central office for deposit of envelopes containing funds from a permissible fundraising activity; and
 - d. May display a sign announcing a fundraising activity. Brochures explaining the program may be made available to students through the school office.

Adopted:

Revised:

Election Activities
Policy 4400

The district, as part of its mission to educate and instill civic responsibility, will assure that the community is appropriately informed about district and education related ballot measures through objective and fair presentations of the facts related to those measures. However, public facilities will not be used to assist in any candidate’s campaign or to support or oppose any ballot measure.

The board will consider adopting resolutions expressing the board’s collective opinion on ballot measures (state and local, including district levy and bond measures) that impact the effective operation of the schools. Such a resolution will be considered at a board meeting, the short title and proposition number of the ballot measure will be included in the meeting notice, and an equal opportunity will be provided for views on both sides of the issue to be expressed.

Prior to an election on a district ballot measure, the district will publish to the entire community an objective and fair presentation of the facts relevant to the ballot measure. Normal and regular publications of the district will also continue to be published during election cycles and may contain fair, objective, and relevant discussions of the facts of pending election issues.

The superintendent will develop procedures to implement this policy that are consistent with the guidelines provided by the Public Disclosure Commission at <http://www.pdc.wa.gov/>.

Cross References:	Policy 5252	Staff Participation in Political Activities
	Policy 4260	Use of School Facilities
	Policy 2022	Electronic Resources
	Policy 1110	Election
Legal References:	RCW 28A.320.090	Preparing and distributing information on the district’s instructional program, operation and maintenance — Limitation
	RCW 42.17A.555	Use of public office or agency facilities in campaigns — Prohibitions —Exceptions
	WAC 390-05-271	General application of RCW 42.17A.555
	WAC 390-05-273	Definition of normal and regular conduct
Management Resources:	<i>Policy & Legal News</i>	
	August – 2001	

Adopted:
Revised:

Elections Activities Procedure 4400P

Guidelines for Local Government Agencies in Election Campaigns*

Public Disclosure Law Re: Use of Public Facilities in Campaigns

Revised September 28, 2006

USE OF THE GUIDELINES

These Guidelines are meant to aid and assist in compliance with the law.

This document is an educational tool that is an expression of the Commission's view of the meaning of RCW 42.17.130 and relevant administrative rules and case law involving local government and election campaign activity. It is intended to provide guidance regarding the Commission's approach and interpretation of how the statutory prohibition on the use of public facilities for campaigns impacts activities that may be contemplated by government employees and other persons who may seek to utilize those public facilities. Readers are strongly encouraged to review the statute and rules referenced in these Guidelines.

For ease of reference, the majority of this interpretation is in chart form. In part, the chart identifies categories of persons, some possible activities, and some general considerations. These illustrative examples in the columns of the chart are not intended to be exhaustive.

For example, the categories of persons identified are, in many cases, illustrative only and simply identify groups of persons more likely to undertake or consider undertaking the activity mentioned in the adjacent columns. If an activity is described as being viewed as "Permitted," it is viewed as permitted for all agency personnel otherwise having the authority under law or agency policy to undertake that action, not just the persons identified in the chart or in a particular column. The same approach is applied to the "Not Permitted" column. Further, the remarks in the chart's "General Considerations" column have relevance for the entire section and are not limited to the specific bullet point immediately to the left of the general consideration.

As noted in the Basic Principles section below, hard and fast rules are difficult to establish for every fact pattern involving agency facilities that may occur.

*School Districts are directed to Guidelines for School Districts in Election Campaigns, PDC Interpretation No. 01-03.

Situations may arise that are not squarely addressed by the guidelines or that merit additional discussion. The PDC urges government agencies to review the guidelines in their entirety, and to consult with their own legal counsel and with the PDC. The PDC can be reached at pdcc@pdcc.wa.gov, 360/753-1111 or toll free at 1-877-601-2828.

RCW 42.17.130

Use of public office or agency facilities in campaigns — Prohibition — Exceptions.

No elective official nor any employee of his [or her] office nor any person appointed to or employed by any public office or agency may use or authorize the use of any of the facilities of a public office or agency, directly or indirectly, for the purpose of assisting a campaign for election of any person to any office or for the promotion of or opposition to any ballot proposition. Facilities of a public office or agency include, but are not limited to, use of stationery, postage, machines, and equipment, use of employees of the office or agency during working hours, vehicles, office space, publications of the office or agency, and clientele lists of persons served by the office or agency. However, this does not apply to the following activities:

1. Action taken at an open public meeting by members of an elected legislative body or by an elected board, council, or commission of a special purpose district including, but not limited to, fire districts, public hospital districts, library districts, park districts, port districts, public utility districts, school districts, sewer districts, and water districts, to express a collective decision, or to actually vote upon a motion, proposal, resolution, order, or ordinance, or to support or oppose a ballot proposition so long as (a) any required notice of the meeting includes the title and number of the ballot proposition, and (b) members of the legislative body, members of the board, council, or commission of the special purpose district, or members of the public are afforded an approximately equal opportunity for the expression of an opposing view;
2. A statement by an elected official in support of or in opposition to any ballot proposition at an open press conference or in response to a specific inquiry;
3. Activities which are part of the normal and regular conduct of the office or agency.

