

BOARD OF DIRECTORS

October 14, 2024





**Kelso School District No. 458
Roy Parsons Board Room
601 Crawford St. Kelso WA, 98626
October 14, 2024
6:00 p.m. Regular Board Meeting**

CALL TO ORDER REGULAR MEETING

FLAG SALUTE

COMMUNICATIONS, CORRESPONDENCE, & INTRODUCTIONS

COMMENTS/QUESTIONS

APPROVAL OF AGENDA

CONSENT AGENDA

- A. Minutes from Sept. 23, 2024 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Annual TBIP Application
- G. Fundraising Request
- H. Overnight Request
- I. Resolution 202425-01 Credit Cards
- J. Surplus Request
- K. Donation Request

UNFINISHED BUSINESS

- | | |
|---|----------|
| A. Policy 2124/2124P Physical Education Health Class (3rd Reading & Action) | Kim Yore |
|---|----------|

NEW BUSINESS

- | | |
|--|-------------------|
| A. Policy 3432 Emergencies (1st Reading) | Gunnar Guttormsen |
| B. Policy 3205 Sex Discrimination and Sex-Based Harassment
of Students Prohibited (1st Reading) | Gunnar Guttormsen |
| C. Policy 5011/5011P Sex Discrimination and Sex-Based Harassment of District
Staff Prohibited (1st Reading) | Holly Budge |
| D. Policy 3206 Pregnant and Parenting Students (1st Reading) | Gunnar Guttormsen |
| E. Policy 5012/5012P Parental, Family or Marital Status, and Pregnancy or
Related Conditions of Staff (1st Reading) | Holly Budge |
| F. Policy 3246/3246P Restraint, Isolation, and Other Uses of Reasonable Force
(1st Reading) | Heather Ogden |
| G. Legislative Assembly Update | Leah Moore |
| H. 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 2027
Mike Haas, Vice President Term Expires: November 2027
Rich Fletcher Term Expires: November 2027

KSD BOARD OF DIRECTORS

COMMITTEE ASSIGNMENTS
REVISED FEBRUARY 2024

<p>POSITION 1</p> <p>DIRECTOR LEAH MOORE</p> <ul style="list-style-type: none">• Legislative Representative• Facilities/ Construction• WIAA	<p>POSITION 2</p> <p>DIRECTOR KAREN GRAFTON</p> <ul style="list-style-type: none">• Multilingual Learners (ML) Advisory• Calendar• Council on Learning• Wellness	<p>POSITION 3</p> <p>DIRECTOR JEANE CONRAD</p> <ul style="list-style-type: none">• Highly Capable• Special Programs Advisory• Career & Technical Education (CTE) <p>PRESIDENT</p>	<p>POSITION 4</p> <p>DIRECTOR MIKE HAAS</p> <ul style="list-style-type: none">• Kelso Public Schools Foundation• Budget• Boundary Review <p>VICE PRESIDENT</p>	<p>POSITION 5</p> <p>DIRECTOR RICH FLETCHER</p> <ul style="list-style-type: none">• Student Rights & Responsibilities• Budget• Student Safety• Legislative Rep (alternative)
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KELSO SCHOOL DISTRICT

2024-2025 SCHOOL BOARD CALENDAR

SEPTEMBER 9	SEPTEMBER 23	OCTOBER 14	NOVEMBER 4
5:00 Work Session	5:00 Work Session		5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
NOVEMBER 18	DECEMBER 16	JANUARY 13	FEBRUARY 10
5:00 Work Session	5:00 Work Session	5:00 Work Session	5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
MARCH 10	MARCH 24	APRIL 21	MAY 5
5:00 Work Session	5:00 Work Session	5:00 Work Session	5:00 Work Session
6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting	6:00 Board Meeting
MAY 19	JUNE 9	JULY 14	AUGUST 11
5:00 Work Session			4:00 Work Session
6:00 Board Meeting	5:00 Board Meeting	5:00 Board Meeting	5:00 Board Meeting



Road to **STUDENT SUCCESS**

Our Goals



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.



FISCAL RESPONSIBILITY

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



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.



CLIMATE & CULTURE

Emphasize student safety, a healthy lifestyle, and respect for other students and faculty.



COMMUNICATION

Maximize awareness and support of the district's mission, vision, goals, and programs.

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.



100% GRADUATING

CAREER, COLLEGE & COMMUNITY READY

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



QUALITY INSTRUCTION

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

★ 2024-25 PRIORITY

- Attain strong student achievement and growth that produces equitable outcomes as measured by formative and summative assessments through a Professional Learning Community (PLC) process.

FISCAL RESPONSIBILITY

★ 2024-25 PRIORITY

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



COMMUNICATION

Engage with Kelso community to maximize awareness and support.



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.

CLIMATE & CULTURE

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.

★ 2024-25 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 ²⁰²⁴₂₀₂₅

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 (HSBP) 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 8 – 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 eligible middle and high school students complete informed course request per their HSBP

Increase opportunities for students to explore career paths 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 TK, TK to K, 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 informed course request

Maintain & Enhance 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:

- attend a FAFSA meeting
- complete a resume
- submit a 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 post-secondary education and acquire a degree or industry certification

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

Increase graduation rates, decrease dropout rates



Roadmap 2024
2025

CLIMATE & CULTURE

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

Implement and sustain a comprehensive Multi-Tiered System of Support (MTSS) model in all Kelso schools

Implement and sustain a Positive Behavior and Intervention System (PBIS) in each school

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

Deliver high-quality training and other implementation supports, including initial training and ongoing support to school staff

100% of KSD classrooms embed SEL standards into daily instruction

100% of students will access classroom instructional time which directly relates to an increase in student learning as measured by state and local assessments

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

100% of students will report they learn in an environment that is physically and emotionally safe

Increase student and family access to, and awareness of, school based counseling and the availability of mental health services

Review and sustain a school-based mental health referral process

Enhance comprehensive school-based counseling and mental health services for students

Network and link community service providers to students and their families to increase mental health, physical health, and drug and alcohol services

Increase in the number of students and families accessing and receiving school- and community-based counseling and mental/physical health services

Provide a comprehensive Work Place Wellness Program that promotes healthy lifestyle for staff

Sustain a district-wide workforce health committee that actively promotes a healthy lifestyle for staff

Conduct staff surveys that identify prevailing risk factors in our employee population that will drive healthy staff initiatives

Gather and share resources for preventing and responding to workforce health issues

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



Roadmap 2024 2025 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

Continue regular engagement via *Hilander Highlights*, *Family Connection*, Chamber newsletter, and surveys

Maintain and update information on district websites

Maintain proactive media relations

Use social media channels to provide timely and relevant information

Access to timely and relevant communication for targeted audiences

Appearance of positive news stories in the media monthly

Passage of levies and bonds

Enhance an effective staff and student communication plan to improve internal communication and staff and student engagement

Communicate strategic goals and solicit staff and student voice:

- *Inside Connection* for all staff
- Safe Schools Emergency documents
- 100% posters, Grad Rate posters, Class of posters
- Timely district department updates for all staff
- Listening Tours and surveys

Staff and students know district mission, vision, goals, and progress

Staff and students are valued, connected, and honored

Staff and student yearly recognition and appreciation campaigns

Achieve coordinated communications with local, regional, and state agencies for safety preparedness and crisis management

Enhance key communicator network connections among regional leaders

Build and maintain partnerships with local business and community leaders

Develop and standardize key safety preparedness and crisis communication protocols and documents

Aligned messages among key communicators in the community, particularly in regard to crisis management

Increased community and regional partnerships

Increased confidence in district safety preparedness and crisis management from staff, students, families, and key community leaders



Roadmap 2024
2025

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

Implement a comprehensive birth to pre-kindergarten plan which strengthens school readiness

Engage early childhood community partnerships through various community groups

Coordinate analysis of early learning data

Partner with other early learning providers/supporters to coordinate professional development opportunities

Increase number of Kelso students accessing early learning opportunities

Increase school readiness data for students accessing early learning opportunities

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

Utilize Scope and Sequence to guide early learning social emotional learning (SEL) and academic work

Implement new district adopted curriculum

Increase SEL Tier 1 systems within early learning groups

Increase Teaching Strategies Gold (TSG) and WA Kids data

Reduce the number of students needing SEL Tier 2 & 3 support in kindergarten

Increase the percentage of TK – 3rd grade students who meet or exceed grade-level standards by the end of the year

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

Instruction: Utilize developmentally appropriate instructional practices

Assessment: staff uses and develops action plans to improve student growth based on common formative assessment data through Professional Learning Communities (PLCs) that Work

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

Reduce the number of students receiving Tier II and Tier III SEL supports

100% of staff uses common formative assessments and collaboration to drive instruction



Roadmap ²⁰²⁴₂₀₂₅

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 programming and operations not supported by state resources

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

Provide staff with fiscal oversight and guidance for proper internal controls and accountability of programs and services

Annual budget approved by Kelso School Board

Levies and bonds pass

Budget supports academic and operational goals and priorities

Annual State and Federal fiscal and accountability audits completed



Roadmap 2024
2025

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, Multi-Tiered System of Support for academics (MTSSA) model</p>	<p>100% of high school students enroll in academic rigorous course work as measured by stretch (challenging) course student survey data</p> <p>100% of students will show growth toward meeting or surpassing grade-level essential standards</p> <p>100% of students, as appropriate, 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 relevant to their HSBP</p> <p>100% of staff engages in fair and equitable practices for all students</p>

Audience Participation in Board Meetings

Policy 1430

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.
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: 01.23.06

Revised:

COMMUNICATIONS,
CORRESPONDENCE,
& INTRODUCTIONS

CONSENT AGENDA

- A. Minutes from Sept. 23, 2024 Board Meeting and Work Session
- B. Certificated Employment Recommendations
- C. Classified Employment Recommendations
- D. Contracts and Agreements with Kelso School District
- E. Warrants
- F. Annual TBIP Application
- G. Fundraising Request
- H. Overnight Request
- I. Resolution 202425-01 Credit Cards
- J. Surplus Request
- K. Donation Request

BOARD MEETING MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
09/23/24

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 Roy Parsons Board Room as well as on a Zoom online/phone platform.

BOARD OF DIRECTORS

Position 1	Leah Moore
Position 2	Karen Grafton (absent excused)
Position 3	Jeane Conrad - President
Position 4	Mike Haas - Vice President
Position 5	Rich Fletcher

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 names of people in attendance were available online, or partial names were listed. The names of people in attendance are listed as shown/provided: Sandy DeBruler, Minka Atkinson

COMMUNICATIONS, CORRESPONDENCE, & 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 AGENDA - Motion Passed
Motion to Approve By: Director Moore
Seconded By: Director Haas
Action: Motion passes unanimously

CONSENT AGENDA

APPROVAL OF CONSENT AGENDA - Motion Passed

Minutes of August 12, 2024, Board Meeting and Work Session

Certificated Employment Recommendations

Classified Employment Recommendations

Contracts

Warrants

Motion to Approve By: Director Fletcher

Seconded By: Director Haas

Action: Motion passes unanimously

UNFINISHED BUSINESS

MOVED TO THIRD READING - POLICY2124/2124P PHYSICAL EDUCATION HEALTH CLASS - KIM YORE

New policy from WSSDA.

Motion to Approve By: Director

Seconded By: Director

Action: Motion passes unanimously

NEW BUSINESS

HEARD BUDGET UPDATE - JULY & AUGUST - SCOTT WESTLUND

As reported previously, average annual District enrollment (including Running Start) for the 2023/24 school year was budgeted at 4945 FTE, not including Transitional Kindergarten enrollment. June 1st total average enrollment was 4906 FTE, and 39 FTE below budget. This decrease has been anticipated all fiscal year, and final enrollment projections have been consistent throughout budget status reports. Proper budget reductions were made in the fall to account for the loss of revenue.

You will likely note the ending fund balance for is temporarily reflected at just over \$5.79 million. At the end of September and October 2024, we will receive approximately \$500,000 in accrued revenue (mostly from grants that we are reimbursed for), and have an additional \$100,000 in net expenses charged back to fiscal year 2024. This leaves us with a net adjustment of approximately \$400,000 to the positive, reflecting a projected ending fund balance of \$6.2 million for fiscal year 2024. This is much lower than anticipated and desired.

Unfortunately, the last two fiscal years we have seen a downward trend in our fund balance from 8.6% to 7.2%, even while making targeted reductions during our budget development processes. This trend is being seen statewide. It's not unexpected given the district's loss of enrollment and federal pandemic funding, along with growing levels of student supports and challenges. This is concerning enough to make the Board aware of this challenge ahead, as expressed in previous discussions and the budget workshop with the Board. We will continue to look at additional reductions and program changes during 2024/25, and again during the 2025/26 budget development process to align our ending fund balance at the Board's 8% goal.

There are two programs, which exceeded expenditures this past year. These programs lowered our 2023/24 budget much further than the anticipated deficit of \$150,000. These two programs are Program 03, Dropout Reengagement (DR), and Program 09, Transitional Kindergarten (TK). Dropout Reengagement (also known as Kelso Gold and conducted offsite for GED completion) was over by \$245,750. Transitional Kindergarten was over by \$186,916, for a combined deficit of \$432,666.

Dropout Reengagement saw a much larger increase in program participation in 23/24 than was expected, seeing more students served by other entities than served at Loowit. Loowit will serve a greater number of these students moving forward as one of the service providers is no longer contracted for 24/25, and should get us back in line with budget moving forward.

Transitional Kindergarten started in mid-October as planned in 2023, resulting in two months of reduced State revenue. TK has been running at a deficit since its inception, as the continued growth and service model of the program has resulted in increasing costs. In the 2024/25 school year, TK will start at the beginning of the school year now, which should result in the program breaking even.

APPROVED DONATION REQUESTS- SCOTT WESTLUND

Kelso School District has received a \$200,000 donation from an anonymous donor for all eight (8) of our elementary and middle schools, in addition to a few other student and family experiences. An additional donation of \$200,000 is planned for January of 2025.

The attachment to this memorandum outlines the donated amounts and activities. Our donor has blessed us these past few years, proving experiences and incentives for student achievement.

Kelso Future Farmers of America (FFA) also received a matching grant of \$13,500 from the Rocky Mountain Elk Foundation for their Trap Shooting program. The funds will be used for equipment, ammunition, safety training, and storage for students participating in skeet, sporting clays and trap shoot training, practice, and safety education.

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

Motion to Approve By: Director Moore

Seconded By: Director Haas

Action: Motion passes unanimously

HEARD SUPERINTENDENT'S REPORT - MARY BETH TACK

- Maintenance Team and Rose Valley Team
- 3 year PLC at work- final year of meetings have begun
- Celebration for Lacey DeWeert, Brenda Sargent, and the AI team

FOR THE GOOD OF THE ORDER

- Childrens Museum's grand opening in the Catlin location this weekend
 - General Assembly - one day. No surprises. Legislative priorities will be out this week.
 - The Kelso Community Report Card was distributed to the Kelso community this week
-

ADJOURN

BOARD MEETING ADJOURNED @ 6:21 pm

X

President

X

Secretary

WORK SESSION MINUTES
KELSO SCHOOL DISTRICT
MEETING OF THE BOARD OF DIRECTORS
09/23/24

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 Kelso High School Library as well as on a Zoom online/phone platform.

BOARD OF DIRECTORS

Position 1	Leah Moore
Position 2	Karen Grafton (absent excused)
Position 3	Jeane Conrad - President
Position 4	Mike Haas - Vice President
Position 5	Rich Fletcher

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OTHERS PRESENT

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Chris Degallier

WORK SESSION

Topic: CAREER/COLLEGE/COMMUNITY READY

Roadmap

20242025

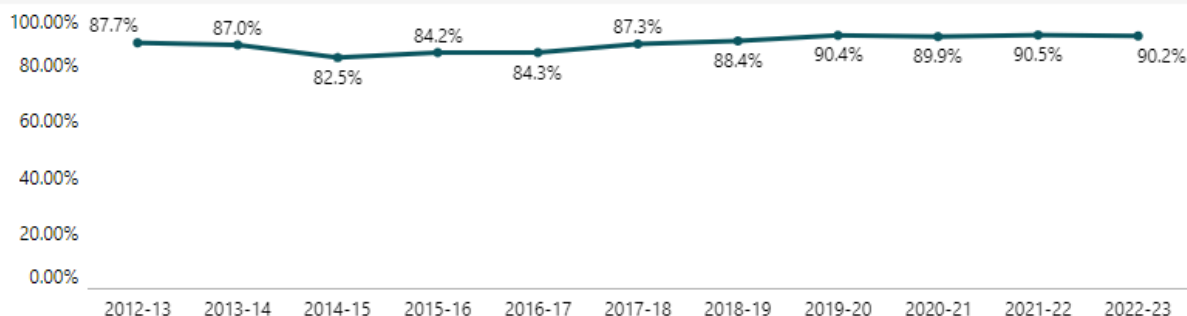
CAREER, COLLEGE, COMMUNITY READY

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.

What percent of students graduated in four years, over time?

Kelso School District

All Students



2023-2024 grad rate will be locked in with CEDARS on Oct. 11

Where Are KSD Graduates Going After High School?

High school graduation is not about achieving the minimum requirements to graduate. It's about gaining the skills necessary to move onto the next set of goals in your life.

College, Career, Community Ready

ERDC works with data contributing agencies and the education research community to fulfill data requests, create dashboards, and conduct research to better understand the education systems in the state. The legislature assigned specific requirements for ERDC in its originating legislation, RCW 43.41.400. This includes:

- Identify critical research and policy questions

- Analyze education and workforce data

- Collaborate with LEAP and the education and fiscal committees of the legislature to compile /analyze data

- Identify necessary K-12 data collection improvements.

- Monitor/evaluate the education data collection systems

- Track enrollment and outcomes through Public Centralized Higher Education Enrollment System (PCHEES)



- Conduct cross-sector research

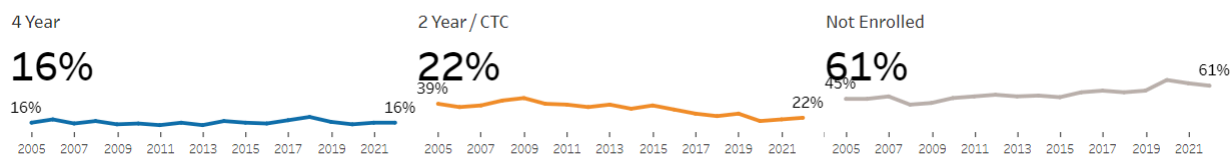
ERDC specializes in fulfilling data requests or analyzing data to address cross-sector research questions (questions that cannot be answered by institutions within one sector). For example:

What percentage of high school graduates enroll in post-secondary education and how does this vary by student characteristics? (uses K12 and postsecondary data)

Is participation in K12 Career and Technical Education programs related to workforce outcomes? (uses K12 and workforce data)

What are our students doing after graduation?

What percent of students enrolled in the first year after high school graduation?