Notes:

Finding -- Intent -- 2006 c 215: *"(1) The legislature finds that the public benefits from an open and inclusive discussion of proposed ballot measures by local elected leaders, and that for twenty-five years these discussions have included the opportunity for elected boards, councils, and commissions of special purpose districts to vote in open public meetings in order to express their support of, or opposition to, ballot propositions affecting their jurisdictions.*

(2) The legislature intends to affirm and clarify the state's long-standing policy of promoting informed public discussion and understanding of ballot propositions by allowing elected boards, councils, and commissions of special purpose districts to adopt resolutions supporting or opposing ballot propositions."
[2006 c 215 § 1.]

WAC 390-05-271

General applications of RCW 42.17.130.

1. RCW 42.17.130 does not restrict the right of any individual to express his or her own personal views concerning, supporting, or opposing any candidate or ballot proposition, if such expression does not involve a use of the facilities of a public office or agency.
2. RCW 42.17.130 does not prevent a public office or agency from (a) making facilities available on a nondiscriminatory, equal access basis for political uses or (b) making an objective and fair presentation of facts relevant to a ballot proposition, if such action is part of the normal and regular conduct of the office or agency.

WAC 390-05-273

Definition of normal and regular conduct.

Normal and regular conduct of a public office or agency, as that term is used in the proviso to RCW 42.17.130, means conduct which is (1) lawful, i.e., specifically authorized, either expressly or by necessary implication, in an appropriate enactment, and (2) usual, i.e., not effected or authorized in or by some extraordinary means or manner. No local office or agency may authorize a use of public facilities for the purpose of assisting a candidate's campaign or promoting or opposing a ballot proposition, in the absence of a constitutional, charter, or statutory provision separately authorizing such use.

Similar prohibitions on the use of public facilities by state employees and state officers are described in a memorandum from the Attorney General's Office regarding RCW 42.52 and available at <http://www.atg.wa.gov/ago-opinions/letter-opinion-1970-no-088>.

BASIC PRINCIPLES

1. Public facilities may not be used to support or oppose a candidate or ballot proposition. RCW 42.17.130. Facilities include local government agency equipment, buildings, supplies, employee work time, and agency publications. The statute includes an exception to the prohibition for "activities which are part of the normal and regular conduct of the office or agency."
2. The Public Disclosure Commission holds that it is not only the right, but the responsibility of local government to inform the general public of the operational and maintenance issues facing local agencies. This includes informing the community of the needs of the agency that the community may not realize exist. Local governments may expend funds for this purpose provided that the preparation and distribution of information is not for the purpose of influencing the outcome of an election.
3. Public employees do not forfeit their rights to engage in political activity because of their employment. Neither may agency employees be subjected to coercion, pressure, or undue influence to participate in political activity or to take a particular position. Public officials and employees should make it clear that any participation is personal rather than officially sponsored.
4. Supervisory personnel have a duty to know, apply, and communicate to their staffs the difference between acceptable information activities and inappropriate promotional activities in support of local government ballot measures.
5. Local elected officials are free to support agency ballot issues and engage in other political activities as long as such activities do not make use of government facilities, time or resources and do not either pressure or condone employees' use of agency facilities, time or resources to support ballot issues.
6. The PDC is charged with enforcing RCW 42.17.130. This requires consideration and analysis of activities, which may or may not be determined to be in violation of the statute. The PDC has, over the years, developed methods of considering and analyzing activities engaged in by public offices. Among the factors considered are the normal and regular conduct and the timing, tone, and tenor of activities in relation to ballot measure elections. As in any matter where intent is to be considered, hard and fast rules, which will be applicable to all situations, are difficult to establish.

The combination of a number of activities into a coordinated campaign involving close coordination between agency activities and citizens' committee activities which closely resembles traditional election campaign activities and which is targeted at and/or occurs close in

time to a ballot measure election is likely to draw close scrutiny and careful consideration by the PDC as to whether a violation has occurred.

7.
 - a. Historically, the PDC has routinely advised and held that with respect to election-related publications, one jurisdiction-wide objective and fair presentation of the facts per ballot measure is appropriate.

In addition, if an agency* has also customarily distributed this information through means other than a jurisdiction-wide mailing (e.g. regularly scheduled newsletter, website, bilingual documents, or other format), that conduct has also been permitted under RCW 42.17.130 so long as the activity has been normal and regular for the government agency.
 - b. The PDC will presume that every agency may distribute throughout its jurisdiction an objective and fair presentation of the facts for each ballot measure. If the agency distributes more than this jurisdiction-wide single publication, the agency must be able to demonstrate to the PDC that this conduct is normal and regular for that agency. In other words, the agency must be able to demonstrate that for other major policy issues facing the government jurisdiction, the agency has customarily communicated with its residents in a manner similar to that undertaken for the ballot measure.
 - c. Agencies are urged to read the definitions of "normal and regular" at WAC 390 05 271 and WAC 390-05-273. **Agencies need to be aware, however, that in no case will the PDC view a marketing or sales effort related to a campaign or election as normal and regular conduct.** The PDC attributes publications or other informational activity of a department or subdivision as the product of the local agency as a whole.
8. Providing an objective and fair presentation of facts to the public of ballot measures that directly impact a jurisdiction's maintenance and operation, even though the measure is not offered by the jurisdiction, may be considered part of the normal and regular conduct of the local agency. The agency must be able to demonstrate that for other major policy issues facing the jurisdiction, the agency has customarily communicated with its residents in a manner similar to that undertaken for the ballot measure.
9. State law provides certain exemptions from the prohibition on the use of public office or agency facilities in campaigns for an elected legislative body, an elected board, council or commission of a special purpose district, and elected officials that are not afforded appointed officials. RCW 42.17.130 (1) and (2) apply only to these elected bodies and elected officials.**

*Agency means any county, city, town, port district, special district, or other state political subdivision.

**See Chapter 215, Laws of 2006 and AGO 2005 No. 4.

Persons	Permitted	Not Permitted	General Considerations
Agency* Administrators (County Administrator, City Manager, Director, Fire Chief, PUD Manager, Etc.)	<ul style="list-style-type: none"> May inform staff during non-work hours^[1] of opportunities to participate in campaign activities.^[2] Are encouraged to communicate to staff the difference between acceptable and unacceptable 	<ul style="list-style-type: none"> Shall not pressure or coerce employees to participate in campaign activities. Shall not use internal memoranda solely for the purpose of informing employees of meetings supporting or opposing ballot measures. 	<ul style="list-style-type: none"> Has there been communications with staff and with union representatives regarding the prohibition on the use of the agency's internal mail or email system to support or oppose a ballot measure?

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	<p>activities related to a ballot measure.</p> <ul style="list-style-type: none"> • In the course of normal publications for the agency, may distribute an objective and fair presentation of the facts[3] based on and expanded upon the information[4] prepared by the agency in accordance with the normal and regular conduct of the agency.[5] • May speak at community forums and clubs to present factual and objective information on a ballot measure during regular work hours. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the agency's policy generally permits employees to wear political buttons. • May engage in campaign activities on their own time, during non-work hours and without using public resources. 	<ul style="list-style-type: none"> • Shall not coordinate informational activities with campaign efforts, in a manner that makes the agency appear to be supporting or opposing a ballot measure. • Shall not use public resources to operate a speakers' bureau in a manner that may be viewed as promoting a ballot measure. 	<ul style="list-style-type: none"> • Is the distribution of this information consistent with the normal practices of the agency (such as newsletters, websites, or some other format)? • Is the information provided an objective and fair presentation of the facts? • Is the activity consistent with the agency's normal and regular course of business? • Do the materials accurately present the costs and other anticipated impacts of a ballot measure?
Community Groups	<ul style="list-style-type: none"> • May use agency facilities for meetings supporting or opposing a ballot measure to the extent that the facilities are made available on an equal access, nondiscriminatory basis, and it is part of the normal and regular activity of the jurisdiction. 	<ul style="list-style-type: none"> • Shall not use agency facilities to produce materials that support or oppose a ballot measure. 	
Local Elected Legislative Body*	<ul style="list-style-type: none"> • May collectively vote to support or oppose a ballot measure at a properly noticed public meeting, where opponents of the measure are given an equal opportunity to express views.[6] 	<ul style="list-style-type: none"> • Shall not pressure or coerce agency management to participate in campaign activities. • Shall not explicitly include passage of a ballot measure in the agency's annual goals. 	
Local Government Elected Officials	<ul style="list-style-type: none"> • May engage in political activities on his or her own time, if no public equipment, vehicle or facility is used. (An elected official may use his or 	<ul style="list-style-type: none"> • Shall not direct agency staff to perform tasks to support or oppose campaign activities or ballot measures. 	<ul style="list-style-type: none"> • Is the elected official using staff time, a public vehicle, or other public resources? • Has the agency adopted a resolution? If yes, the