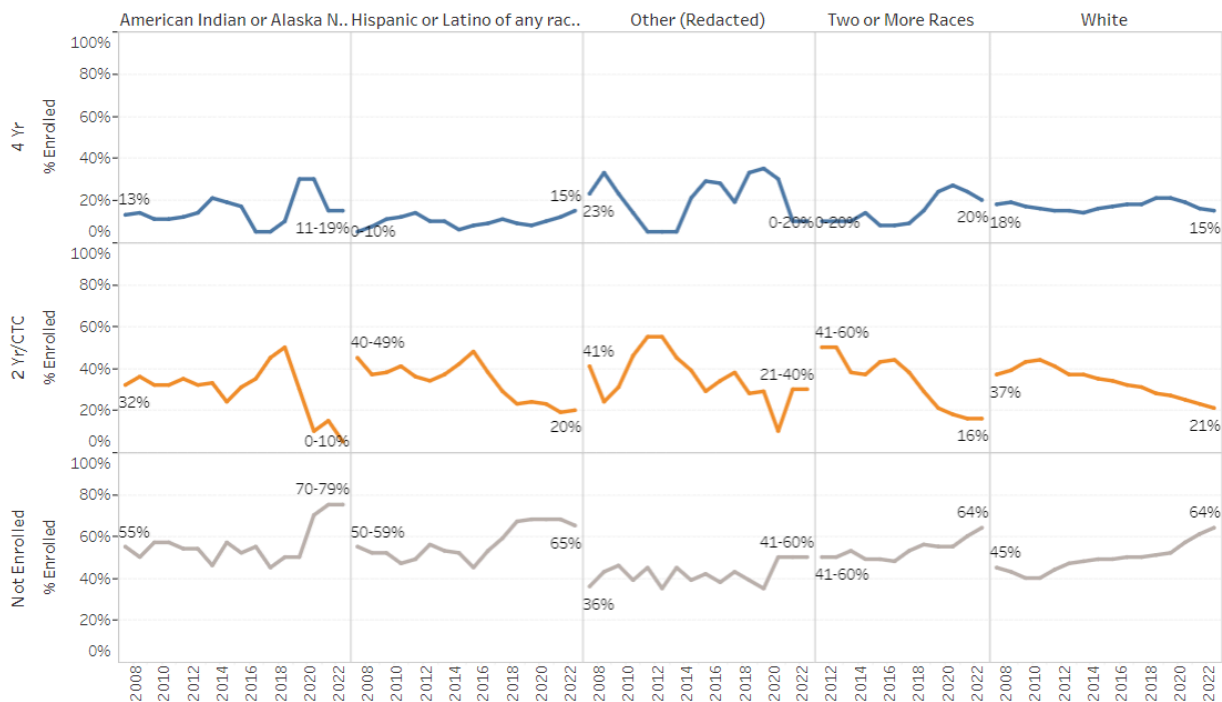
What percent of enrollees persisted beyond the first year of postsecondary?

2022 is the last year represented in this data

Who is Going to College After High School?

What percent of graduates enrolled in college during the first year after graduation?

District: Kelso || School: District Wide

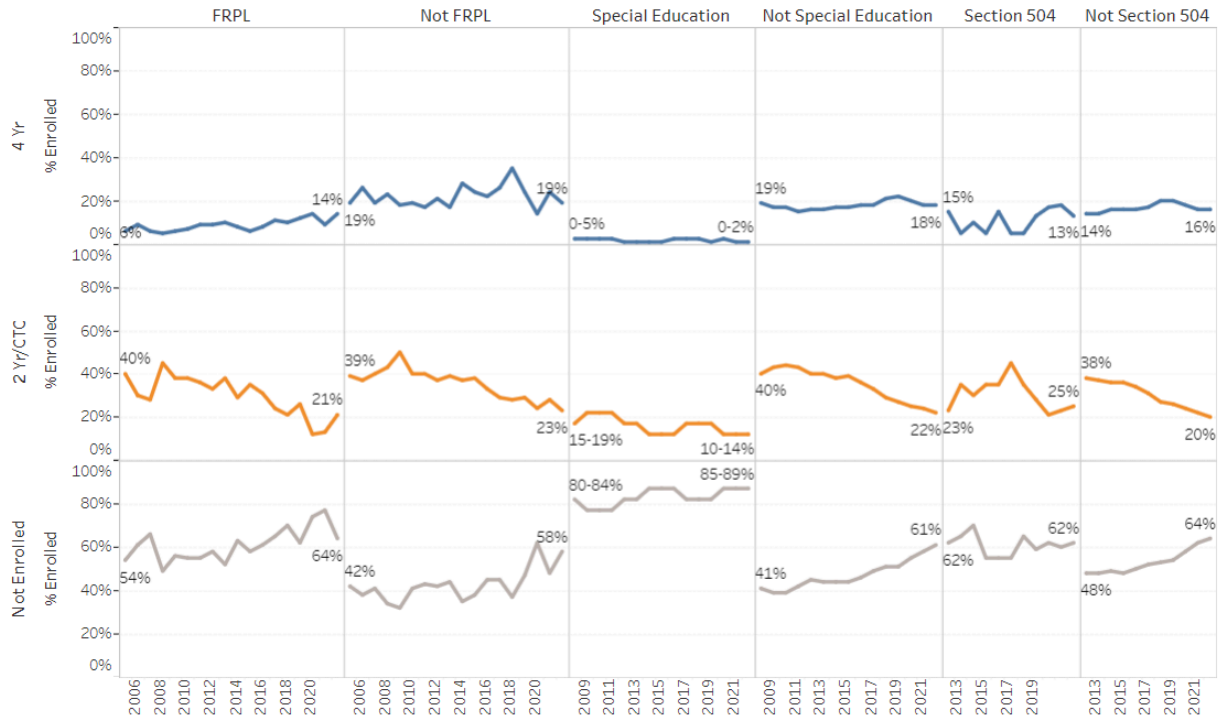


Note: In order to protect student data while maximizing the number of demographic groups shown, the enrollment data displayed is a 3-year rolling average. For example, the "Class of 2016" contains graduates from the 2016, 2015, and 2014.

Who is Going to College After High School?

What percent of graduates enrolled in college during the first year after graduation?

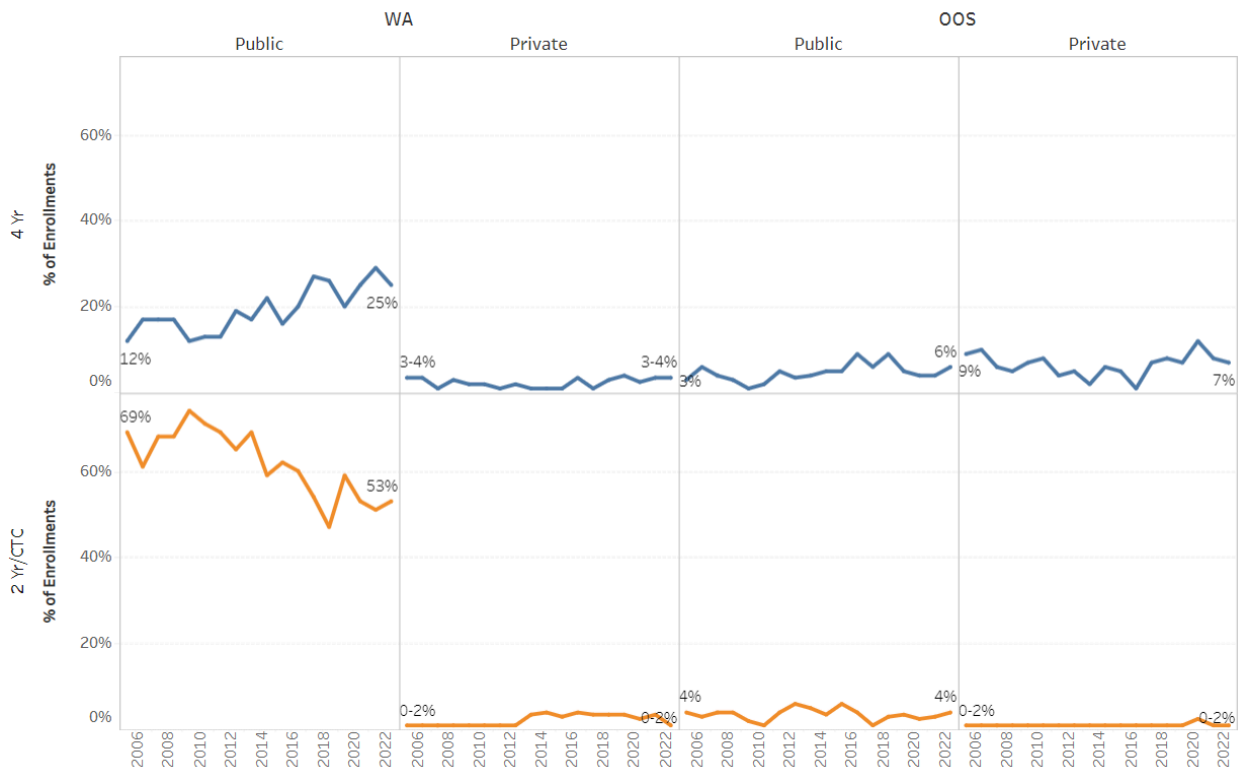
District: **Kelso** || School: **District Wide**



The % given at the end of each line is for the class of 2022

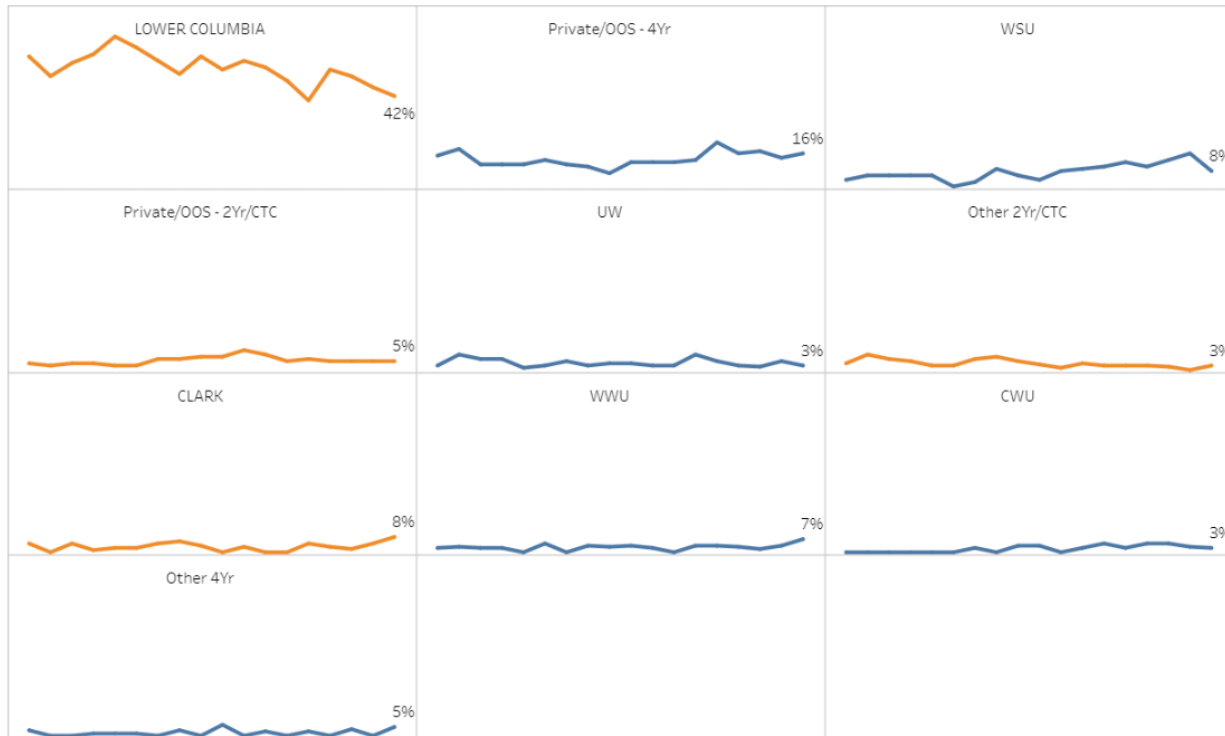
What kind of institutions did enrollees attend in the first year after graduation?

Kelso || School: **District Wide**



Where did postsecondary enrollees attend college in the first year?

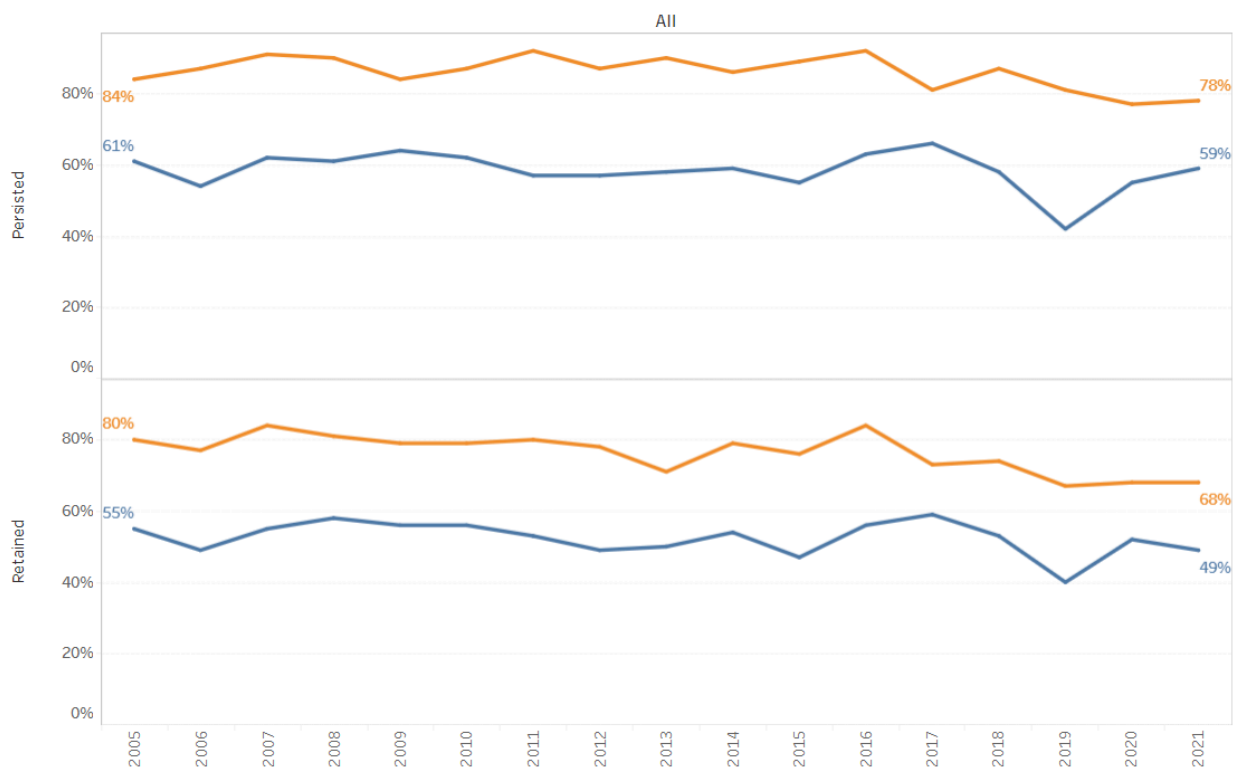
Kelso || School: District Wide



Note: If less than 2% (on average) of enrollments are at a particular institution, that institution is recategorized as "Other".

What were the rates of persistence / retention?

Kelso || School: District Wide

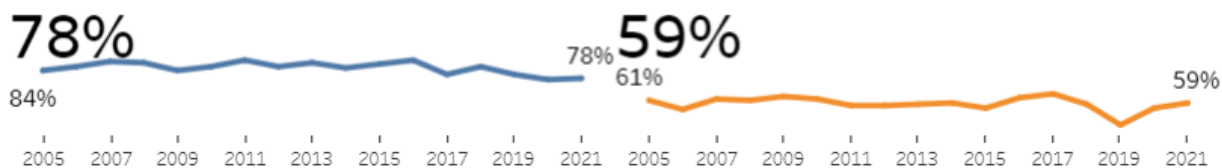


College Persistence Beyond Year 1

What percent of enrollees persisted beyond the first year of postsecondary?

4 Year students

2 Year / CTC students



Highest Degree Attainment

What were the highest degrees attained within 8 years of high school graduation?

Bachelor's or Higher

Associate/Certificate

No Degree



Accessing Apprenticeship Programs

Since 2010 How many Kelso SD students have EVER enrolled in an apprenticeship program

GradReqYear	CountEnrolled
2010	5
2011	9
2012	7
2013	6
2014	5
2015	7
2016	7
2017	<5
2018	6
2019	8
2020	<5
2021	<5
2022	<5
2023	<5

What is the current status of Kelso SD students in apprenticeship programs?

Current Status	Count	
Active	25	
Cancelled	34	
Completed	16	
Suspended	<5	

Note: Depending on occupation and other factors, many apprentices are offered and accept competitive employment prior to completing all of the apprenticeship program requirements. Hence, the cancellations or suspended status.

In what types of occupations have KSD students apprenticed?

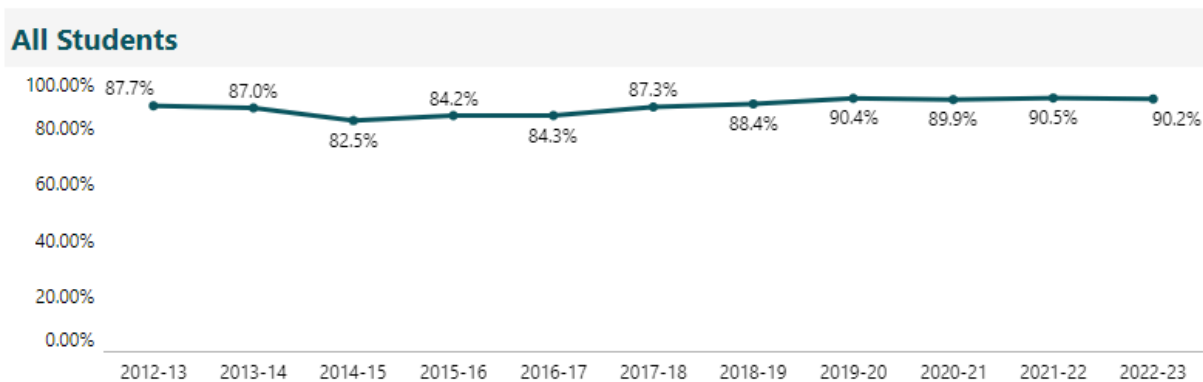
Occupation Name	Enrolled Apprentices
Laborer	20
Construction Electrician	9
Tree Trimmer	8
Inside Electrician	6
Sheet Metal Worker	6
Carpenter	<5
Construction Lineman	<5
Residential Sheet Metal Worker	<5
Esthetician	<5
Lineman	<5
Millwright	<5
Plumber	<5
Roofer	<5
Sprinkler Fitter	<5
Steamfitter	<5
Barber	<5
Fire Fighter	<5
Landscape Construction Worker	<5
Medical Assistant	<5
Meterman	<5

That was the so what...