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	<p>her title, but should clarify that he/she is speaking on his/her own behalf, and not on behalf of the agency. If the elected legislative body has adopted a resolution, the official can then speak on behalf of the agency.)</p> <ul style="list-style-type: none"> • May attend any function or event at any time during the day and voice his or her opinion about a candidate or ballot proposition as long as they are not being compensated and are not using any public equipment, vehicle or other facility. 	<ul style="list-style-type: none"> • Shall not use public facilities or resources to engage in political activities. 	<p>elected official can speak on behalf of the agency. If not, has the elected official made it clear that he or she is not speaking on behalf of the agency?</p>
Appointed Officials (Boards, Commissions, and similar appointed positions)	<ul style="list-style-type: none"> • May engage in political activities on his or her own time, if no public equipment, vehicle or facility is used. An appointed official may use his or her title, but should clarify that he/she is speaking on his/her own behalf, and not on behalf of the agency. • May attend any function or event at any time during the day and voice his or her opinion about a candidate or ballot proposition as long as they are not being compensated and are not using any public equipment, vehicle or other facility. 	<ul style="list-style-type: none"> • Shall not direct agency staff to perform tasks to support or oppose campaign activities or ballot measures. • Shall not use public facilities or resources to engage in political activities. • Shall not use public facilities to express a collective decision or actually vote upon a motion or resolution to support or oppose a ballot proposition. • Shall not use public facilities to make a statement at a press conference or responding to an inquiry in support or opposition to any ballot proposition 	<ul style="list-style-type: none"> • Is the appointed official using staff time, a public vehicle, or other public resources? • Has the appointed official made it clear that he or she is not speaking on behalf of the agency?
Management Staff or Their Designees	<ul style="list-style-type: none"> • May speak at community forums and clubs to present an objective and fair presentation of the facts on a ballot measure during regular work hours.[7] • May fully participate in campaign activities, including meeting with citizens' campaign committees to plan strategies, during non-work hours and without the use of public resources. • May inform staff during non-work hours of opportunities to participate in campaign activities. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the agency's policy 	<ul style="list-style-type: none"> • Shall not use public resources to operate a speakers' bureau in a manner that may be viewed as promoting a ballot measure. • Shall not use public resources to promote or defeat a candidate or ballot measure. • Shall not pressure or coerce employees to participate in campaign activities. • Shall not use agency resources to organize the distribution of campaign materials. 	<ul style="list-style-type: none"> • Is the management staff using public resources in a manner that promotes or opposes a candidate or a ballot measure? • Does the presentation accurately present the costs and other anticipated impacts of a ballot measure? • Does the agency have a policy permitting employees to wear political buttons?

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	<p>generally permits employees to wear political buttons.</p> <ul style="list-style-type: none"> • May place window signs or bumper stickers on their privately-owned cars, even if those cars are parked on government property during working hours. • Are encouraged to communicate to staff the difference between acceptable and unacceptable activities related to a ballot measure. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. 		
Agency Employees	<ul style="list-style-type: none"> • May speak at community forums and clubs to present an objective and fair presentation of the facts on a ballot measure during regular work hours. • May inform staff during non-work hours of opportunities to participate in campaign activities. • May engage in campaign activities on their own time, during non-work hours and without using public resources. • May respond to questions regarding a ballot measure if such activity is consistent with his or her normal and regular duties. • May wear campaign buttons or similar items while on the job if the agency's policy generally allows employees to wear political buttons. • May, during non-work hours, make available campaign materials to employees in lunchrooms and break rooms that are used only by staff or other authorized individuals. • May place window signs or bumper stickers on their cars, even if those cars are parked on government agency property during working hours. • May encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. 	<ul style="list-style-type: none"> • Shall not use work hours or public resources to promote or oppose a candidate or ballot measure (such as gathering signatures, distributing campaign materials, arranging speaking engagements, coordinating phone banks, or fundraising). • Shall not pressure or coerce other employees to participate in campaign activities. • Shall not use agency resources to organize the distribution of campaign materials. 	<ul style="list-style-type: none"> • Do the presentations accurately present the costs and other anticipated impacts of a ballot measure? • Is the employee acting on his or her own time, during non-work hours? • Is the employee using public resources in a matter that promotes or defeats a candidate or a ballot measure? • Does the agency have a policy permitting employees to wear political buttons?