We're moving onto the now what...

What percent of students graduated in four years, over time?

Kelso School District



Attendance

- School attendance is a critical component of being CCCR.
- All schools now have attendance teams who working to increase the communication around the importance of regular attendance, sharing expectations with students and doing extended outreach to students who are struggling to attend.
- We have paired our district truancy specialist with our Kelso GOLD drop out interventionist to provide more support for students who have 20+ dropped out of school, in hopes of getting them reengaged with their education.

Transition Days

- ☐ Kinder Transition Dy
- ☐ 5th to 6th Transition Day
- ☐ 8th to 9th Transition Day

Overall, transition days are essential for helping students navigate the emotional, social, and academic changes that come with progressing through the K-12 system, making their educational journey smoother and more successful.

*We are granted these waivers from OSPI to host these days for transitioning students and families.

Upcoming changes to the High School and Beyond (HSBP)

- In 2023, the Legislature passed Senate Bill 5243, requiring OSPI to transition to a universal online platform for the HSBP.
- SchoolLinks, Inc., has been selected for the SB5243 Universal HSBP Platform
- Implementation planning will begin once contracts are finalized and will be communicated to school districts in conjunction with the legislative report due Oct. 1, 2024.
- Currently OSPI is projecting that the earliest districts would be expected to use the universal HSBP platform would be in Fall 2025. OSPI will partner with districts to determine the statewide onboarding schedule and provide extensive training, resources and support to ensure a smooth process.
- In preparation for this upcoming change, staff from Kelso High School, Kelso Virtual Academy and District Office are attending the Listen & Learn meetings/zooms that OSPI is offering to learn more about the platform and ask question to learn more about the implementation timeline.

Having a universal HSBP platform will:

- Provide students with equitable access to the HSBP;
- Provide families and approved community partners with greater access to the HSBP so that they can support student progress toward their postsecondary goals;
- Allow for translations to other languages to serve families that don't speak English; and
- Allow for students to connect with potential employers to learn about career opportunities and any necessary education and training requirements.

Senior Exit Interviews

- These happen at the end of each trimester. (3x per year)
- A senior exit interview and HSBP are part of the KSD graduation requirements.
- Students prep to be interviewed by staff and community members about their high school experience and post-secondary plans.
- A change coming this year to the process will be, instead of the Master Schedule/HSBP SIP team taking on this whole event, that a different SIP team will manage the interviews each time. The reasoning behind this was, it helps create a through line of the work for all the teams to the final outcome of graduation.

ABL

We will continue collaborating with ABL Schools to refine our course offerings and master schedule, ensuring that students take classes aligned with their High School and Beyond Plan (HSBP). This will help them pursue pathways to a 2-year or 4-year college, military service, apprenticeships, or their chosen careers.

ABL assists with analyzing student transcripts to identify those who are academically capable of taking more challenging "stretch" courses but instead opt for an easier academic schedule. By sharing this data with students, staff, and parents/caregivers, it opens the door for meaningful discussions about both short-term

and long-term academic and career goals.

ABL Schools & Analytics

We will continue our transcription analysis and master schedule efficiency work with ABL Schools to continue reworking course offerings so that students are taking courses that lead them ready to access a 2-year, 4-year, military, apprenticeship or career as outlined in their HSBP.

- One of our focuses the last 3 years has been to see an increase in students taking a 4th year of mathematics. We have seen growth in this number, but students are still shying away from our most rigorous courses.
- Our AP and UW numbers have stayed fairly consistent,

Incorporation of More Student Voice

- The Master Schedule / HSBP and Freshmen Success SIP teams are going to lead the efforts to create surveys and conversational space for students to share their thoughts, ideas and barriers to their HSBP goals.
- This work and conversations are just starting with these SIP teams. So it will take some time coordination to flush out this process. But it is well recognized that we need 9-12 student voice in order to fully understand why do many kids are heading directly to work or not working at all after high school.

Resources for Students and Families/Caregivers

KHS Career Center

KHS Career & Technical Education Webpage

WSAC - Washington Student Achievement Council

All of this leads directly back to the initial statement of,

High school graduation is not about achieving the minimum requirements to graduate. It's about gaining the skills necessary to move onto the next set of goals in your life of being

College, Career & Community Ready

A D J O U R N

WORK SESSION ADJOURNED at 5:43 p.m.

X

President

X

Secretary

CERTIFICATED PERSONNEL

October 14, 2024

Out of Endorsement Waiver:

Anderson, Amy - Special Education Teacher, Butler Acres Elementary

1.0 FTE

Effective August 28, 2024

Out of endorsement placement for special education assignment

Anderson, Lucas - Special Education Teacher, Lexington Elementary

1.0 FTE

Effective August 28, 2024

Out of endorsement placement for special education assignment

Fraenza, Ashley - Special Education Teacher, Barnes Elementary

1.0 FTE

Effective August 28, 2024

Out of endorsement placement for special education assignment

Hutchison, Diane - Teacher, Kelso Virtual Academy

.60 FTE

Effective August 28, 2024

Alternative Learning Environment - Out of endorsement for multiple subjects

Jabusch, Julia - Teacher, Kelso Virtual Academy

1.0 FTE

Effective August 28, 2024

Alternative Learning Environment - Out of endorsement for multiple subjects

Pliler, Dena - Special Education Teacher, Barnes Elementary

1.0 FTE

Effective August 28, 2024

Out of endorsement placement for special education assignment

Robertson, Mandie - Teacher, Kelso Virtual Academy

1.0 FTE

Effective August 28, 2024

Alternative Learning Environment - Out of endorsement for multiple subjects

Saccio, Jasmine - Teacher, Kelso Virtual Academy

1.0 FTE

Effective August 28, 2024

Alternative Learning Environment - Out of endorsement for multiple subjects

Spellmeyer, Jesse - Teacher, Kelso Gold/Loowit

1.0 FTE

Effective August 28, 2024

Alternative High School - Out of endorsement for multiple subjects

Treadway - Robbin - Teacher, Kelso Virtual Academy

1.0 FTE

Effective August 28, 2024

Alternative Learning Environment - Out of endorsement for multiple subjects

Vickaryous, Elizabeth - Special Education Teacher, Huntington Middle School

1.0 FTE

Effective August 28, 2024

Out of endorsement placement for special education assignment

* = 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:
09/19/2024 to 10/08/2024

Date Issued	Name	Position	School
9/23/2024	Anderson, Karen	Intramural Module - Track Team	Wallace Elementary
9/23/2024	Anderson, Karen	Intramural Module - Running Club	Wallace Elementary
9/23/2024	Anderson, Karen	Intramural Module - Go Girls Go	Wallace Elementary
9/23/2024	Anderson, Karen	Intramural Module - PBIS Coordinator (Job Share w/Julie Toney)	Wallace Elementary
9/23/2024	Andrechak, Rachel	Intramural Module - Recess Brunch	Lexington Elementary
9/23/2024	Andrechak, Rachel	Intramural Module - 5th Grade Leadership	Lexington Elementary
9/23/2024	Applebury, Melissa	Intramural Module - Drawing Club	Lexington Elementary
9/30/2024	Barella, Olivia	Intramural Module - 3-5th Grade Choir	Butler Acres
9/30/2024	Bauman, Pam	Intramural Module - Go Girls Go	Barnes Elementary
9/30/2024	Bauman, Pam	Intramural Module - Athletic Skill Practice	Barnes Elementary
10/7/2024	Beard, Deanna	Excess Students - 2 over	Barnes
9/23/2024	Bennett, Tangi	Intramural Module - Math Tutoring	Wallace Elementary
9/23/2024	Bennett, Tangi	Intramural Module - Study Hall Help	Wallace Elementary
10/1/2024	Benson Welch, Michelle	Intramural Module - Poetry Writing	Huntington
10/7/2024	Berry, Megan	Excess Students - 1 over	Lexington
9/30/2024	Blum, Angie	Intramural Module - Math Club	Carrolls
9/30/2024	Blum, Angie	Intramural Module - Choir	Carrolls
9/23/2024	Bridges, Jeri	Intramural Module - Chior	Wallace Elementary
9/30/2024	Briem, Kristen	Intramural Module - Garden Club	Carrolls
9/30/2024	Briem, Kristen	Intramural Module - Go Girl Go	Carrolls
9/30/2024	Briem, Kristen	Intramural Module - Math Club	Carrolls
9/23/2024	Bruce, Sonja	Intramural Module - Peer Mediators	Lexington Elementary
9/23/2024	Bruce, Sonja	Intramural Module - Peer Mediators	Lexington Elementary
9/23/2024	Bruce, Sonja	Intramural Module - Peer Mediators	Lexington Elementary
10/7/2024	Carpenter, Olga	Excess Students - 1 over	Lexington
10/7/2024	Carter, Trisha	Excess Students - 3 over	Barnes
10/4/2024	Cattin, Ray	Intersession Admin	Wallace
9/30/2024	Chaffin, Tanja	Intramural Module - 5th Grade Leadership	Barnes Elementary
10/7/2024	Chaffin, Tanja	Excess Students - 1 over	Barnes
10/1/2024	Clement, Colette	Intramural Module - Healthy Cooking	Huntington
10/1/2024	Clement, Colette	Intramural Module - Sewing	Huntington
10/7/2024	Dahlke, Dan	Excess Students - 2 over	Kelso High
9/26/2024	Dean, Parker	Intramural Module - Recess Club	Butler Acres
9/26/2024	Dean, Parker	Intramural Module - Track Club	Butler Acres
10/7/2024	Dean, Parker	Excess Students - 1 over	Butler Acres
10/1/2024	DeSpain, Penelope	Intramural Module - Math Support	Huntington
10/1/2024	DeSpain, Penelope	Intramural Module - Math Support	Huntington
9/23/2024	Dewsnup, Matthew	Intramural Module - Fall Choir	Lexington Elementary
9/23/2024	Dewsnup, Matthew	Intramural Module - Spring Chior	Lexington Elementary
10/7/2024	Dieter, Jason	Excess Students - 4 over	Coweeman
9/30/2024	Dyer, Angela	Intramural Module - Bear Den	Barnes Elementary
9/23/2024	Eberhard, Josephine	Intramural Module - 3rd Grade Book Club	Lexington Elementary
10/4/2024	Erickson, Ashley	Intersession Teacher	Wallace
9/23/2024	Farnham, Kerry	Test Coordinator	Wallace Elementary
9/23/2024	Farnham, Kerry	Intramural Module - Math/Lit/Career Nights	Wallace Elementary
9/26/2024	Fiecke, Sarah	Intramural Module - Recess Leadership Team	Butler Acres
10/4/2024	Finafrock, Kelsey	Intersession Teacher	Wallace
9/23/2024	Fortner, Amber	Intramural Module - Brain Builders	Wallace Elementary
9/23/2024	Fortner, Amber	Intramural Module - Garden Club	Wallace Elementary
10/4/2024	Fortner, Amber	Intersession Teacher	Wallace
10/1/2024	Frick, Elaina	Intramural Module - Talent Show	Rose Valley

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2024 to 10/08/2024

Date Issued	Name	Position	School
10/7/2024	Frick, Elaina	Excess Students - 6 over	Rose Valley
10/7/2024	Gaston, Allie	Excess Students - 2 over	Lexington
10/7/2024	Gaston, Cherie	Excess Students - 3 over	Barnes
10/7/2024	Gibson, Saydee	Excess Students - 1 over	Lexington
10/4/2024	Gillihan, Kalena	Intersession Teacher	Wallace
10/4/2024	Green, Jacob	Advisor - Diversity Club	Coweeman Middle School
9/23/2024	Guttormsen, Abby	Intramural Module - Track Team	Wallace Elementary
9/23/2024	Guttormsen, Abby	Intramural Module - Running Club	Wallace Elementary
9/23/2024	Guttormsen, Abby	Intramural Module - Go Girls Go	Wallace Elementary
9/23/2024	Guttormsen, Abby	Intramural Module - Family Engagement	Wallace Elementary
10/4/2024	Guttormsen, Abby	Intersession Teacher	Wallace
9/26/2024	Hadaller, Jamaica	Intramural Module - Kindness Crew	Butler Acres
10/7/2024	Hadlock, Shawna	Excess Students - 4 over	Butler Acres
9/30/2024	Hayden, Jennifer	Outdoor School Teacher	Huntington
10/1/2024	Hays, Sue	Intramural Module - Walking Club	Rose Valley
9/30/2024	Hennessey, Rhonda	Intramural Module - Go Girls Go	Barnes Elementary
9/23/2024	Hickman, Keri	Intramural Module - Study Hall Help	Wallace Elementary
10/7/2024	Holter, Stephanie	Excess Students - 5 over	Rose Valley
10/1/2024	Hougum, Ann	Intramural Module - Open Library	Rose Valley
10/1/2024	Hougum, Ann	Intramural Module - Walking Club	Rose Valley
10/7/2024	Huhta, Rebecca	Excess Students - 1 over	Lexington
9/23/2024	Hutchison, Diane	Intramural Module - Secondary Pathway Suppt	Kelso Virtual Academy
9/23/2024	Jabusch, Julia	Intramural Module - K-5 Tutoring Lunch Bunch	Kelso Virtual Academy
9/23/2024	Jabusch, Julia	Intramural Module - K-5 Tutoring Support	Kelso Virtual Academy
9/26/2024	Jones, Lisa	Intramural Module - Fine Motor Club	Butler Acres
9/23/2024	Jorgenson, Rhonda	School Patrol	Lexington Elementary
9/23/2024	Jorgenson, Rhonda	Intramural Module - Running Club	Lexington Elementary
9/23/2024	Jorgenson, Rhonda	Intramural Module - Running Club	Lexington Elementary
9/30/2024	Joy, Turner	Intramural Module - Spring Running Club	Coweeman
10/1/2024	Keatley, Kimberly	Intramural Module - Drama	Huntington
10/7/2024	Lopez, Gabby	Excess Students - 1 over	Lexington
9/30/2024	Lund, Danielle	Intramural Module - Talent Show	Carrolls
9/19/2024	Mahitka, Michelle	Additional Period - .2 FTE	Kelso High School
9/23/2024	Marrs, Bayne	Intramural Module - Lexington Yearbook	Lexington Elementary
10/7/2024	Marrs, Bayne	Excess Students - 1 over	Lexington
9/30/2024	Martelli, Taylor	Intramural Module - Homework Club	Carrolls
10/1/2024	Martelli, Taylor	Intramural Module - Homework Club	Rose Valley
9/30/2024	McCormick, Kristin	Intramural Module - Barnes Variety Show	Barnes Elementary
9/30/2024	McCormick, Kristin	Intramural Module - Choir	Barnes Elementary
10/7/2024	McCrady, Kayla	Excess Students - 4 over	Butler Acres
10/7/2024	McTamaney, Hannah	Excess Students - 1 over	Lexington
9/19/2024	McWilliam, Joe	Additional Period - .2 FTE	Kelso High School
9/30/2024	Mejia, Jamie	Intramural Module - Math & Reading Tutoring	Barnes Elementary
9/30/2024	Mejia, Jamie	Intramural Module - Math & Reading Tutoring	Barnes Elementary
9/30/2024	Mejia, Jamie	Intramural Module - Math & Reading Tutoring	Barnes Elementary
9/26/2024	Milligan, Shelley	Intramural Module - Kindness Crew	Butler Acres
9/30/2024	Moi, Abby	Intramural Module - Coed Volleyball (1/6/25-1/24/25 and 5/22/25-6/6/25)	Coweeman
9/19/2024	Moon, Megan	Additional Period - .2 FTE	Kelso High School
9/30/2024	Mozes, Jason	Intramural Module - Fall Board Games	Coweeman
9/30/2024	Mozes, Jason	Intramural Module - Spring Board Game Club	Coweeman
10/4/2024	Mozes, Jason	Intramural Module - Boys Volleyball Club	Coweeman

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2024 to 10/08/2024

Date Issued	Name	Position	School
9/23/2024	Muir, Elizabeth	Intramural Module - College & Career Readiness	Lexington Elementary
9/23/2024	Muir, Elizabeth	Intramural Module - Family Engagement	Lexington Elementary
10/1/2024	Murphy, Thressa	Intramural Module - Walking/Running	Huntington
10/7/2024	Musgrove, Kolene	Excess Students - 1 over	Butler Acres
10/1/2024	Neves, Mike	Intramural Module - Flag Football	Huntington
9/23/2024	Parsons, Tammy	Intramural Module - Harry Potter Club	Lexington Elementary
9/23/2024	Parsons, Tammy	Intramural Module - Harry Potter Club	Lexington Elementary
9/23/2024	Parsons, Tammy	Intramural Module - Robotics Club	Lexington Elementary
9/26/2024	Paul, Kristal	Intramural Module - Talent Show	Butler Acres
10/4/2024	Pearson, Brianna	Intersession Teacher	Wallace
9/23/2024	Phipps, Jennifer	Intramural Module - Drawing Club	Lexington Elementary
9/23/2024	Phipps, Jennifer	Intramural Module - Reading Jam Club	Lexington Elementary
9/23/2024	Porter, Trentina	Intramural Module - Critical Gaming	Lexington Elementary
9/23/2024	Porter, Trentina	Intramural Module - Critical Gaming	Lexington Elementary
9/23/2024	Reveal, Jeannie	Intramural Module - Lexington Yearbook	Lexington Elementary
9/23/2024	Robertson, Beth	Intramural Module - Critical Gaming	Lexington Elementary
9/23/2024	Robertson, Mandie	Intramural Module - Friday Game Time	Kelso Virtual Academy
9/23/2024	Robertson, Mandie	Intramural Module - Tutoring Support	Kelso Virtual Academy
10/1/2024	Roffler, Elizabeth	Intramural Module - Walking/Running	Huntington
10/1/2024	Roffler, Elizabeth	Intramural Module - Computer Coding	Huntington
10/4/2024	Rogers, Hahli	Intersession Teacher	Wallace
9/23/2024	Rothwell, Cami	Intramural Module - Peer Mediators	Lexington Elementary
9/23/2024	Rothwell, Cami	Intramural Module - Peer Mediators	Lexington Elementary
9/23/2024	Rothwell, Cami	Intramural Module - Peer Mediators	Lexington Elementary
9/23/2024	Saccio, Jasmine	Intramural Module - Pottery	Kelso Virtual Academy
9/23/2024	Saccio, Jasmine	Intramural Module - Tutoring Support	Kelso Virtual Academy
9/30/2024	Schafer, Bella	Intramural Module - Go Girl Go	Carrolls
9/30/2024	Schafer, Bella	Intramural Module - Talent Show	Carrolls
9/23/2024	Schill, Sarah	Intramural Module - Recess Brunch	Lexington Elementary
9/23/2024	Schill, Sarah	Intramural Module - 5th Grade Leadership	Lexington Elementary
10/7/2024	Schill, Sarah	Excess Students - 1 over	Lexington
10/4/2024	Schueller, Kelsey	Intersession Teacher	Wallace
9/30/2024	Sherrell, Cindy	Intramural Module - Talent Show	Carrolls
10/7/2024	Sherrell, Cynthia	Excess Students - 3 over	Carrolls
9/30/2024	Shockley, Bethany	Intramural Module - Reading Tutoring	Barnes Elementary
10/3/2024	Sims, Carly	Intramural Module - Math Café	Butler Acres
10/7/2024	Sims, Carly	Excess Students - 3 over	Butler Acres
9/26/2024	Sims, Kelly	Intramural Module - Café & Student Goal Setting	Butler Acres
9/26/2024	Sims, Kelly	Intramural Module - Café & Student Goal Setting	Butler Acres
10/4/2024	Smith, Carri	Advisor - HCA Club	Kelso High School
9/19/2024	Smith, Carri	Additional Period - .2 FTE	Kelso High School
9/30/2024	Stevens, Heidi	Intramural Module - Math Recess Games	Barnes Elementary
9/30/2024	Stevens, Heidi	Intramural Module - Study Hall & Cooperative/Structured Play	Barnes Elementary
9/30/2024	Swart, Casey	Intramural Module - Fall Jazz Club	Coweeman
9/30/2024	Swart, Casey	Intramural Module - Spring Jazz Club	Coweeman
9/23/2024	Tatum, Atticus	Intramural Module - Study Hall Help	Wallace Elementary
9/23/2024	Taylor, Amanda	Intramural Module - Harry Potter Club	Lexington Elementary
9/23/2024	Taylor, Amanda	Intramural Module - Harry Potter Club	Lexington Elementary
9/23/2024	Taylor, Amanda	Intramural Module - Robotics Club	Lexington Elementary
10/7/2024	Taylor, Amanda	Excess Students - 1 over	Lexington
9/19/2024	Thomas, Megan	Additional Period - .2 FTE	Kelso High School

KELSO SCHOOL DISTRICT
SUPPLEMENTAL CONTRACTS ISSUED:
09/19/2024 to 10/08/2024

Date Issued	Name	Position	School
9/23/2024	Toney, Julie	Intramural Module - Makerspace Club	Wallace Elementary
9/23/2024	Toney, Julie	Intramural Module - OMSI & Maritime Coordinator	Wallace Elementary
9/23/2024	Toney, Julie	Intramural Module - PBIS Coordinator (Job Share w/Karen Anderson)	Wallace Elementary
9/23/2024	Treadway, Robbin	Intramural Module - MS Tutoring Support	Kelso Virtual Academy
9/23/2024	Uhrlaub, Laura	Intramural Module - Art Club 3-5	Lexington Elementary
9/23/2024	Uhrlaub, Laura	Intramural Module - Art Club 1-2	Lexington Elementary
9/23/2024	Vazquez, Megan	Intramural Module - Family Engagement	Lexington Elementary
9/23/2024	Viscuso, Rebecca	Advisor - Pep Club	Huntington Middle School
9/23/2024	Wahl, Sam	Intramural Module - 5th Grade Leadership	Lexington Elementary
9/23/2024	Watkins, Katie	Intramural Module - Family Engagement	Lexington Elementary
9/26/2024	Watson, Trish	Intramural Module - Coding	Butler Acres
10/7/2024	Watson, Trish	Excess Students - 1 over	Butler Acres
9/26/2024	Webb, Beth	Intramural Module - Makerspace	Butler Acres
9/26/2024	Webb, Beth	Intramural Module - Talent Show	Butler Acres
9/26/2024	Webb, Jon	Intramural Module - Flag Football/Cheer	Butler Acres
9/26/2024	Webb, Jon	Intramural Module - Volleyball/Basketball/Turkey Trot	Butler Acres
10/7/2024	Wheatley, Janelle	Excess Students - 2 over	Wallace
9/26/2024	Williams, McKenzie	Intramural Module - Fine Motor Club	Butler Acres
10/1/2024	Wiltfong, Heath	Intramural Module - Science Support	Huntington
9/23/2024	Woodall, Yeni	Intramural Module - Graduation Support	Kelso Virtual Academy
10/7/2024	Wright, Lyndsey	Excess Students - 3 over	Wallace

CLASSIFIED PERSONNEL
October 14, 2024

New Hires:

Clark, Nikkol - Paraeducator - Title/Playground, Lexington Elementary School
6.0 hrs/day, 190 days/year
Effective October 10, 2024

Endreson, Erik - Paraeducator - Title/LAP, Lexington Elementary School
7.0 hrs/day, 190 days/year
Effective October 28, 2024

Ford, Virginia - Accompanist Aide, Huntington Middle School
6.25 hrs/day, 191 days/year
Effective October 24, 2024

Resignations:

Lopez, Alejandra - Head Custodian, Lexington Elementary School
8.0 hrs/day, 260 days/year
Effective October 9, 2024

Mormon, Mary Asha - Paraeducator - SpEd/Resource, Kelso Virtual Academy
6.5 hrs/day, 191 days/year
Effective November 9, 2024

Sanford, Tamara - Nutrition Services Helper/Cashier, Kelso High School
4.0 hrs/day, 192 days/year
Effective 10/08/2024

Davis, Deven - Paraeducator - Title/Playground, Lexington Elementary School
6.0 hrs/day, 190 days/year
Effective October 4, 2024

Scott, Gayla - Nutrition Services Helper/Cashier, Coweeman Middle School
2.75 hrs/day, 192 days/year
Effective October 4, 2024

* = 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
Cowlitz Indian Tribe	Scott Westlund	Provide tribe access to school sites and students to perform health and human services for families.	No cost to district
GB Manchester	Scott Westlund	Change order - Kelso Virtual Academy - Add 1 card reader to front entry door. Install cable back to S2 control panel.	Cost of \$2862.17
Magellan Healthcare, Inc.	Holly Budge	Provide employee assistance program and related wellness services	Base Fee: \$2.86 multiplied by employee count Excess Training Hrs: \$275/hr DOT/SAP Services: \$750/case
Technology Integration Group	Cody Reid	E-Rate - TIG to assist with providing consulting services.	Cost of \$6,980.00
WA State Health Care Authority	Scott Westlund	Medicaid related outreach and linkage activities to students and families.	No cost to district
Wozniak, Tristan	Heather Ogden	Independent Contactor - Mental Health Services	Cost of \$180/hr

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 September 9, 2024, the board, by a _____ vote, approves payments, totaling \$2,485.90. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268590 through 268590, totaling \$2,485.90

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
268590	BANK OF AMERICA	09/23/2024	2,485.90

1	Computer	Check(s) For a Total of	2,485.90
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General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$2,643.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268591 through 268591, totaling \$2,643.43

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

Check Nbr	Vendor Name	Check Date	Check Amount
268591	ACH-AP COWLITZ COUNTY TREASURE	09/30/2024	2,643.43

1	Computer	Check(s) For a Total of	2,643.43
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General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$2,643.43. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 242500001 through 242500028, totaling \$2,643.43

Secretary _____	Board Member _____		
Board Member _____	Board Member _____		
Board Member _____	Board Member _____		
Check Nbr	Vendor Name	Check Date	Check Amount
242500001	Birdsell, Robert L	09/30/2024	290.80
242500002	Booterbaugh, Johnathon Lee	09/30/2024	106.93
242500003	Boucher, Carrie A	09/30/2024	100.00
242500004	Broschat, Claudia Francine	09/30/2024	94.79
242500005	Connolly, Mark T	09/30/2024	98.91
242500006	DeSpain, Penelope Sue	09/30/2024	53.51
242500007	Hillbery, Shanelle Marie	09/30/2024	3.00
242500008	Hollis, Tina Marie	09/30/2024	10.00
242500009	House, Stefanie Roxanne	09/30/2024	54.27
242500010	Junnikkala, Sue Lynne	09/30/2024	75.00
242500011	Kiefer, James Michael	09/30/2024	244.68
242500012	Kiefer, Laura Ann	09/30/2024	135.05
242500013	Kyllo, Shelley Rae	09/30/2024	20.37
242500014	Le Baron, Sarah M	09/30/2024	200.00
242500015	Liden, Erin Kathleen	09/30/2024	10.80
242500016	Luff, Rebecca Ferryl	09/30/2024	87.03
242500017	Mason, Krista Rose	09/30/2024	54.27
242500018	Micheletto, Tara R	09/30/2024	198.24
242500019	Muir, Elizabeth Addie	09/30/2024	63.57
242500020	Owens, Julie Ann	09/30/2024	170.13
242500021	Parsons, Tammy Lea	09/30/2024	95.74
242500022	Price, Mike Ray	09/30/2024	86.63
242500023	Richards, Mary Rebecca	09/30/2024	24.32
242500024	Rolfe, Marna Kaye	09/30/2024	188.82
242500025	Sunday, Frederick C	09/30/2024	68.99
242500026	Tatum, Andrew Atticus	09/30/2024	33.78
242500027	Underhill, Shannon Shurell	09/30/2024	52.00

Check Nbr	Vendor Name	Check Date	Check Amount
242500028	Yore, Timothy Lee	09/30/2024	21.80

28	ACH	Check(s) For a Total of	2,643.43
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General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$1,052.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268592 through 268592, totaling \$1,052.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
268592	ACH-AP COWLITZ COUNTY TREASURE	09/30/2024	1,052.24

1	Computer	Check(s) For a Total of	1,052.24
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General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$1,052.24. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF ACCOUNTS PAYABLE ACH:
ACH Numbers 242500029 through 242500037, totaling \$1,052.24

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500029	Busby, Shana M	09/30/2024	21.04
242500030	Cantwell, Scott Alan	09/30/2024	65.86
242500031	Kent, Dustin William	09/30/2024	378.28
242500032	Kiefer, Laura Ann	09/30/2024	111.35
242500033	Luff, Rebecca Ferryl	09/30/2024	69.48
242500034	Price, Mike Ray	09/30/2024	146.33
242500035	Sanders, Amanda June	09/30/2024	55.61
242500036	Talbert IV, William Gary	09/30/2024	82.95
242500037	Westlund, Tyler William	09/30/2024	121.34

9	ACH	Check(s) For a Total of	1,052.24
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General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$1,887,475.81. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268593 through 268768, totaling \$1,887,475.81

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

Check Nbr	Vendor Name	Check Date	Check Amount
268593	95 PERCENT GROUP LLC	09/30/2024	822.89
268594	ACCO BRANDS CORPORATION	09/30/2024	567.53
268595	ADVANCED TRAVEL/REV FUND	09/30/2024	413.52
268596	AIRCRAFT SPRUCE & SPECIALTY	09/30/2024	1,665.59
268597	AIRGAS USA, LLC	09/30/2024	1,876.50
268598	ALVAH M. SQUIBB CO, INC.	09/30/2024	81.40
268599	Vendor Continued Check	09/30/2024	0.00
268600	Vendor Continued Check	09/30/2024	0.00
268601	Vendor Continued Check	09/30/2024	0.00
268602	Vendor Continued Check	09/30/2024	0.00
268603	Vendor Continued Check	09/30/2024	0.00
268604	AMAZON CAPITAL SERVICES INC	09/30/2024	52,478.26
268605	AMERGIS HEALTHCARE STAFFING, I	09/30/2024	16,204.40
268606	ARBITRAGE COMPLIANCE SPECIALIS	09/30/2024	725.00
268607	ASSOC FOR SUPERVISION & CURRIC	09/30/2024	75.00
268608	ASSOC OF WA SCHOOL PRINCIPALS	09/30/2024	750.00
268609	ATHLETES CORNER	09/30/2024	48.63
268610	AUBREY'S ANGELS SCREEN PRINTIN	09/30/2024	1,008.00
268611	B & H PHOTO VIDEO	09/30/2024	11,292.92
268612	BAKER LUMBER CO.	09/30/2024	210.16
268613	Vendor Continued Check	09/30/2024	0.00
268614	Vendor Continued Check	09/30/2024	0.00
268615	Vendor Continued Check	09/30/2024	0.00
268616	BANK OF AMERICA	09/30/2024	32,220.87
268617	BAXTER & FLAMING INDUSTRIES IN	09/30/2024	1,735.01
268618	BAXTER AUTO PARTS #23	09/30/2024	1,042.93
268619	BEACOCK VANCOUVER MUSIC CO, IN	09/30/2024	3,905.71

Check Nbr	Vendor Name	Check Date	Check Amount
268620	BLICK ART MATERIALS	09/30/2024	5,539.86
268621	BUSINESS OFFICE-REV FUND	09/30/2024	1,055.42
268622	CAMFIL USA INC	09/30/2024	21,031.84
268623	CAMMIE J CLARK, LLC	09/30/2024	8,585.00
268624	CAPTEK ALARM	09/30/2024	5,890.86
268625	CENTRAL WELDING SUPPLY	09/30/2024	119.72
268626	CHOWN HARDWARE & MACHINERY	09/30/2024	1,782.73
268627	CITY FIRE	09/30/2024	10,161.40
268628	COLUMBIA TECHNICAL, LLC	09/30/2024	283.00
268629	COMCAST BUSINESS	09/30/2024	11,592.83
268630	COMMUNICATIONS NORTHWEST	09/30/2024	1,465.49
268631	COMMUNICATION EXPRESS	09/30/2024	41,736.00
268632	CONSENSUS CLOUD SOLUTIONS, LLC	09/30/2024	515.69
268633	COPIES TODAY SPEEDY LITHO	09/30/2024	3,297.05
268634	COWLITZ RIVER RIGGING INC	09/30/2024	356.15
268635	COWLITZ COUNTY HEALTH DEPT	09/30/2024	670.00
268636	Cox, Holly	09/30/2024	42.90
268637	CURRICULUM ASSOCIATES LLC	09/30/2024	31,994.54
268638	CUTRIGHT SUPPLY	09/30/2024	159.36
268639	Vendor Continued Check	09/30/2024	0.00
268640	DAIRY FRESH FARMS	09/30/2024	15,849.49
268641	DELL	09/30/2024	2,216.75
268642	DISCOVERY EDUCATION, INC	09/30/2024	38,505.22
268643	DISCOVERY COAST MEDIA	09/30/2024	957.69
268644	ECOLAB	09/30/2024	730.71
268645	EDUCATIONAL SERVICE DIST #112	09/30/2024	28,079.00
268646	EDUCATIONAL & COMMUNITY SUPPOR	09/30/2024	2,400.00
268647	Elam, Josephine Olivia	09/30/2024	100.00
268648	ENTEK CORPORATION	09/30/2024	556.72
268649	ENVIRONMENTAL CONTROLS CORP	09/30/2024	235.66
268650	ERF COMPANY, INC.	09/30/2024	325.00
268651	ESD 112/RISK	09/30/2024	790,898.00
268652	ESGI, LLC	09/30/2024	3,949.00
268653	EXPRESS EMPLOYMENT PROFESSIONA	09/30/2024	631.85
268654	FASTENAL COMPANY	09/30/2024	92.77

Check Nbr	Vendor Name	Check Date	Check Amount
268655	FERGUSON ENTERPRISES, LLC	09/30/2024	390.82
268656	FLEETPRIDE, INC.	09/30/2024	321.96
268657	FRANZ FAMILY BAKERIES	09/30/2024	4,569.38
268658	GB MANCHESTER CORPORATION	09/30/2024	4,066.85
268659	GEORGIE'S CERAMIC & CLAY CO.	09/30/2024	3,542.99
268660	GLOBAL EQUIPMENT COMPANY INC	09/30/2024	432.39
268661	GOLD STAR FOODS - GOOD SOURCE	09/30/2024	16,276.48
268662	GOODHEART-WILCOX PUBLISHER	09/30/2024	1,008.37
268663	GORDON TRUCK CENTERS	09/30/2024	1,768.62
268664	HD SUPPLY	09/30/2024	16,803.23
268665	Hight, Laura	09/30/2024	50.00
268666	HOUGHTON MIFFLIN HARCOURT PUBL	09/30/2024	4,134.83
268667	INTEGRATED REGISTER SYSTEM INC	09/30/2024	5,701.51
268668	J.W. PEPPER & SON, INC.	09/30/2024	759.89
268669	JOHNSON BARROW LLC	09/30/2024	611.44
268670	JOHNSON PLASTICS PLUS	09/30/2024	256.16
268671	JOHNSTONE SUPPLY	09/30/2024	80.04
268672	JTP LOCAL, LLC	09/30/2024	26,280.50
268673	KALAMA SOURDOUGH BAKERY LLC	09/30/2024	388.50
268674	KELSO PETERBILT INC	09/30/2024	200.28
268675	KEYS PLUS LOCKSMITHS	09/30/2024	56.14
268676	KING COUNTY DIRECTORS	09/30/2024	11,741.48
268677	LAKESHORE LEARNING MATERIALS	09/30/2024	1,251.08
268678	LEARNING WITHOUT TEARS	09/30/2024	1,960.11
268679	LEXIA VOYAGER SOPRIS INC.	09/30/2024	1,640.96
268680	LITERACY RESOURCES LLC	09/30/2024	491.47
268681	LITTLE BEE SPEECH CO.	09/30/2024	719.94
268682	Longbell Security Resources	09/30/2024	525.37
268683	LOWE'S	09/30/2024	2,875.69
268684	LOWER COLUMBIA COLLEGE	09/30/2024	3,601.89
268685	LOWER COLUMBIA OCCUPATIONAL HE	09/30/2024	220.00
268686	MAGELLAN HEALTHCARE INC	09/30/2024	6,864.00
268687	MARSHALL MEMO LLC	09/30/2024	50.00
268688	METEOR EDUCATION LLC	09/30/2024	1,337.74
268689	Metzger, Laurie D.	09/30/2024	100.00

Check Nbr	Vendor Name	Check Date	Check Amount
268690	MICROK12	09/30/2024	31,813.49
268691	MILLER PAINT CO	09/30/2024	790.49
268692	NORTHWEST ENFORCEMENT INC	09/30/2024	10,089.97
268693	NW INDUSTRIAL TOOL, INC	09/30/2024	7,187.60
268694	NW PSYCHOLOGICAL RESOURCES	09/30/2024	1,580.00
268695	NW TECHNICAL PRODUCTS, INC.	09/30/2024	20,812.01
268696	NW TEXTBOOK DEPOSITORY	09/30/2024	8,904.97
268697	ODP BUSINESS SOLUTIONS	09/30/2024	8,113.72
268698	OFFICE EXPRESS, INC	09/30/2024	5,641.34
268699	ORCA PACIFIC INC	09/30/2024	772.33
268700	OREGON BREAKERS, INC	09/30/2024	1,395.00
268701	OSPI	09/30/2024	3,000.00
268702	OUT-POST 54 LLC	09/30/2024	2,580.00
268703	PACIFIC OFFICE AUTOMATION	09/30/2024	1,199.92
268704	PACIFIC OFFICE AUTOMATION	09/30/2024	5,821.19
268705	PALMERS GLASS COMPANY	09/30/2024	88.05
268706	PDM STEEL SERVICE CENTERS, INC	09/30/2024	1,926.02
268707	PEARSON / NCS PEARSON INC	09/30/2024	4,860.28
268708	PEERLESS NETWORK	09/30/2024	2,019.31
268709	Pena, Kortnie	09/30/2024	196.98
268710	PERFORMANCE OCCUPATIONAL HEALT	09/30/2024	115.00
268711	PLATT ELECTRIC SUPPLY	09/30/2024	1,756.64
268712	POOL & SPA HOUSE	09/30/2024	38.63
268713	POTTER WEBSTER COMPANY	09/30/2024	126.38
268714	PUGET SOUND HARWARE INC	09/30/2024	107.02
268715	RAPTOR TECHNOLOGIES, LLC	09/30/2024	560.14
268716	RAVEN ENTERPRIZE TOOLS LLC	09/30/2024	519.31
268717	READ NATURALLY	09/30/2024	8,441.53
268718	RECREONICS INC.	09/30/2024	233.42
268719	ROLLING HILLS PUBLISHING LLC	09/30/2024	1,800.00
268720	ROUXBE VIDEO TECHNOLOGIES	09/30/2024	1,698.99
268721	SAFEWAY INC	09/30/2024	947.07
268722	SCHETKY NORTHWEST SALES, INC	09/30/2024	853.36
268723	SCHOLASTIC	09/30/2024	765.96
268724	SCHOOL DATA SOLUTIONS	09/30/2024	22,948.10