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Union Representatives	<ul style="list-style-type: none"> May, during non-work hours, make available campaign materials to union members in lunchrooms and break rooms that are used only by staff or other authorized individuals. May distribute campaign materials at union-sponsored meetings. May post campaign materials on a bulletin board, if such a board is in an area that is not accessible to the general public and if such activity is consistent with the agency's policy and the collective bargaining agreements. 	<ul style="list-style-type: none"> Shall not use the agency's internal mail or email system to communicate campaign-related information, including endorsements. Shall not distribute promotional materials in public areas. 	<ul style="list-style-type: none"> Are campaign materials made available only in those areas used solely by staff or other authorized individuals? Does such distribution occur during non-work hours?
Equipment and Supplies	<ul style="list-style-type: none"> Agency employees, in the course of their employment, may use equipment (including but not limited to projectors and computers) to make an objective and fair presentation of the facts at community forums and clubs. Agency employees, in the course of their employment, may produce information that is an objective and fair presentation of the facts using public resources. 	<ul style="list-style-type: none"> Public resources (including but not limited to internal mail systems, email systems, copiers, telephone) shall not be used to support or oppose a candidate or ballot measure, whether during or outside of work hours. Citizens' campaign committees and other community groups shall not use agency equipment (including but not limited to internal mail systems, projectors, computers, and copiers) to prepare materials for meetings regarding ballot measures. 	<ul style="list-style-type: none"> Do the presentations fairly and objectively present the costs and other anticipated impacts of a ballot measure?
Meeting Facilities	<ul style="list-style-type: none"> Agency meeting facilities, including audio visual equipment, may be used by campaign committees for activities on the same terms and conditions available to other community groups, subject to the provisions of the agency's policy. Use of agency meeting facilities is permitted when the facility is merely a "neutral forum" where the activity is taking place, and the public agency in charge of the facility is not actively endorsing or supporting the activity that is occurring. 		<ul style="list-style-type: none"> Can community groups typically use agency facilities? Are facilities made available to all groups on the same terms? Has the agency adopted a policy regarding the distribution of campaign materials on agency property? Is the meeting facility customarily made available on an equal access, nondiscriminatory basis for a variety of uses?
Lists	<ul style="list-style-type: none"> Lists of names (such as agency vendors or customers) that an agency has obtained or created in the course of transacting its regular public business are subject to public disclosure requirements; 	<ul style="list-style-type: none"> Agencies shall not sell copies of such lists (though they may charge a pre-established fee to recover the costs of providing copies of the lists). If a list is generally available as a public record, it cannot 	<ul style="list-style-type: none"> Is the list obtained or created in the course of the agency transacting its public business? Are the fees charged no greater than necessary to

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	<p>thus, unless otherwise exempt, the lists must be released subject to public records requests.</p> <ul style="list-style-type: none"> Agencies may charge a pre-established fee to cover the costs of providing copies of such lists on an equal access, nondiscriminatory basis. 	<p>be denied to a person or group on the grounds that it might be used in a campaign.</p>	<p>cover the costs of providing copies?</p> <ul style="list-style-type: none"> Has the agency complied with established policy in responding to any public record requests?
Voting Information	<ul style="list-style-type: none"> Agency personnel may encourage staff and members of the public to vote, as long as such encouragement routinely occurs for other elections. Public facilities may be used to register people to vote and to do periodic poll checking. 	<ul style="list-style-type: none"> Agencies shall not pressure or coerce employees to vote. Agencies shall not organize an effort to encourage staff to wear campaign buttons or display campaign materials. 	<ul style="list-style-type: none"> Is the activity related to providing voting information for elections, as opposed to advocating for or against a particular candidate or ballot measure?
Agency Publications (Specific to Elections)	<ul style="list-style-type: none"> Agencies may develop an objective and fair presentation of the facts regarding agency needs and the anticipated impact of a ballot measure, and may distribute it in the agency's customary manner. This information [1] may be printed in various languages and communicated in other formats as required by the ADA. In the course of regular publications for the agency, the agency may distribute an objective and fair presentation of the facts for each ballot measure in accordance with the normal and regular conduct of the agency. 	<ul style="list-style-type: none"> Agencies shall not distribute election-related information in a manner that targets specific subgroups. Targeting does not refer to mailing information to agency constituencies such as community leaders, or some other group, or to the agency's regular distribution list to provide information in a manner that is consistent with the normal and regular conduct of the agency. Agencies shall not publicize information supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Does the information provide an objective and fair presentation of the facts? Is the timing, format, and style, including tone and tenor, of the information presented in a manner that is normal and regular for the agency? Is the information distributed in a manner that is normal and regular for the agency? Do the materials accurately present the costs and other anticipated impacts of a ballot measure? Does the agency typically distribute information by newsletters, websites, or some other format?
Agency Publications (Regular)	<ul style="list-style-type: none"> Agencies may include all or part of the information regarding agency needs and the anticipated impacts of a ballot measure in the agency's regular publications, such as agency and department newsletters. (For example, a department newsletter may specifically describe the projects and/or programs planned for that department.) Agencies may inform staff and/or parents of community meetings related to ballot measures if other such information is normally published in a newsletter or community calendar, and if 	<ul style="list-style-type: none"> Agencies shall not use internal memoranda or other agency publications to encourage employees to participate in campaign activities. Agencies shall not publish materials supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Does the agency routinely distribute such information? Does the agency normally inform staff and/or parents of community activities and meetings? Is the information presented in an objective and fair manner? Is the agency engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the year?