Check Nbr	Vendor Name	Check Date	Check Amount
268725	SCREENCASTIFY, LLC	09/30/2024	1,584.00
268726	SHERWIN WILLIAMS	09/30/2024	958.64
268727	SIGN PRINT 360	09/30/2024	1,332.88
268728	SOLVEPATH LLC	09/30/2024	12,016.00
268729	SPECIALTY CONCRETE	09/30/2024	1,182.34
268730	SPENCER'S TRUCKING & EXCAVATIN	09/30/2024	1,135.05
268731	SRI / SIGNING RESOURCES & INTE	09/30/2024	270.00
268732	STAPLES CONTRACT & COMMERCIAL	09/30/2024	2,067.86
268733	STERICYCLE, INC.	09/30/2024	50.50
268734	STS EDUCATION	09/30/2024	172,821.22
268735	SUPERINTENDENT OF PUBLIC INSTR	09/30/2024	5,929.70
268736	T & T TIRE LLC	09/30/2024	3,848.46
268737	Tatum, Andrew Atticus	09/30/2024	100.00
268738	TEACHER SYNERGY, LLC	09/30/2024	164.09
268739	TEACHING STRATEGIES LLC	09/30/2024	473.48
268740	TECHNOLOGY INTEGRATION GROUP	09/30/2024	46,029.03
268741	THE PART WORKS, INC.	09/30/2024	718.04
268742	TK ELEVATOR	09/30/2024	5,119.42
268743	TWIN CITY SERVICE CO. INC.	09/30/2024	7,922.32
268744	U.S. CELLULAR	09/30/2024	88.47
268745	ULINE	09/30/2024	935.45
268746	Vendor Continued Check	09/30/2024	0.00
268747	UNITED SALAD CO	09/30/2024	37,547.80
268748	US BANK	09/30/2024	1,077.88
268749	US BANK EQUIPMENT FINANCE	09/30/2024	4,027.72
268750	Vendor Continued Check	09/30/2024	0.00
268751	US FOODS INC	09/30/2024	96,135.69
268752	VERNIE'S	09/30/2024	249.07
268753	VESTIS	09/30/2024	129.23
268754	VIRCO INC	09/30/2024	1,612.64
268755	WA School Personnel Asso.	09/30/2024	230.00
268756	WA ST ASSOC OF SCHOOL PSYCHOLO	09/30/2024	972.00
268757	WA ST DEPT OF ECOLOGY	09/30/2024	200.00
268758	WA STATE COACHES ASSOC	09/30/2024	4,400.00
268759	WA ASSOC OF PUBLIC RECORDS OFF	09/30/2024	200.00

Check Nbr	Vendor Name	Check Date	Check Amount
268760	WARDS NATURAL SCIENCE EST, LLC	09/30/2024	295.74
268761	WASBO	09/30/2024	740.00
268762	WESTERN PSYCHOLOGICAL SERVICES	09/30/2024	1,394.93
268763	WESTERN BUS SALES INC	09/30/2024	850.29
268764	WILCO	09/30/2024	729.45
268765	WILCOX & FLEGEL FUEL OIL CO.	09/30/2024	20,826.94
268766	WORKPOINTE	09/30/2024	10,864.05
268767	Wright, Melinda Marie	09/30/2024	18.00
268768	WSIPC	09/30/2024	511.08
176	Computer	Check(s) For a Total of	1,887,475.81

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 September 23, 2024, the board, by a _____ vote, approves payments, totaling \$165,216.21. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268769 through 268787, totaling \$165,216.21

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

Check Nbr	Vendor Name	Check Date	Check Amount
268769	BANK OF AMERICA	09/30/2024	99.00
268770	BEACON HILL SEWER	09/30/2024	9,230.98
268771	C & R Tractor Landscaping Inc	09/30/2024	1,707.98
268772	CARROLLS WATER ASSOCIATION	09/30/2024	204.25
268773	CASCADE NATURAL GAS	09/30/2024	6,246.34
268774	CITY OF KELSO	09/30/2024	15,443.00
268775	CITY OF KELSO - UTILITY DEPT	09/30/2024	26,341.61
268776	COWLITZ COUNTY PUBLIC WORKS DE	09/30/2024	304.37
268777	COWLITZ PUD	09/30/2024	50,062.22
268778	EDUCATIONAL SERVICE DIST #112	09/30/2024	19,004.89
268779	GB MANCHESTER CORPORATION	09/30/2024	3,251.11
268780	INTEGRATED REGISTER SYSTEM INC	09/30/2024	2,712.45
268781	PACIFIC TECH CONSTRUCTION, INC	09/30/2024	7,121.63
268782	PACIFIC OFFICE AUTOMATION	09/30/2024	455.43
268783	PORTER FOSTER RORICK LLP	09/30/2024	800.00
268784	PRO LINE SPRINKLERS LLC	09/30/2024	1,104.78
268785	THREE RIVERS AUDIO VISUAL	09/30/2024	16,480.17
268786	U.S. CELLULAR	09/30/2024	1,374.26
268787	WASTE CONTROL/KELSO	09/30/2024	3,271.74

19	Computer	Check(s) For a Total of	165,216.21
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$577.38. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268788 through 268788, totaling \$577.38

Secretary _____	Board Member _____
Board Member _____	Board Member _____
Board Member _____	Board Member _____
Check Nbr Vendor Name	Check Date Check Amount
268788 PLASTICS FOR LIGHTING INC.	09/30/2024 577.38

1	Computer	Check(s) For a Total of	577.38
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$1,372.93. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268789 through 268789, totaling \$1,372.93

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

Check Nbr	Vendor Name	Check Date	Check Amount
268789	ACH- COWLITZ COUNTY TREASURER	09/30/2024	1,372.93

1	Computer	Check(s) For a Total of	1,372.93
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GENERAL FUND
September 30, 2024

WE, THE UNDERSIGNED BOARD OF DIRECTORS OF KELSO SCHOOL DISTRICT NO. 458, COWLITZ COUNTY, WASHINGTON, DO HEREBY CERTIFY THAT ALL SERVICES RELATED TO PAYROLL COSTS, PAID BY DIRECT WARRANT(S) AS SPECIFIED ON WARRANT(S) 268790-268792 HAS BEEN APPROVED FOR PAYMENT IN THE AMOUNT OF \$1,807.00 ON SEPTEMBER 30, 2024.

BOARD OF DIRECTORS

PRESIDENT

ATTEST:

SECRETARY, BOARD OF DIRECTORS,

General Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$6,150,402.05. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268793 through 268825, totaling \$6,150,402.05

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

Check Nbr	Vendor Name	Check Date	Check Amount
268793	ACH Cowlitz County Treasurer	09/30/2024	3,085,039.11
268794	ALLSTATE ID	09/30/2024	84.75
268795	COWLITZ COUNTY TREASURER	09/30/2024	376,716.13
268796	COWLITZ COUNTY TREASURER	09/30/2024	659,636.30
268797	DEPT OF RETIREMENT SYSTEMS	09/30/2024	445.78
268798	DEPT OF RETIREMENT SYSTEMS	09/30/2024	235,106.61
268799	DEPT OF RETIREMENT SYSTEMS	09/30/2024	527,412.32
268800	DEPT OF RETIREMENT SYSTEMS	09/30/2024	24,326.19
268801	DSHS OFFICE OF FINANCIAL RECOV	09/30/2024	100.00
268802	ESD 112 WORK/COMP	09/30/2024	82,624.35
268803	ESD 112 UNEMPLOYMENT COOP	09/30/2024	8,677.43
268804	Vendor Continued Check	09/30/2024	0.00
268805	HCA-SEBB BENEFITS	09/30/2024	992,416.00
268806	HCA-SEBB FLEX SPEND	09/30/2024	5,724.68
268807	HEALTH EQUITY	09/30/2024	1,643.18
268808	KELSO SCHOOLS FOUNDATION	09/30/2024	387.00
268809	KELSO TRANS CHAPTE	09/30/2024	72.50
268810	LEGALEASE GROUP	09/30/2024	237.32
268811	METROPOLITAN LIFE	09/30/2024	5,888.24
268812	NATIONWIDE	09/30/2024	930.93
268813	Oregon Dept. of Revenue	09/30/2024	2,754.70
268814	PSE KELSO LOCAL	09/30/2024	566.00
268815	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2024	1,545.70
268816	PUBLIC SCHOOL EMPLOYEES OF WA	09/30/2024	15,284.87
268817	The Standard Insurance Company	09/30/2024	11,258.84
268818	THE OMNI GROUP	09/30/2024	46,829.89
268819	UNITED STATES TREASURY	09/30/2024	280.97

Check Nbr	Vendor Name	Check Date	Check Amount
268820	UNITED WAY OF COWLITZ CO	09/30/2024	424.00
268821	VEBA TRUST	09/30/2024	21,178.00
268822	W.S.P.L.E.A.	09/30/2024	10.00
268823	WA ST SCHOOL RETIREES ASSOC	09/30/2024	91.00
268824	WEA	09/30/2024	4.09
268825	WEA PAYROLL DEDUCTIONS	09/30/2024	42,705.17
33	Computer	Check(s) For a Total of	6,150,402.05

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 September 23, 2024, the board, by a _____ vote, approves payments, totaling \$8,166.46. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268826 through 268826, totaling \$8,166.46

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
268826	BMO BANK N.A.	09/26/2024	8,166.46

1	Computer	Check(s) For a Total of	8,166.46
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The following vouchers, as audited and certified by the Auditing Officer as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, are approved for payment. Those payments have been recorded on this listing which has been made available to the board.

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$982.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF CCT:
Warrant Numbers 268827 through 268828, totaling \$982.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
268827	Brudi, Edin Lind	10/08/2024	339.00
268828	HCA-SEBB BENEFITS	10/08/2024	643.00

2	Computer	Check(s) For a Total of	982.00
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Capital Projects
Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$34,649.28. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 4015 through 4015, totaling \$34,649.28

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

Check Nbr	Vendor Name	Check Date	Check Amount
4015	GB MANCHESTER CORPORATION	09/30/2024	34,649.28

1	Computer	Check(s) For a Total of	34,649.28
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Capital Projects
Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$42,492.47. The payments are further identified in this document.

Total by Payment Type for Cash Account, CP CCT:
Warrant Numbers 4016 through 4020, totaling \$42,492.47

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

Check Nbr	Vendor Name	Check Date	Check Amount
4016	AETTA ARCHITECTS, PC	09/30/2024	900.00
4017	EDUCATIONAL SERVICE DIST #112	09/30/2024	10,982.72
4018	PBS ENGINEERING & ENVIRON.	09/30/2024	1,061.50
4019	PROFESSIONAL ROOF CONSULTANTS	09/30/2024	655.00
4020	PURCELL P & C LLC	09/30/2024	28,893.25

5	Computer	Check(s) For a Total of	42,492.47
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ASB Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$284.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31931 through 31931, totaling \$284.20

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

Check Nbr	Vendor Name	Check Date	Check Amount
31931	ACH-AP COWLITZ COUNTY TREASURE	09/30/2024	284.20

1	Computer	Check(s) For a Total of	284.20
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ASB Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$284.20. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB ACCOUNTS PAYABLE ACH:
ACH Numbers 242500038 through 242500038, totaling \$284.20

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

Check Nbr	Vendor Name	Check Date	Check Amount
242500038	Mury, Kirstin Taylor	09/30/2024	284.20

1	ACH	Check(s) For a Total of	284.20
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ASB Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$79,221.13. ~~The payments are further identified in this document.~~

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31932 through 31963, totaling \$79,221.13

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

Check Nbr	Vendor Name	Check Date	Check Amount
31932	A.S.B. IMPREST FUND	09/30/2024	1,200.00
31933	AMAZON CAPITAL SERVICES INC	09/30/2024	3,620.63
31934	ANDERSON'S SPIRIT	09/30/2024	419.75
31935	ATHLETES CORNER	09/30/2024	1,275.58
31936	BANK OF AMERICA	09/30/2024	4,196.88
31937	BSN SPORTS LLC	09/30/2024	2,386.36
31938	CAMAS HIGH SCHOOL	09/30/2024	100.00
31939	CLOVER ISLAND INN	09/30/2024	865.32
31940	CONCORD THEATRICALS CORP	09/30/2024	2,250.40
31941	CONTINENTAL ATHLETIC SUPPLY	09/30/2024	2,818.42
31942	DRAMATIC PUBLISHING COMPANY	09/30/2024	799.15
31943	EDUCATIONAL THEATRE ASSOCIATIO	09/30/2024	129.00
31944	GANN, JENNIFER CRYSLER	09/30/2024	1,800.00
31945	HERITAGE H.S. ATHLETICS FOUNDA	09/30/2024	100.00
31946	INTEGRATED REGISTER SYSTEM INC	09/30/2024	1,298.50
31947	KELSO SCHOOL DISTRICT	09/30/2024	2,641.00
31948	KEYS PLUS LOCKSMITHS	09/30/2024	179.45
31949	LAKES HIGH SCHOOL	09/30/2024	150.00
31950	OLYMPIA HIGH SCHOOL	09/30/2024	350.00
31951	PACIFIC OFFICE AUTOMATION	09/30/2024	456.18
31952	REBEL ATHLETIC INC	09/30/2024	4,738.34
31953	RIDDELL ALL AMERICAN SPORTS	09/30/2024	2,337.07
31954	SAFEWAY INC	09/30/2024	1,807.58
31955	SIGNMASTERS AWARDS N' MORE, IN	09/30/2024	1,285.31
31956	STEBO'S FOOD SERVICE	09/30/2024	1,254.67
31957	SW WA ACTIVITIES ASSOCIATION	09/30/2024	500.00
31958	SWIRE COCA-COLA USA	09/30/2024	1,519.70

Check Nbr	Vendor Name	Check Date	Check Amount
31959	US FOODS INC	09/30/2024	2,413.62
31960	VARSITY SPIRIT FASHIONS	09/30/2024	27,782.67
31961	VERNIE'S	09/30/2024	375.55
31962	WASBO	09/30/2024	1,295.00
31963	WIAA	09/30/2024	6,875.00
32	Computer	Check(s) For a Total of	79,221.13

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 September 23, 2024, the board, by a _____ vote, approves payments, totaling \$1,000.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31964 through 31964, totaling \$1,000.00

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

Check Nbr	Vendor Name	Check Date	Check Amount
31964	ADVANCED TRAVEL/REV FUND	09/30/2024	1,000.00

1	Computer	Check(s) For a Total of	1,000.00
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ASB Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$74.26. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31965 through 31965, totaling \$74.26

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

Check Nbr	Vendor Name	Check Date	Check Amount
31965	ACH- COWLITZ COUNTY TREASURER	09/30/2024	74.26

1	Computer	Check(s) For a Total of	74.26
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ASB Fund

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

As of September 23, 2024, the board, by a _____ vote, approves payments, totaling \$2,332.14. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB CCT:
Warrant Numbers 31966 through 31966, totaling \$2,332.14

Secretary _____ Board Member _____

Board Member _____ Board Member _____

Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
31966	BMO BANK N.A.	09/26/2024	2,332.14

1	Computer	Check(s) For a Total of	2,332.14
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Application - FP 219 - TBIP 24-25

EGMS ID

AP-OSPI-3529

Status

Review Initiated

Application Due Date

10/15/2024

Overview

Information

Applicant Organization

Kelso School District

Address

601 Crawford St
Kelso Washington 98626

EIN

NULL

UEI

HXUKJE341D49

Opportunity Overview

Opportunity ID

AN-OSPI-1875

Opportunity Title

FP 219 - TBIP 24-25

Funding Organization

Washington State Office of
Superintendent of Public Instruction

Subaward Floor

\$0.00

Subaward Ceiling

\$15,000,000.00

Estimated Project Period Start Date

09/01/2024

Estimated Project Period End Date

08/31/2025

Match Required?

No

Program Income Allowed?

No

Application Overview

Application Title

FP 219 - TBIP 24-25

OSPI Contacts

Title	Name	Email	Business Phone	Organization	Project Role	Program
Multilingual Education Program Supervisor	Katie Sperling	katie.sperling@k12.wa.us	(360) 701-5064	Washington State Office of Superintendent of Public Instruction	Program Contact	
Title III, Part A Multilingual Program Supervisor	Shannon Martin	shannon.martin@k12.wa.us	(360) 269-5232	Washington State Office of Superintendent of Public Instruction	Program Contact	
	Virginia Morales	virginia.morales@k12.wa.us		Washington State Office of Superintendent of Public Instruction	Program Contact	

System Information[Created By](#)

Kelsey Lapie

[Created Date](#)

07/09/2024 6:35 AM

[Last Modified By](#)

Shannon Martin

[Last Modified Date](#)

09/10/2024 12:08 AM

[First Submitted On](#)

08/30/2024 2:26 PM

Budget**Instructions****Budget Information**

Allocation Amount	Indirect Rate	Maximum Indirect Allowed	Requested Indirect Amount	Budgeted Indirect Expenditures	Budgeted Direct Expenditures	Allowed Budgeted Direct Expenditures	Total Budgeted Expenditures	Unbudgeted Amount



\$569,070.00	0.00 %	\$0.00	\$0.00	\$0.00	\$569,070.00	569070.00	\$569,070.00	0.00
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Budget Details

Category Name: 21 Supervision-Instruction

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$44,254.00

Salaries Classified (3): \$17,388.00

Benefits & Payroll Taxes (4): \$23,230.00

Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$0.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$84,872.00

EGMS ID: AC-93471

Category Name: 22 Learning Resources

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00



Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$0.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$0.00

EGMS ID: AC-93472

Category Name: 24 Guidance and Counseling

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00

Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$0.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$0.00

EGMS ID: AC-93473

Category Name: 25 Pupil Management and Safety

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00



Salaries Certificated (2): \$0.00
Salaries Classified (3): \$0.00
Benefits & Payroll Taxes (4): \$0.00
Supplies Instr. Resources, & Non-Capitalized (5): \$0.00
Purchased Services (7): \$0.00
Travel (8): \$0.00
Capital Outlay (9): \$0.00
Award Total: \$0.00
EGMS ID: AC-93474

Category Name: 27 Teaching
Debit Transfer (0): \$300.00
Credit Transfer (1): \$0.00
Salaries Certificated (2): \$118,016.00
Salaries Classified (3): \$177,524.00
Benefits & Payroll Taxes (4): \$170,658.00
Supplies Instr. Resources, & Non-Capitalized (5): \$5,200.00
Purchased Services (7): \$8,500.00
Travel (8): \$0.00
Capital Outlay (9): \$0.00
Award Total: \$480,198.00
EGMS ID: AC-93475



Category Name: 29 Payments to School Districts

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00

Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$0.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$0.00

EGMS ID: AC-93476

Category Name: 31 Instructional Professional Development

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00

Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$3,000.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$3,000.00



EGMS ID: AC-93479

Category Name: 32 Instructional Technology

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00

Supplies Instr. Resources, & Non-Capitalized (5): \$1,000.00

Purchased Services (7): \$0.00

Travel (8): \$0.00

Capital Outlay (9): \$0.00

Award Total: \$1,000.00

EGMS ID: AC-93480

Category Name: 33 Curriculum

Debit Transfer (0): \$0.00

Credit Transfer (1): \$0.00

Salaries Certificated (2): \$0.00

Salaries Classified (3): \$0.00

Benefits & Payroll Taxes (4): \$0.00

Supplies Instr. Resources, & Non-Capitalized (5): \$0.00

Purchased Services (7): \$0.00



Travel (8): \$0.00
Capital Outlay (9): \$0.00
Award Total: \$0.00
EGMS ID: AC-93477

Category Name: 34 Professional Learning-State
Debit Transfer (0): \$0.00
Credit Transfer (1): \$0.00
Salaries Certificated (2): \$0.00
Salaries Classified (3): \$0.00
Benefits & Payroll Taxes (4): \$0.00
Supplies Instr. Resources, & Non-Capitalized (5): \$0.00
Purchased Services (7): \$0.00
Travel (8): \$0.00
Capital Outlay (9): \$0.00
Award Total: \$0.00
EGMS ID: AC-93478

Budget Narrative

[Budget Comments](#)

Staff Assignments





Peer Reviewers

#	Reviewer Name	Description	Due Date	Allow Record Editing	Status	Focus Area
1	Kelsey Lapie		08/30/2024	Yes	Created	
2	Amanda Sanders		08/30/2024	Yes	Created	
3	Laura Hiatt		08/30/2024	Yes	Sent for Review	

Fiscal Contacts

Project Role	Name	Email	Is User
Fiscal Contact	Amanda Sanders	amanda.sanders@kelsosd.org	true
Other	Kelsey Lapie	kelsey.lapie@kelsosd.org	true

Owner

Name	Responsibility
Kelsey Lapie	Owner

Forms and Files

Application Instructions

Forms

Sequence Number	Form Name	Is Form Completed?	Mandatory?	Last Modified By	Last Modified
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					Date
1	FP 219 - TBIP - Assurances	Yes	Yes	Kelsey Lapie	08/29/2024 2:28 PM
2	FP 219 - TBIP - Program Demographics	Yes	Yes	Kelsey Lapie	08/30/2024 2:00 PM
3	FP 219 - TBIP - Program Models and Services	Yes	Yes	Kelsey Lapie	08/29/2024 2:36 PM
4	FP 219 - TBIP - Program Evaluation and Improvement Plan	Yes	Yes	Kelsey Lapie	08/30/2024 8:56 AM
5	FP 219 - TBIP - Professional Learning Plan	Yes	Yes	Kelsey Lapie	08/29/2024 2:49 PM

Supporting Documents Checklist

Description	Required	Template Link	Subrecipient Document Link
Multilingual Learner Program Planning Template	Optional	View	Not Applicable

Notes

Title	Description	Created Date	Created By
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Application Files

Title	Classification	File Extension	Description	Upload Date
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Form Name - FP 219 - TBIP - Assurances

Is Form Validated?

Yes

Last Modified By

Kelsey Lapie

Last Modified Date

08/29/2024 2:28 PM

Organization and Application Information

Organization Name

Kelso School District

Application ID

AP-OSPI-3529

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/30/2024 2:26 PM

Purpose

This form package supports the application for a district's Transitional Bilingual Instructional Program as described in WAC 392-160-029. The funding associated with this application provides supplemental financial assistance to school districts which may help offset the additional costs of implementing a Transitional Bilingual Instructional Program. Funds may be used for the sole purpose of operating the Transitional Bilingual Instruction Program (RCW 28A.180.080).

Board Approval

Annual Board approval is required.

Submission Due Date

This application is due August 1 each year

Valid Use of Funds





Administration Instruction - Allowable for administering the TBIP Program.

Instruction - Salaries for ELL or Bilingual Education endorsed teachers and instructional support staff (cannot be used to fully fund teacher salaries in programs where the bilingual teacher is the student's basic education teacher, e.g., dual language program or sheltered content classes, but can offset the additional costs associated with providing meaningful access to content to English learners, as approved in the district's grant application.)

Substitute Costs - Substitute costs for teachers to attend English learner-specific professional development.

Professional Development - Professional development "for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program. Training to include instructional strategies for children of culturally diverse backgrounds, use of curriculum materials, and program models" RCW 28A.180.040 (5).

Instructional Materials - Instructional materials specifically designed for English learners.

Curriculum Development - Curriculum development specific to English language development.

Translation & Interpretation - Translation and interpretation specific to TBIP programs and services.

Evaluation - Costs associated with TBIP annual program evaluation.

WIDA ACCESS - Staff time for training and proctoring the annual English language proficiency assessment.

Acknowledgement

"In submitting this application for supplemental funds to support TBIP, I have read, understand, and agree with the purpose and allowable use of funds. By entering my name, I agree to the terms and conditions of these funds as outlined in WA State law and OSPI guidance."

[Authorized Representative Title](#)

Associate Director of Teaching & Learning

[Authorized Representative Name](#)

Laura Hiatt

[Date of submission](#)

08/28/2024





LEA Name

Kelso School District



Form Name - FP 219 - TBIP - Program Demographics

Is Form Completed?

Yes

Last Modified By

Kelsey Lapie

Last Modified Date

08/30/2024 2:00 PM

Organization and Application Information

Organization Name

Kelso School District

Application ID

AP-OSPI-3529

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/30/2024 2:26 PM

Organization Code

08458

Student Demographics

What is the total # of identified Multilingual English Learners (MLs) in the district?

420

What % of total student enrollment are currently identified MLs?

7

What is the total # of exited students being monitored for academic grade-level achievement (Supplemental TBIP funding provided for 2 years)?

14

Staffing

Position	TBIP Funded FTE	Basic Ed Funded FTE	Other Funded FTE: List funding source(s)	Notes
ELL/Bilingual Endorsed Teachers providing ELD	1.2	0.0	0	TBIP FTE 1.15
Teachers with EL training who do not hold an ELL/Bilingual Endorsement but are providing designated ELD.	0.0	0.0	0	



Coaches/professional development trainers	0.2	0.0	0.4 Title III	
Administration	0.2	0.0	0	TBIP FTE 0.15
Administrative Support	0.3	0.0	0	TBIP FTE 0.25
Paraeducators	3.1	0.0	0	TBIP FTE 3.09
Other	0.0	0.0	0	

Continuous Improvement Approach

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How does the district ensure its program is adequately staffed and funded?

We evaluate student numbers to ensure we have adequate staffing for our program. Where needed, we braid funds to ensure we are providing supports at all tiers.

Action Plan for Workplace Development

All programs should be implemented under the direction of staff with the appropriate expertise and endorsement (ELL or Bilingual). Paraprofessionals may provide additional, supplementary instruction for English language development and **must be supervised by a certificated teacher** with the appropriate expertise in language development.

Directions: If responding "no", SAVE the form and it will reload with an additional corresponding section.

Our district has an appropriate number (ratio > 1:50) of ELL/Bilingual certificated teachers who plan and deliver instruction for MLs and/or supervise paraeducators who deliver English language development services.

No

Indicate steps your district is taking to increase the number of ELL/Bilingual certificated teachers:

Increase the number of ELL/Bilingual endorsed teachers before the next funding cycle.;

Other

If "other" please describe planned steps

Identify additional potential candidates to enroll in endorsement programs; have selected participants enroll in program.

TBIP Budget Activity Details

Use of TBIP Funds: TBIP funds are to be used "to supplement the level of Federal, State, and local public funds and in no case to supplant such Federal, State, and local public funds". In this section, "supplement" means "an addition" and "supplant" means "to take the place of." For more information on allowable expenses, see TBIP Guidance

Summary of allowable activities

21 – Supervision

- Non-instructional administrators who oversee or provide direct support for the TBIP program, regardless of their endorsement

24 - Guidance and Counseling

- Salaries and/or extra hours for ML Advocate/ML Counselor

27 – Teaching

- Salaries for certificated (Must be ELL/Bilingual Endorsed) and classified staff directly support the TBIP program.

- Supplies for allowable activities and instructional materials

31 - Instructional Professional Development

- Salaries for certificated coaches/PD specialists for the TBIP program.

- Substitute costs for staff attending PD (must be specific to the TBIP program)

- Extra hours for PD and collaboration specific to the TBIP program for certificated/classified staff

32 - Instructional Technology

- Instructional technology (software and/or hardware) that is specific to ELD (hardware may ONLY be used for the ELD program for this to be allowable)

33 – Curriculum

- Curricular resources specific to ELD or to support meaningful access to content

Estimated TBIP Budget

\$569,070.00

How will TBIP grant funds be used to support the district's TBIP services?

Salary/benefits for non-instructional TBIP program administrator (.15 FTE) and direct support assistant for TBIP program (.25 FTE).

Salaries/benefits for endorsed ELL/Bilingual certificated staff. Salaries/benefits for classified staff directly supporting the TBIP program. Supplies for allowable activities and instructional materials.

Professional development surrounding ELL for all certificated staff led by TBIP coaches.

Directions		
Activity Code and Category	Activity/Item Description	Estimated Cost
21 Supervision-Instruction	Salary/benefits for non-instructional TBIP program administrator (.15 FTE) and direct support assistant for TBIP program (.25 FTE)	\$84,874
24 Guidance and Counseling	N/A	\$0
27 Teaching	Salaries/benefits for endorsed ELL/Bilingual certificated staff. Salaries/benefits for classified staff directly supporting the TBIP program. Supplies for allowable activities and instructional materials.	\$452,619
31 Instructional Professional Development	Registration fees for Instructional Professional Development needed for ELD program	\$3,000
32 Instructional Technology	Instructional Technology software for ELD program	\$1,000
33 Curriculum	N/A	\$0
Total Estimated TBIP Budget		\$541,493



Form Name - FP 219 - TBIP - Program Models and Services

Is Form Completed?

Yes

Last Modified By

Kelsey Lapie

Last Modified Date

08/29/2024 2:36 PM

Organization and Application Information

Organization Name

Kelso School District

Application ID

AP-OSPI-3529

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/30/2024 2:26 PM

Definitions and Justifications for Program Models

Dual Language Programs, which provide at least 50% or more of instruction in a language other than English, are the preferred model of services for MLs in WA State. Our district currently offers a Dual Language Program.

No

An "Alternative Instructional Program" is a program provided in English only or English with primary language support (WAC 392-160-005). School districts under one or more of the following conditions may elect to provide an Alternative Instructional Program (WAC 392-160-040).

Select all that apply.

Teachers who are training in bilingual education methods and sufficiently skilled in the non-English primary language(s) are unavailable. The district has made reasonable attempts to obtain the services of such teachers.

Given that dual language models are the preferred and most successful models, describe what your district is doing to explore and/or begin the planning process for a dual language program.

We have been unsuccessful to receive applicants for bilingual positions within our district for upward the last 10+ years. We have previously posted position and advertised at job fairs with no success..



Program Models and Services

Please see the [Program Models document from the Multilingual Education Program Website](#) for complete definitions of each program model.

Directions: Select the program model(s) used within the district **THEN SAVE** the form and it will reload with an additional corresponding section. (Note: TBIP services occur throughout the day in all program models.)

Supportive Mainstream (Instruction in mainstream English classrooms for all core content with supplemental ELD provided by specially trained teachers);

Alternative Learning Environments (Individualized services for MLs in non-traditional settings including virtual school, Open Doors, etc)

Continuous Improvement Approach

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:

1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How is the district aligning its program model(s) with **sound educational theory or research**?

The district works closely with OSPI and ESD 112 to stay current in research, law, and recommendations related to MLL education. Our ML leadership and teaching staff engages in regular professional development regarding key language-supporting practices related to GLAD, SIOP, UDL, PLC, MTSS, and WIDA Standards. This staff then incorporates these strategies and frameworks into instruction for ML students and coaching and PD for all teachers and paraeducators. Our ML administrators, school administrators, and teachers engage in frequent collaborative data collection, reflective practices and data analysis to monitor and adjust program staffing and supports. Our ML Steering Committee, made up of stakeholders throughout our ML and district community also analyzes data, evaluates our practices, and makes recommendations in alignment with the Multilingual Learner Statewide Strategic Plan.

Supportive Mainstream Details & Services

Directions: Complete this table.

For a grade band with no students enter "0" for the number.

of **elementary** MLs in Supportive Mainstream model.



164

Students at the beginning proficiency level (typically in program < 2 years)

Describe ELD instruction for **beginning level** students in elementary school.

Beginning level ML students at the elementary level are provided 30 minutes of small group support 5 days a week with like level peers. Instruction is provided by ML trained instructional aides under the direction of a GLAD trained teacher and under the supervision of the District's ML Instructional Coach. National Geographic Reach foundational skills program is utilized in the small group setting as well as any specifically determined resources/materials that are identified from assessment data that will support individualized student instructional needs.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning

Students at the intermediate proficiency level (typically between 2 to 5 years)

Describe ELD instruction for **intermediate level** students in elementary school.

Intermediate level ML students at the elementary level are provided 30 minutes of small group support 3-5 days a week with like level peers. Instruction is provided by ML trained instructional aides under the direction of a GLAD trained teacher and under the supervision of the District's ML Instructional Coach. National Geographic Reach foundational skills program is utilized in the small group setting as well as any specifically determined resources/materials that are identified from assessment data that will support individualized student instructional needs.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning

Students possibly in LTEL status (> 5 years)

Describe ELD instruction for **possible LTEL** students in elementary school.

In addition to providing an extra 30 minutes of small group support 5 days a week with like level peers, using National Geographic Reach, our District ML Coach works with the classroom teacher & trained ML instructional aide to develop key literacy skills that are needed for our LTEL students to succeed in mainstream programs. We place additional emphasis all four domains of language & incorporate GLAD strategies that promote rich oral language development.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning targets. PLC Teams also focus their

Meaningful Access to Content

Describe the meaningful access to content provided throughout the day for all **elementary ML students**.

All identified multilingual/ English learners are provided meaningful access to the full curriculum which involves the use of strategies, scaffolding (such as graphic organizers and other visuals), and specific instruction related to the academic language of the content.

There are several ways that we ensure meaningful access: (1) Planning: Our ML coach collaborates with core content teachers to identify academic language expectations and needed scaffolds for ML students at various language proficiency levels. (2) Instruction: Project GLAD is utilized in core classes in which multilingual/ English learners are enrolled.



targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

of **middle school** MLs in **Supportive Mainstream model**.

85

Describe ELD instruction for **beginning level** students in middle school.

Our district provides designated English language development instruction to the middle school students. Students at the emerging level receive a minimum of 50 minutes of designated English language development instruction, 5 times per week using ELD strategies and/or instructional resources. Our ML certified teachers utilize National Geographic Edge as well as various Newcomer materials depending on the level/need of the student.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning

targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

Describe ELD instruction for **intermediate level** students in middle school.

Our district provides designated English language development instruction to the middle school students. Students at the emerging level receive a minimum of 50 minutes of designated English language development instruction, 5 times per week using ELD strategies and/or instructional resources. Our ML certified teachers utilize National Geographic Inside the USA program.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning targets. PLC Teams also focus their

collaboration & planning around UDL/SIOP instructional practices that support language development.

Describe ELD instruction for **possible LTEL** students in middle school.

In addition to providing 50 minutes specially designed ELD, 5 days a week with like level peers our District ML Coach works with the classroom teacher to develop key literacy skills that are needed for our LTEL students to succeed in mainstream programs. We place additional emphasis all four domains of language and incorporate SIOP strategies that promote rich oral language development.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning targets. PLC Teams also focus their

Describe the meaningful access to content provided throughout the day for all **middle school ML** students.

All identified multilingual/ English learners are provided meaningful access to the full curriculum which involves the use of strategies, scaffolding (such as graphic organizers & other visuals), & specific instruction related to the academic language of the content.

We ensure meaningful access:

Planning: Our ML coach collaborates with core content teachers to identify academic language expectations and needed scaffolds for ML students at various language proficiency levels.



targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

of **high school** MLs in
Supportive Mainstream model.

104

Describe ELD instruction for
beginning level in high school.

Our district provides designated English language development instruction to High School Students. Students at the emerging level receive a minimum of 70 minutes of designated English language development instruction, 5 times per week using ELD strategies and/or instructional resources. Our ML certified teachers utilize National Geographic Edge (Level A) as well as various Newcomer materials depending on the level/need of the student.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning

collaboration & planning around UDL/SIOP instructional practices that support language development.

Describe ELD instruction for
intermediate level students in high school.

Our district provides designated English language development instruction to High School Students. Students at the emerging intermediate level receive a minimum of 70 minutes of designated English language development instruction, 5 times per week using ELD strategies and/or instructional resources. Our ML certified teachers utilize National Geographic Edge (level B) as well as various Newcomer materials depending on the level/need of the student.

In our work around ES & PLCs, we

collaboration & planning around UDL/SIOP instructional practices that support language development.

Describe ELD instruction for
possible LTEL students in high school.

In addition to providing 70 minutes specially designed ELD, 5 days a week with like level peers our District and Building Level ML Coaches works with the classroom teachers to develop key literacy skills that are needed for our LTEL students to succeed in mainstream programs. We place additional emphasis all four domains of language and incorporate SIOP strategies that promote rich oral language development.

In our work around ES & PLCs, we include a focus on WIDA language standards within our learning

Instruction: a combination of GLAD, SIOP and UDL are utilized in core classes in which multilingual/ English learners are enrolled.

Describe the meaningful access to content provided throughout the day for all **high school ML students**.

All identified multilingual/ English learners are provided meaningful access to the full curriculum which involves the use of strategies, scaffolding (such as graphic organizers & other visuals), & specific instruction related to the academic language of the content. We ensure meaningful access: Planning: Our ML coaches collaborate with core content teachers to identify academic language expectations & needed scaffolds for ML students at various language proficiency levels. Instruction: a combination of GLAD,



targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

include a focus on WIDA language standards within our learning targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

targets. PLC Teams also focus their collaboration & planning around UDL/SIOP instructional practices that support language development.