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	<p>both those supporting or opposing a ballot measure have the opportunity to appear on the calendar or in the newsletter.</p> <ul style="list-style-type: none"> Agencies may factually report jurisdictional support for a ballot measure, so long as it is the normal and regular conduct for the agency. (For example, a community newsletter that ordinarily reports on governmental actions may report that the jurisdiction adopted a resolution supporting a ballot measure.) Agencies may thank citizens for their support after an election in agency publications. 		
Reader Boards/Posters	<ul style="list-style-type: none"> Information encouraging staff and members of the public to vote, or providing the dates of upcoming elections such as “vote on February ____”, may be posted, as long as such encouragement is customarily posted for elections other than just an agency’s ballot measure. Agencies may thank citizens on their reader boards for their support after an election. May post objective and fair information at an agency or at a future site regarding anticipated improvements to be funded by a ballot measure that is specific to that agency or site. 	<ul style="list-style-type: none"> Agencies shall not display a “Vote for” sign or other promotional messages on reader boards or posters. Signs advocating for or against candidates or ballot measures shall not be posted on agency property in any area accessible to the general public. 	
Surveys and Research	<ul style="list-style-type: none"> Agencies may conduct surveys and/or other community research, including demographic questions, to determine the community’s priorities, public perception of performance, and/or to inform the community about agency programs and policies. Agencies may conduct community research (including but not limited to the use of questionnaires, surveys, workshops, focus groups, and forums) to determine the community’s priorities for both programs and/or facilities and their associated total costs and 	<ul style="list-style-type: none"> Agencies shall not conduct surveys to determine what taxation level the public would support. Agencies shall not conduct surveys designed to shore up support or opposition for a ballot measure. Agencies shall not target registered voters or other specific subgroups of the jurisdiction in conducting their election-related surveys. Agencies shall not use survey results in a manner designed to support or oppose a candidate or ballot measure. 	<ul style="list-style-type: none"> Has the elected legislative body passed a resolution authorizing a measure to be placed on the ballot? (If so, actions may be more closely scrutinized.) Does the election-related survey target specific subgroups? Is the survey or community research consistent with normal and regular activities of the agency?

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	<p>projected dollars per thousand assessment.</p> <ul style="list-style-type: none"> The surveys and/or other community research can be conducted before or after the governing body has approved a resolution to place a ballot measure on the ballot. However, research conducted after the adoption of the resolution may be subject to greater scrutiny. Agencies may publish survey results if it is consistent with the normal and regular conduct of the agency. 		
<p>Technology (websites, emails, computerized calling systems)</p>	<ul style="list-style-type: none"> An agency may develop an objective and fair presentation of the facts and post that information on its website, including information regarding agency needs and the anticipated impacts of a ballot measure. This information may be reformatted so that it is consistent with the manner in which the agency customarily presents information on its website. Agency websites may permit viewers to make selections to learn about the anticipated impacts of a ballot measure for a specific division, or otherwise allow readers to explore issues in greater or lesser detail. Agencies may update the information on their websites in a manner that is customary for the agency. Staff may respond to inquiries regarding a ballot measure in an objective and fair manner, via email or by telephone, if it is part of their normal and regular duties. 	<ul style="list-style-type: none"> Agency computers, email systems, telephones, and other information technology systems shall not be used to aid a campaign for or against a candidate or ballot measure. Electronic communication systems shall not be used to generate or forward information that supports or opposes a candidate or ballot measure. Agency websites shall not be used for the purposes of supporting or opposing a candidate or ballot measure. 	<ul style="list-style-type: none"> Are the materials developed an objective and fair presentation of the facts? Is the agency engaging in significantly different activities during the time period immediately prior to the ballot measure compared to all other times of the year? Do the materials accurately present the costs and other anticipated impacts of a ballot measure? Has there been communications with staff and with union representatives regarding the prohibition on the use of the agency's technology to support or oppose a ballot measure?