SIOP and UDL are utilized in core classes in which multilingual/ English learners are enrolled.

Alternative Learning Environment Details & Services (e.g. Open Doors, On-line/virtual school, etc.)

Indicate total # of students in Alternative Learning Environments (ALEs).

8

Describe meaningful access provided to all students in all grade bands in [Alternative Learning Environment settings](#)

Meaningful access to content is an essential component of our ML program. All identified multilingual/ English learners are provided meaningful access to the full curriculum which involves the use of strategies, scaffolding (such as graphic organizers and other visuals), and specific instruction related to the academic language of the content. Like our brick and mortar schools, there are several ways that we ensure meaningful access: (1) Planning: Our ML coach collaborates with K-12 virtual teachers to identify academic language expectations and needed scaffolds for ML students at various language proficiency levels in which they serve. (2) Instruction: GLAD, SIOP and UDL are utilized in core classes in which multilingual/ English learners are enrolled.

Describe the ELD instruction for students in each ALE setting offered within the district.

Students meet daily thru zoom with their online teacher. Students in our virtual academy are provided daily instruction. Several of our classroom teachers are ELL endorsed. Those staff who are not ELL endorsed engage in GLAD, SIOP and UDL training. Due to the proficiency levels of the students enrolled in our virtual school, specialized materials are not utilized at this time. In addition, our District ML instructional coach works with staff to ensure that ELD instruction in accordance with ELD standards is provided. Students in our virtual school do not regularly meet in small groups.

Progress Monitoring and Support for Exited Students

RCW 28A.150.260 [provides two years of additional funding to assist students who have exited from the TBIP after reaching the proficient level on the state English language proficiency assessment within the previous two years. This funding can be used to provide](#)



academic supports that help exited students reach grade level performance.

Describe the process used to **monitor progress** of the academic performance of former/exited MLs to determine which students need additional academic content support.

Students are progressed monitored throughout their 2 and 4 years intervals by our ML district coach with support of school counselors.

Describe the **academic content support** provided to these former/exited MLs.

Struggling students are identified and offered additional tutoring support as well as consideration of returning to ML direct services and/or other academic supports that are available at each school site.

What **criteria** is used to determine when former/exited MLs no long required academic supports?

Is student meeting grade level content standards? Review district and state assessments, grades, and credits. If standards are met, no failing grades, and student is on track for graduation - no longer require academic supports.



Form Name - FP 219 - TBIP - Program Evaluation and Improvement Plan

Is Form Completed?

Yes

Last Modified By

Kelsey Lapie

Last Modified Date

08/30/2024 8:55 AM

Organization and Application Information

Organization Name

Kelso School District

Application ID

AP-OSPI-3529

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/30/2024 2:26 PM

Program Evaluation and Action Steps

Student Group	Number	% of total	State %
Total number and % of MLs in the district	420.0	7.5	13.7
MLs exiting TBIP services (indicator of program effectiveness)	13.0	3.1	5.4
Former/Exited MLs meeting standard on ELA assessment at 2 years exited	8.0	36.4	58.7
Former/Exited MLs meeting standard on Math assessment at 2 years exited	5.0	22.7	50.0
MLs who have not exited TBIP after 5 years	145.0	34.5	32.6
MLs dually qualified for Special Education Services	69.0	16.4	17.8

Questions



What steps is the district taking this year to ensure all MLs receive meaningful access to content and English language development services to achieve full English proficiency?

Through professional development with our PK-12 PLC teams, we are continuing support of GLAD strategies TK-5, AVID & SIOP in 6-12, and UDL and WIDA Standards training in all. We are also continuing monthly PD for our paraeducators in these areas. This PD approach is explicitly focused on building instructional support in our Tier 1, Tier 2, and Tier 3 systems.

What steps is the district taking this year to monitor academic progress in ELA for exited/transitioned students and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?

We continue to monitor academic progress for transitioned students in all content areas, including ELA, throughout the year. We monitor Common Formative Assessments of Essential ELA Standards, district ELA benchmarking 3 times during the year, and SBAC scores. We monitor grades for each marking period, attendance of students, and survey staff regarding student of concern. We then provide tiered intervention as needed.

What steps is the district taking this year to monitor academic progress for exited/transitioned students in Math and to provide targeted assistance as needed (such as a Multi-tiered System of Supports)?

We continue to monitor academic progress for transitioned students in all content areas, including Math, throughout the year. We monitor Common Formative Assessments of Essential Math Standards, district Math benchmarking 3 times during the year, and SBAC scores. We monitor grades for each marking period, attendance of students, and survey staff regarding student of concern. We then provide tiered intervention as needed.

What steps is the district taking this year to support Long-Term English Learners (LTELs) with an intentional focus on academic discourse, language skills, and literacy skills needed to meet grade level standards?

We are focusing our PLC Essential Standard planning and instruction around success criteria connected to the 4 Language Domains in all content areas. We are monitoring with CFAs and responding with Tier 2 supports for LTELs within the core classroom. Our district RTI program provides additional systems of support for MLLs in assessment, screening, intervention, and monitoring, helping to improve instructional outcomes for MLLs.

What steps will is the district taking to prevent overidentification and ensure appropriate services are provided in both ELD and Special Education?

We follow OSPIs recommendation for MTSS and use Steven Gill's Critical Matrix Process to prevent overidentification of ML students for SpEd services. When students qualify for both, we ensure student receive dedicated time for both ML and SpEd services in addition to their core curriculum.

Continuous Improvement Approach

A continuous improvement approach is integral to upholding the Castañeda (1981) framework which articulates three standards for language instruction educational programs:



1. The program is based on **sound educational theory or research**;
2. The program is **implemented effectively** with adequate resources and personnel;
3. The program is **evaluated as effective** in overcoming language barriers.

How does the district **evaluate its ML program for effectiveness** in improving student outcomes?

We evaluate the student growth of ML students compared to non-ML students using classroom-based assessments, district assessments, WIDA and SBAC to ensure ML students have as much, or more, growth than our non-ML students.



Form Name - FP 219 - TBIP - Professional Learning Plan

Is Form Validated?

Yes

Last Modified By

Kelsey Lapie

Last Modified Date

08/29/2024 2:49 PM

Organization and Application Information

Organization Name

Kelso School District

Application ID

AP-OSPI-3529

Application Title

FP 219 - TBIP 24-25

Last Submitted Date

08/30/2024 2:26 PM

Professional Learning Plan

Given the program evaluation and action steps outlined in Form 219 - TBIP - Program Evaluation and Improvement Plan, what professional learning is planned for this year? (Select all that apply.)

PL on WIDA ELD Standards Framework;
Collaborative planning between language and content teachers;
PL on GLAD/SIOP/UDL;
PL on providing access to content for MLs

If other, provide details.

Describe how implementation of the provided PL will be monitored.

Follow up coaching;
Self-reporting of strategy use;
Student feedback on use of strategies;
Observation of team meetings/ PLCs

If other, provide details.

Student data is reviewed at each district benchmarking period to determine impact, next steps, refinements and additional training needs





Professional Learning Details

Professional Learning Title	Description	Targeted Outcomes	Proposed Date(s)	Targeted Audience: Gen Ed Teachers, EL Teachers, EL Coaches, Admin, Paras, Counselors, Advocates
Professional Learning Communities	Professional Development Training provided to PK-12 PLC teams	Unpacking priority standards with focus on language standards and learning targets. Training and planning for implementation of GLAD, SIOP and UDL strategies within lessons and units.	2024-25 School Year	All certificated staff
Sheltered Instruction Observation Protocol	Professional Development Training provided to staff thru clock hours ESD112.	Instructional strategies, understandings and implementing ELP standards, alignment of curriculum to ELP standards	Determined by ESD112	Gen Ed Teachers, EL Teachers

Huntington Middle School

Principal: Kim Allais
500 Redpath St. Kelso, WA 98626



Asst. Principal: Chris Wiseman
Phone: 360-501-1700 Fax: 360-501-1723

Kelso School Board,

I am reaching out to seek support for an initiative aimed at securing funding for the purchase of new wrestling sweats for our wrestling program. The current sweats, which have not been replaced since 2012, are in poor condition and do not adequately, accommodate the diverse body types of our wrestlers. This issue has been exacerbated by the recent influx of 6th graders and an increased participation of female athletes in the wrestling program.

My goal to raise approximately \$750.00 to help facilitate the acquisition of new wrestling sweats that are both durable and properly sized to meet the needs of all our athletes. The fundraiser will fall within the dates of October 28th 2024 and will end approximately November 15th 2024. The fundraiser will be selling Husky apparel such as T-Shirts, sweatshirts!

Your consideration and support in this endeavor will be greatly appreciated.

Sincerely,

Mike Neves

Huntington Middle School



Principal: Kim Allais
500 Redpath St. Kelso, WA 98626

Asst. Principal: Chris Wiseman
Phone: 360-501-1700 Fax: 360-501-1723

October 8, 2024

Good afternoon. I am requesting permission to run a Scholastic book fair here at Huntington Middle School. My target audience would be middle school students, staff, and their families. The purpose for this book fair is to increase engagement and also generate excitement to middle school students (as well as staff and families) about books and reading. Statistical research shows that over 80% of teens don't read "for fun" on a regular basis. Additionally, reading for just 30 minutes can lower heart rates, blood pressure, and feelings of distress by up to 68%.

It would run November 4-8, with set up on Friday, November 1st. (There is also an online shopping page that will be directly related to our specific book fair that will be open for 14 days.) The dates selected were chosen because that is the week of parent/teacher conferences, and having the book fair on those dates will give everyone an opportunity to purchase a book (or two), parents will be in the building, and we can show off the beautiful HMS library. They have a varied range of prices, with some books starting at just \$2.

Scholastic ships everything that is necessary for the book fair for free; there are no up-front costs for this. They will send young adult books, books for younger readers as well as for adults, and also some posters, bookmarks, journals, and other miscellaneous items. They will also send flyers, signage, and other items that we can use to help promote the fair.

After the book fair has ended, I am awarded "Scholastic Dollars" which are credits (ranging from 30% to 50% of total sales, depending on the threshold reached) to "purchase" books and other related items for the library.

Because HMS doesn't have a PTO or booster club, I will need to run this fundraising event through Huntington Middle School. I have already obtained permission from the principal, Kim Allais, to proceed. Please let me know what else is necessary to get approval from the district office.

Thank you,

Jennifer Yost
Huntington Library Clerk

OVERNIGHT REQUESTS

<i>SCHOOL</i>	<i>SPORT/ CLUB/ CLASS/ ACTIVITY</i>	<i>EVENT</i>	<i>DESTINATION</i>	<i>START DATE</i>	<i>END DATE</i>	<i>GRADES</i>	<i>EST STUDENTS</i>	<i>EST CHAPERONES</i>	<i>ADMIN APPROVED</i>
KHS	DECA	Western Regional Leadership Conference	Bellevue	11/7/24	11/9/24	9-12	16	2	Yes

KELSO SCHOOL DISTRICT NO. 458

RESOLUTION NO. 24/25-01

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

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

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

WHEREAS, the Kelso School District had a need to expand its credit limit to meet the demand of providing a variety of vendor payment options, and secured credit through Bank of Montreal as authorized through Board Resolution 2023/24—11;

WHEREAS, Kelso School District has secured a credit limit of \$300,000, and intends to pay off credit balances on all cards on a monthly basis.

THEREFORE, BE IT RESOLVED, that Kelso School District be authorized and empowered to apply for and receive Bank of Montreal credit/procurement cards for Kelso School District No. 458 in the names of the following employees, and is hereby authorized to provide temporary, and very limited, monthly increases as approved by the Chief Financial Officer to meet increased, short-term program needs through the fiscal year.

Mary Beth Tack – Superintendent	\$ 7,500
Scott Westlund – Chief Financial and Operations Officer	\$ 7,500
Lacey DeWeert – Kelso High School Principal	\$ 10,000
Kim Yore – Director of Teaching & Learning	\$ 40,000
Gunnar Guttormsen – Director of Programs & Assessment	\$ 15,000
Rob Birdsell – Principal Coweeman Middle School	\$ 5,000
Kim Allais – Principal Huntington Middle School	\$ 5,000
Erin Hanson – Assistant Principal / ASB Advisor	\$ 10,000
Holly Budge – Director of Human Resources	\$ 5,000
Molly Guler – Executive Assistant to Superintendent	\$ 5,000
Scott Westlund – Fiscal Office General Use Card	\$ 15,000
Paul Richie – Facilities/Maintenance Supervisor	\$ 10,000
Heather Ogden – Director of Special Education	\$ 5,000
David McDaniel – Transportation Supervisor	\$ 5,000
Kaydee Harris – Food Services Supervisor	\$ 5,000
District Card – Maintenance Department	\$ 5,000
Melissa Boudreau, CTE Administrator	\$ 10,000
Career & Technical Education Program	\$ 5,000
Don Iverson, Family & Community Resource Center	\$ 3,000
Cindy Cromwell, Kelso Virtual Academy	\$ 5,000
Bob Kickner, Athletic Director	\$ 7,500
Ray Cattin, Principal Wallace Elementary School	\$ 5,000
Seth Peck, Principal Barnes Elementary School	\$ 5,000
Mark Connelly, Principal Butler Acres Elementary School	\$ 3,000
Tim Yore, Principal Lexington Elementary School	\$ 3,000
Julie Owens, Principal Carroll Elementary School	\$ 3,000
James Kiefer, Principal Rose Valley Elementary School	\$ 3,000

DATED this 14th day of October 2024.

BOARD OF DIRECTORS
KELSO SCHOOL DISTRICT NO. 458

President

ATTEST:

Mary Beth Tack, Secretary



September 24, 2024

To: Mary Beth Tack, Superintendent
From: Scott Westlund, Chief Financial Officer
Re: Surplus Buses

I respectfully request that the Kelso School District surplus the following buses at the next available School Board meeting. These vehicles will be replaced by new buses that are expected in November.

1. 1993 Blue Bird 72 passenger diesel school bus VIN# 1BAAHCSA6PF054134 (26-93)
2. 2000 Blue Bird 72 passenger diesel school bus VIN# 1BAAHCPA7YF095947 (31-00)
3. 2000 Blue Bird 78 passenger diesel school bus VIN# 1BABKBPA71F200735 (32-00)
4. 2000 Blue Bird 78 passenger diesel school bus VIN# 1BABKBPA01F200737 (34-00)
5. 2000 Blue Bird 78 passenger diesel school bus VIN# 1BABKBPA01F200754 (36-00)

Following approval, we will proceed with a legal notice to offer the buses for sale through a sealed bid process, or recycle should the bids not be sufficient. Please let me know if you have any questions regarding this request.



October 14, 2024

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial and Operations Officer

SUBJECT: Surplus and Sale of Equipment, Furniture, and Vehicle.

I respectfully request the Kelso School District surplus and remove from inventory the following items at the next available School Board meeting. The District no longer has a use for these items, largely due to age and/or condition. Attached are four (4) lists of items for sale.

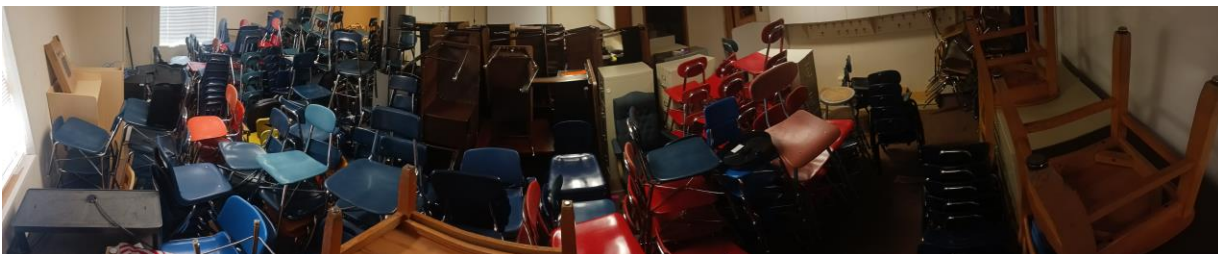
We will recycle, sell, or dispose of the following items according to RCW, which requires a 30 day waiting period once approved. We will be scheduling a surplus sale and sealed bid auction for Saturday, November 23rd, 2024, at the Kelso High School Stadium.

Silent Auction Items List

- 2001 Toro 580D
- Weather Guard 100gal diesel transfer tank
- Multi spindle drill
- Cres-Cor Crown-X warmer x2
- Miller wire feed welder
- 14" Dewalt chop saw
- 14" Skill chop saw
- Skutt Auto kiln
- Airlessco striper
- Detroit diesel engine
- Glidder paint sprayer
- Parts cleaner
- Oregon chainsaw chain sharpener
- Old Town canoe x2
- Shop Fox drill pressx2
- Engine stand x2
- Playworld System playground set
- Selectronic convection oven
- 125gal Non-potable water tank
- Table saw
- Vollrath steam table
- 2008 Chevy Uplander/w hole in fuel tank
- America glass top over
- Irriland irrigation reel
- Water Reel irrigation reel

Blue Portable at Catlin

- All-in-one desk: X86
- Metal : X5
- 8ft whiteboard: X1
- 8ft corkboard: X1
- Round table: X2
- Ottoman: X1
- Metal stool: X6
- Charging cart: X1
- Student desk: X1
- Junior executive desk: X42
- Isolation Desk: X5
- Teacher desk: X4
- 4 drawer file cabinet: X8
- 3 drawer file cabinet: X1
- 2x2 wood table: X1
- 5x2 wood table: X1
- Small podium: X2
- Plastic and ceramic chairs: X150 +/-
- Wobble stool: X100 +/-



Red Portable at Catlin

- Work Station: X2
- Small work station: X1
- Large Metal cabinet: X1
- 4 drawer file cabinet: X8
- 5 drawer file cabinet: X1
- 2 drawer file cabinet: X4
- 2x2 Computer table: X2
- 5x2 Computer table: X5
- 6x2 Computer table: X14
- 7x2 Computer table: X2
- Whiteboard: X4
- Large shelf: X1
- Ceramic chair: X63
- Plastic chair: X21
- Junior executive desk: X4
- Student desk: X25
- Teacher desk: X1
- Drawer units w/8-10 drawer each: X3
- 5x2 Table: X5
- 3x4 Table: X1
- 5x4 Table: X2



KHS Stadium

- 6ft Tables: X28
- Oven: X1
- Isolation desk: X12
- 4 drawer file cabinet: X5
- 5 drawer file cabinet: X2
- 2 drawer file cabinet: X2
- Sewing desk: X10
- Book shelf: X2
- Shoulder pad cart: X1
- Shoulder pads: X40
- Junior executive desk: X1
- Assorted tables/desk: X20
- Wrestling mats: X3?
- All-in-one desk: X45
- Plastic chairs: X71
- Twin bath tissue dispenser: X40+/-
- Sanitizer dispenser: X40+/-
- Teacher desk: X1
- Wood art easels: X4
- Wobble stool: X5
- 3x4 Table: X1





October 14, 2024

TO: Mary Beth Tack, Superintendent

FROM: Scott Westlund, Chief Financial & Operations Officer

RE: Board Acceptance of Donations for Kelso School District Music Program.