[1] Agencies may set the definition of work hours for their employees. For example, to the extent that an agency defines the lunch hour as a non-work hour, activities to support or oppose a candidate or a ballot measure that do not use public resources and that are held away from government facilities are permitted during the lunch hour.

[2] RCW 42.17.680(2) provides that "[n]o employer or labor organization may discriminate against an officer or employee in the terms or conditions of employment for (a) the failure to contribute to, (b) the failure in any way to support or oppose, or (c) in any way supporting or opposing a candidate, ballot proposition, political party, or political committee."

[3] Throughout these guidelines, the clause "objective and fair presentation of the facts" means that in addition to presenting the facts, the materials should present accurately the costs and other anticipated impacts of a ballot measure.

[4] For the purposes of these guidelines, "information" refers to the documents prepared, printed, and mailed to persons within the governmental jurisdiction by that agency solely for the purposes of informing residents regarding an upcoming ballot measure. The agency may continue to distribute information consistent with the customary practices of the agency, including but not limited to newsletters, websites, and multi-lingual documents. These publications may continue, but if they discuss the ballot measure, the information needs to be an objective and fair presentation of the facts.

[5] For the purpose of these guidelines, the term "normal and regular" is defined in WAC 390-05-273 and clarified further by WAC 390-05-271.

* Agency means any county, city, town, port district, special district, or other state political subdivision.

[6] RCW 42.17.130(1) provides that action may be “taken at an open public meeting by members of an elected legislative body or by an elected board, council, or commission of a special purpose district including, but not limited to, fire districts, public hospital districts, library districts, park districts, port districts, public utility districts, school districts, sewer districts, and water districts, to express a collective decision, or to actually vote upon a motion, proposal, resolution, order, or ordinance, or to support or oppose a ballot proposition so long as (a) any required notice of the meeting includes the title and number of the ballot proposition, and (b) members of the legislative body, members of the board, council, or commission of the special purpose district, or members of the public are afforded an approximately equal opportunity for the expression of an opposing view;”.

** The term “elected” modifies the term “body,” connoting that the body itself must be elected. We therefore conclude that bodies composed in any of the three ways you suggest in your question are not elected bodies for purposes of RCW 42.17.130. Bodies containing a combination of elected or appointed members, bodies whose members serve ex officio by virtue of being elected to another office, or informal groups of elected officials from different jurisdictions are not “elected” for purposes of this analysis. (AGO 2005 No. 4 Page 4)*

[7] Agencies may set the definition of work hours for their employees. For example, to the extent that an agency defines the lunch hour as a non-work hour, activities to support or oppose a candidate or a ballot measure that do not use public resources and that are held away from agency facilities are permitted during the lunch hour.

[8] For the purposes of these guidelines, “information” refers to the documents prepared, printed, and mailed jurisdiction-wide by the agency solely for the purposes of informing residents regarding an upcoming ballot measure. The agency may continue to distribute information consistent with the customary practices of the agency, including but not limited to newsletters, websites, and multi-lingual documents. These publications may continue, but if they discuss the ballot measure, the information should be an objective and fair presentation of the facts.

Note on Timing of Activities: A particular activity may be subject to the scrutiny of the Public Disclosure Commission depending in part on whether it is a part of the “normal and ordinary” conduct of a local government agency. Generally, activities that occur after the elected legislative body has passed a resolution authorizing a measure to be placed on the ballot will be subject to greater scrutiny by the Public Disclosure Commission than those occurring before such a resolution has been passed.

Note on Agency Policies: The application of these guidelines is also subject to each jurisdiction’s own adopted policies.

Revised by the Commission 9/28/06

Adopted:

Revised:

Rental or Lease of District Real Property

Policy 6112

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 shall be rented or leased for lawful purposes. The rental or lease shall be in the best interests of the district and shall not interfere with the conduct of the district's educational program and related activities. 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 is 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 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.

It is a violation of district policy for any person, including a renter or leaser to knowingly carry a firearm or dangerous weapon on district premises. "Premises" includes district property, including rental property, used exclusively for school district activities and does not extend to a property rented or leased as a personal domicile.

Cross References:	Policy 4210	Regulation of Dangerous Weapons
Legal References:	RCW 28A.335.040	Surplus school property, rental, lease or use of – Authorized
	RCW 28A.335.050	Surplus school property, rental, lease or use of – Joint Use
	RCW 28A.335.060	Surplus school property, rental lease or use of – Disposition of monies received for
	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
	RCW 28A. 335.130	Real property – Sale – Use of proceeds
	June 2022	
Management Resources:	Policy and Legal News	
	2020 - August	

ADOPTED: 2.12.07
REVISED: 11.18.19

Sale of Real Property Policy 6882

The board has exclusive control of the acquisition and disposal of all district property. This power will be exercised only when the board determines by resolution that such property is or not necessary for school purposes.

Once the board has considered all the factors relating to a proposed sale of real property, it will comply with all requirements of the law, including:

- A. A market value appraisal by a professionally designated real estate appraiser or by a general real estate appraiser certified under chapter 18.140 RCW, selected by the board will be secured.
- B. No sale of real property is to take place if the sale price would be less than 90- percent of the appraisal made by the appraiser unless the property has been on the market for one year, in which case it may be reappraised and sold for not less than 75 percent of the reappraisal value if the sale is approved by the unanimous consent of the board.
- C. If the appraised value exceeds \$70,000, notice that such a sale is being considered is to be published in a newspaper of general circulation within the district once a week for at least two consecutive weeks. The notice will describe the property and specify the date, time and place of a public hearing scheduled to consider the property specified for sale. Evidence concerning the proposed sale along with the advisability of selling the parcel is to be taken into account by the board at such a hearing.
- D. A charter school located within the district boundaries has a right of first refusal to purchase or lease, at fair market value, a closed district facility or property or unused portions of a district facility or property by negotiated agreement with mutual consideration. The consideration may include the provision of educational services by the charter school.
- E. Bids may be secured or a licensed real estate broker may be engaged. If the latter, the commission will not exceed 7 percent. Any appraiser selected by the board to appraise the market value of a parcel of property may not be a party to any contract with the district to sell the parcel for a period of three years after the appraisal. No bid award will be made within a forty-five day period following publication of notice of the intended sale in a newspaper of general circulation in the district.

Receipts from the sale of real property will be placed into the debt service fund or in the capital projects fund. Proceeds from the sale of the property may be used to reimburse district funds for costs associated with the sale. The reimbursements may be deposited back into the fund from which the sale-related expenditure occurred.

Cross References:

Legal References: Ch. 18.140 RCW Certified Real Estate Appraiser Act

RCW 28A. 335.060	Surplus school property – Rental, Lease or use of – Disposition of Moneys Received From
RCW 28A.335.090	Conveyance and acquisition of property – Management-Appraisal
RCW 28A.335.120	Real property – Sale-Notice and hearing- Appraisal Broker or real estate appraiser services-Real estate sales contracts- limitations.
RCW 28A.710.230	Facilities – State matching funds for common school construction (E2SSB 6194 – 2016 legislative session)
RCW 39A.33.010	Sale, exchange, transfer, lease of public property authorized – Section deemed alternative

Management
Resources:

*Policy & Legal
News*

2016 – July

2011 – June

2001 – June

2005 – February

Adopted: 01.09.12
Revised:

Kelso School District NO. 458

RESOLUTION NO. 202324-01

RESOLUTION TO APPROVE SETTLEMENT IN JUUL LITIGATION

WHEREAS, the School District is currently engaged in multi-district litigation against JUUL Labs, Inc. F/K/A PAX Labs, Inc.; James Monsees; Adam Bowen; Nicholas Pritzker; Hoyoung Huh; Riaz Valani; Altria Group, Inc.; Altria Client Services LLC; Altria Group Distribution Company; and Philip Morris USA, Inc., (the "Litigation"); and

WHEREAS, the Juul Defendants (as defined below) have previously reached a tentative agreement to settle the matters in dispute, and now the Altria Defendants (as defined below) have also reached a tentative agreement to settle the matters in dispute ("Settlement Agreement"); and

WHEREAS, the Juul Defendants include JUUL Labs, Inc. F/K/A PAX Labs, Inc.; James Monsees; Adam Bowen; Nicholas Pritzker; Hoyoung Huh; and Riaz Valani; while the Altria Defendants include Altria Group, Inc.; Altria Client Services LLC; Altria Group Distribution Company; and Philip Morris USA, Inc.; and

WHEREAS, the Settlement Agreement with the Altria Defendants has been presented to the Board for final approval; and

WHEREAS, the Board, after consideration of all factors, has determined that it is in the best interest of the School District to approve the Settlement Agreement with the Altria Defendants.

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby approves the Settlement Agreement and will take all necessary steps to effectuate the Settlement Agreement.

BE IT FURTHER RESOLVED THAT the Board directs the Superintendent to execute the necessary documents to effectuate the Settlement Agreement

The resolution was adopted on September 25, 2023.

ATTEST:

Mary Beth Tack, Secretary

BOARD OF DIRECTORS
KELSO SCHOOL BOARD NO 458

President

SUPERINTENDENT'S REPORT