Kelso School District has received a donation over the past month requiring School Board approval:

\$125,000 Anonymous donation of **\$125,000** for secondary music instruments.

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.

U N F I N I S H E D B U S I N E S S

A. Policy 2124/2124P Physical Education Health Class (3rd Reading & Action)

Physical Education and Health Class Policy 2124

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Additionally, Physical Education and Health Instruction are mandated in Washington state. The board is committed to providing students with quality physical education and health classes.

Physical Education and Health Program

The district's K-12 physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals. Physical education class is not to be used or withheld as punishment for any reason.

The district will ensure that the following requirements are met:

- All students in grades one through eight receive an average of one hundred instructional minutes per week of physical education per year.
- All high school students are required to complete a minimum of ~~three semesters~~ (1.5 credits) of physical education and ~~one semester~~ (.5 credits) of health education.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate mastery of the knowledge portion of the fitness requirement, in accordance with district policy.
- The district will offer a one-credit course or its equivalent in physical education for each grade in the high school program (grades 9-12).
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments.

Additionally, school districts must conduct an annual review of their physical education (PE) programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

As a best practice and subject to available funding, the district will strive to ensure that the following occur:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Policy 2410	High School Graduation Requirements
	Policy 3422	Student Sports - Concussion, Head Injury, and Sudden Cardiac Arrest
	Policy 6700	Nutrition

Legal References:	RCW 28A.230.040	Physical Education – Grades 1-8
	RCW 28A.230.050	Physical Education in High Schools
	RCW 28A.230.055	Physical Education Programs – Annual Review
	RCW 28A.230.095	Essential academic learning requirements and assessments – Verification reports
	WAC 180-51-068	State subject and credit requirements for high school graduation – Students entering the ninth grade on or after July 1, 2015
	WAC 392-410-135	Physical Education – Grade school and high school requirements
	WAC 392-410-136	Physical Education Requirement – Excuse

Management Resources:	<i>Policy & Legal</i>
	<i>News</i>
	2024 - Mar <u>Comprehensive School Physical Activity Program</u>

Adopted:
Revised:

Physical Education and Health Class Procedure 2124P

Physical Education and Health Class

The superintendent or designee will adopt and implement a comprehensive physical education curriculum aligned with the Washington State Health and Physical Education K-12 Learning Standards. The district will provide students with physical education, using an age-appropriate, sequential physical education curriculum. The physical education program will promote the benefits of a physically active lifestyle and help students develop skills to engage in lifelong healthy habits.

Physical Education Requirements and Waiver Policy

All high school students are required to complete a minimum of ~~three semesters~~ (1.5 credits) of physical education. The district may excuse a student from this fitness requirement under RCW 28A.230.050 on account of physical disability, employment, religious belief, participation in directed athletics or military science or tactics, or for other good cause. Such excused students will be required to demonstrate mastery of the knowledge portion of the fitness requirement, in accordance with written district policy.

Although physical disability can be used as a rationale for excusing a student from participation in Physical Education, the district will provide Adapted Physical Education that is aligned to Washington state K-12 Physical Education Learning Standards if physical education is set out in that student's IEP and is specially designed to meet the unique needs of a student with a disability.

Professional Learning

The district will, subject to available resources, offer ongoing in-service and professional learning opportunities for staff in health education, physical education, and physical activity. Professional learning will help district staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans and efforts. Professional learning opportunities related to health and fitness are available

at:
<https://www.k12.wa.us/student-success/resources-subject-area/health-and-physical-education/training-and-staff-development>.

Physical Activity in Schools

All schools will participate in a Comprehensive School Physical Activity Program. A Comprehensive School Physical Activity Program (CSPAP) is a multi-component approach by which school districts and schools use all opportunities for students to be physically active, meet the nationally-recommended 60 minutes of physical activity each day, and develop the knowledge, skills, and confidence to be physically active for a lifetime. A CSPAP reflects strong coordination and synergy across all the components: quality physical education as the foundation, physical activity before, during, and after school, staff involvement, and family and community engagement.

Quality Physical Education

Schools will implement a physical education program that includes instruction and practice in a variety of motor skills and movement patterns; knowledge of concepts, principles, strategies, and tactics related to movement and performance; knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; responsible personal and social behavior that respects self and others; and values physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Family and Community Engagement

The district will offer opportunities to promote family and community involvement in supporting and reinforcing physical education and physical activity in the schools. Schools should ensure that the following occurs:

- Physical education activity ideas are sent home with students;
- Families are invited to attend and participate in physical education activity programs and health fairs;
- School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.
- Families are actively notified of opportunities and invited to participate in school-sponsored physical activities and receive information about health promotion efforts.

Adopted:

Revised:

NEW BUSINESS

- A. Policy 3432 Emergencies (1st Reading)
- B. Policy 3205 Sex Discrimination and Sex-Based Harassment of Students Prohibited (1st Reading)
- C. Policy 5011/5011P Sex Discrimination and Sex-Based Harassment of District Staff Prohibited (1st Reading)
- D. Policy 3206 Pregnant and Parenting Students (1st Reading)
- E. Policy 5012/5012P Parental, Family or Marital Status, and Pregnancy or Related Conditions of Staff (1st Reading)
- F. Policy 3246/3246P Restraint, Isolation, and Other Uses of Reasonable Force (1st Reading)
- G. Legislative Assembly Update
- H. Superintendent's Report

Emergencies

Policy 3432

The Kelso School District is committed to having current safe school plans and procedures in place to maximize safety for all students and staff. A commitment to safety enables teaching and learning. The District and its schools shall develop comprehensive all-hazard emergency operations plans that address prevention, mitigation, preparedness, response, and recovery strategies.

District and school plans shall:

- Include required school safety policies and procedures;
- Address emergency mitigation, preparedness, response, and recovery;
- Include provisions for the assisting and communicating with students and staff, including those with special needs or disabilities; of staff and students;
- Include a family-student reunification plan, including procedures for communicating the reunification plan to staff, students, families, and emergency responders;
- Use the training guidance provided by the Washington emergency management division of the state military department in collaboration with the state school safety center in the office of the superintendent of public instruction, established under RCW 28A.300.630, and the school safety and student well-being advisory committee, established under RCW 28A.300.635;
- Require the building principal to be certified on the incident command system;
- Consider how community use of school facilities may be used as a community asset in the event of a community-wide emergency; and
- Set guidelines for requesting city or county law enforcement agencies, local fire departments, emergency service providers, and county emergency management agencies to meet with the district and participate in safety-related drills; and
- Include how substitute teachers and other temporary employees receive necessary information about safe school plans, including school safety policies and procedures and the basic functional drill responses described below.
- Be annually reviewed with emergency response agencies;
- Conduct inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system and the incident command system;
- Collaborate with community agencies to update emergency first aid procedures, including training, use, funding, and placement of public access automated external defibrillators (AEDs);
- Identify school transportation procedures for evacuation;
- Provide information to all staff on the use of emergency supplies and alert procedures;
- Annually record and report information and activities required in subsection 28A.320.125

To the extent that funds are available, the district will do the following annually;

- Review and update the safe school plans in collaboration with emergency response agencies;
- Conduct an inventory of all hazardous materials;
- Identify all staff members who are trained on the national incident management system, trained on the incident command system, or are certified on the incident command system;
- Identify school transportation procedures for evacuation, to include bus staging areas, evacuation routes, communication systems, parent-student reunification sites, and secondary transportation agreements; and
- Provide information to all staff on the use of emergency supplies and alert procedures.

DRILLS

Drills are an essential component of safety planning. Drills teach students and staff basic functional responses to potential threats and hazards. The four functional responses are adaptable and can be applied to a variety of situations. Additionally, some threats or hazards may require the use of more than one basic functional response. Therefore, each school in the district will conduct at least one safety-related drill per month, including summer months when school is in session with students. Drill planning and implementation shall consider and accommodate the needs of all students.

BASIC FUNCTIONAL DRILLS

The basic functional drill responses include shelter-in-place, lockdowns, evacuations, and earthquakes (drop-cover-hold-on):

- **Shelter-in-Place**

Shelter in place is designed to limit the exposure of students and staff to hazardous materials, such as chemical, biological, or radiological contaminants that are released into the environment by isolating the inside environment from the outside. Staff and students will receive instruction so that they will be able to remain inside, and take the steps necessary to eliminate or minimize the health and safety hazard.

- **Lockdowns**

Lockdowns are meant to isolate students and staff from threats of violence, such as suspicious trespassers, armed intruders, and other threats that may occur in a school or in the vicinity of a school. Staff and students will receive instruction so that in the event of the breach of security of a school building or campus; staff, students, and visitors will be able to take positions in secure enclosure. Lockdown drills will not include live simulations of or reenactments of active shooter scenarios that are not trauma-informed and age and developmentally appropriate.

- **Evacuations**

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

Staff and students will receive instruction so that in the event the school or district needs to be evacuated, due to threats, such as fires, oil train spills, earthquakes, etc., they will be able to leave the building in the shortest time possible and take the safest route possible to a designated reunification site.

Schools in mapped tsunami or mapped lahar hazard zones, will plan and participate in one pedestrian evacuation drill annually.

- **Earthquakes: Drop-Cover-Hold-On**

The board recognizes the importance of protecting staff, students, and facilities in the event of an earthquake. An earthquake drill using the state-approved earthquake safety technique “drop, cover, and hold” will be held annually. Facilities will be designed and maintained in a manner that recognizes the potential danger from such an occurrence. Likewise, staff must be prepared to take necessary action to protect students and staff from harm.

“Drop – cover – hold on” is the basic functional earthquake response. The superintendent will establish guidelines and the action for the building principals to take should an earthquake occur while school is in session.

ADDITIONAL DRILLS

In addition to the above four functional response drills, the District shall, at a minimum, also develop response plans for the following:

- **Pandemic/Epidemic**

The board recognizes that a pandemic outbreak is a serious threat that could affect students, staff, and the community. The superintendent or a designee will serve as a liaison between the school district and local health officials. The district liaison, in consultation with local health officials, will ensure that a pandemic/epidemic plan exists in the district and establish procedures to provide for staff and student safety during such an emergency.

When an emergency within a school or its surrounding area necessitates evacuation and/or total or partial closure of the schools within the district, staff will be responsible for aiding in the safe evacuation of the students within the endangered school or its surrounding area.

- **Bomb Threats**

The superintendent or designee will establish procedures for action in the event that any threat is received toward the school by telephone, letter, orally, or by other means.

- **Emergency School Closure or Evacuation (Modified Shelter-In-Place)**

When weather conditions or other circumstances make it unsafe to operate schools the superintendent or designee is directed to determine whether schools should be started late, closed for the day or transportation will be provided only on emergency routes. Those decisions will be communicated through community media resources pursuant to a plan developed by the superintendent or designee.

The superintendent or designee will establish procedures for the emergency closure of a building or department.

All safety plans and drills shall include protocols for both internal and external communications, as well as procedures for drill documentation. Evacuation plans shall also include reunification plans. Schools shall document the dates and time of such drills. Each school will maintain the time and type of drill in the school office.

Cross References: Policy 4310 District Relationships with Law Enforcement and other Government Agencies

Legal References: RCW 19.27.110 International Fire Code – Administration and Enforcement by Counties, other political subdivisions and municipal counties
RCW 28A.320.125 Safe school plans – Requirements – Duties of school districts, and schools, and educational service districts – Reports – Drills – Rules – First responder agencies

Management
Resources: *Policy & Legal
News*

2022 - June

2021 – July

2017 – July

2013 – June

2008 – August

2008 – June

2006 – October

1999 – February

School Safety Plans

OSPI School Safety Plans

Pandemic Flu Planning for School Districts

Fire drills Required Monthly

Adopted: 5.06

Revised: 9.25.96|8.21.00|5.19.03 | 6.21.04 | 2.14.05 | 5.8.06 | 9.25.06 | 4.23.07 | 1.28.08 | 10.13.08
|6.15.09 | 7.16.12 | 11.18.13 | 2.23.15 | 5.26.15 | 5.9.16 | 12.5.16 | 5.21.18 | 9.23.19 | 1.3.22 |
09.12.22

Sexual Discrimination and Sex-Based Harassment of Students Prohibited

Policy 3205

This district is committed to a positive and productive education free from discrimination, including sexual harassment. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation or at a class or school training held elsewhere.¶¶

Definitions¶¶

For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur adult to student, student to student or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.¶¶

The term “sexual harassment” includes:¶¶

- acts of sexual violence;¶¶
- unwelcome sexual or gender directed conduct or communication that interferes with an individual’s educational performance or creates an intimidating, hostile, or offensive environment;¶¶
- unwelcome sexual advances;¶¶
- unwelcome requests for sexual favors;¶¶
- sexual demands when submission is a stated or implied condition of obtaining an educational benefit;¶¶
- sexual demands where submission or rejection is a factor in an academic, or other school related decision affecting an individual.¶¶

A “hostile environment” has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student’s ability to participate in or benefit from the school’s program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.¶¶

Investigation and Response¶¶

If the district knows, or reasonably should know, that sexual harassment has created a hostile environment, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an investigation reveals that sexual harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sexual harassment, eliminate the hostile environment, prevent its recurrence and as appropriate, remedy its effects. The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. The district will take these steps every time a complaint, alleging sexual harassment comes to the attention of the district, either informally or formally.¶¶

Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with

~~an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sexual harassment.¶¶~~

~~Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff or other third parties involved in school district activities. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.¶¶~~

~~**Retaliation and False Allegations¶¶**~~

~~Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.¶¶~~

~~It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.¶¶~~

~~**Staff Responsibilities¶¶**~~

~~The superintendent will develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.¶¶~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.¶¶~~

~~Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Rights Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.¶¶~~

~~**Notice and Training¶¶**~~

~~The superintendent will develop procedures to provide age appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation. This policy and the procedure, which includes the complaint process, will be posted in each district building in a place available to staff, students, parents, volunteers and visitors. Information about the policy and procedure will be clearly stated and conspicuously posted throughout each school building, provided to each employee and reproduced in each student, staff, volunteer and parent handbook.¶¶~~

~~Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.~~

The district is committed to a positive and productive education free from discrimination. The district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Federal and State laws. This commitment extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district has jurisdiction over complaints of sex discrimination, including sex-based harassment, pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

This policy is developed to meet the district's obligations under Title IX and aligned with Washington State laws and regulations that define sex discrimination. Sex discrimination that does not fall under this policy may be addressed under other district policies and procedures.

The district prohibits sex discrimination of students by other students, employees, or third parties involved in school district activities. The district also prohibits sex discrimination in the policies, procedures, and practices of the district's program and activities, including but not limited to counseling and guidance services, recreational and athletics activities, and access to course offerings.

For purposes of this policy, "sex discrimination" includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. Sex-based harassment is a form of sex discrimination and is prohibited by this policy.

Definitions

"Sex-based harassment" means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term "sexual harassment" includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- "Quid pro quo harassment,"
- "Hostile environment harassment," and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term "sexual harassment" is also prohibited under state law as defined at WAC 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- 1) Submission to that conduct or communication is condition of obtaining an education or
- 2) a factor in decisions affecting that individual's education; or
- 3) the conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law.

For the purpose of these definitions, sex-based harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific, related policies for students to comply with its obligations under State and Federal laws, including nondiscrimination (Policy 3210), pregnant and parenting students (Policy 3206), gender-inclusive schools (Policy 3211), district employees (Policy 5011), and pregnant and parenting staff (5012) to comply with its obligations under State and Federal laws, including Title IX, and to create inclusive and welcoming school-communities.

Investigation and Response

The Superintendent or designee will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such (3205P.1 Implementation Procedure).

If the district knows, or reasonably should know, that sex discrimination has occurred, it will promptly investigate to determine what occurred and take appropriate steps to resolve the situation. If an

investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable, and remedial action within its authority on reports, complaints, and grievances alleging sex discrimination that come to the attention of the district. The district will take these steps every time a complaint alleging sex discrimination comes to the attention of the district.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation, to the extent that such investigation does not interfere with an ongoing criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Engaging in sex-based harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, or other third parties involved in school district activities. Anyone else who engages in sex-based harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training

The Superintendent or designee will develop and implement a procedure that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and other district employees.

The Superintendent or designee will also develop materials to provide age-appropriate information and education to district staff, students, parents/caregivers, and volunteers regarding this policy and the recognition and prevention of sex-based harassment (3205P.1 Implementation Procedure). **District Notice**

At a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates, as required by Title IX and other laws, and employment. It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place accessible to staff, students, parents/caregivers, volunteers, and visitors. Information about the policy and procedure will be clearly stated and posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent/caregiver handbook. Such notices will identify the district's Title IX coordinator and provide contact information, including the coordinator's email address.

Additionally, sex-based harassment recognition and prevention and the elements of this policy will be included in staff, student, and regular volunteer orientations.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, students, volunteers, and parents/caregivers in the review process.

Cross References:	Policy 3207	Prohibition of Harassment, Intimidation and Bullying
	Policy 3210	Nondiscrimination
	Policy 3211	Transgender Students
	Policy 3240	Student Conduct
	Policy 3421	Child Abuse, Neglect and Exploitation Prevention
	Policy 5010	Nondiscrimination and Affirmative Action
	Policy 5011	Sexual Harassment of District Employees Prohibited
Legal References:	20 U.S.C. §§ 1681-1688	
	2024 Title IX Regulations	at 34 C.F.R. § 106 et seq.
	WAC 392-190-058	Sexual harassment
	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	RCW 49.60	Washington Law Against Discrimination
Management Resources:	WAC 162-32-040	Harassment
	<i>Policy & Legal</i>	
	<i>News</i>	
	Aug 2024	
	Aug 2020	
	July 2015	
Adopted: 05.25.16 Revised: 10.26.20	Dec 2014	
	Oct 2010	

Sexual Discrimination and Sex-Based Harassment of District Staff Prohibited

Policy 5011

This district is committed to a positive and productive working environment, free from discrimination, including sexual harassment. This commitment extends to all employees, applicants for employment, and others persons involved in academic, educational, extracurricular, athletic, and other programs or activities of the district school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

This policy is developed to meet the district's obligations under Title IX and is aligned with Washington State laws and regulations that define sex-based discrimination. The district will not adopt or implement any policy, practice, or procedure or take any employment action on the basis of sex, except to meet its obligations related to pregnancy and pregnancy-related conditions.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs." Pre-employment, the district may ask an applicant for employment to self-identify their sex, but only if this question is asked of all applicants and if the response is not used as a basis for discrimination prohibited by Title IX or this policy.

Consistent with the Title IX regulation, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions. The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

Definitions

~~For purposes of this policy, sexual harassment means unwelcome conduct or communication of a sexual nature. Sexual harassment can occur student to adult, adult to adult or can be carried out by a group of students or adults and will be investigated by the District even if the alleged harasser is not a part of the school staff or student body. The district prohibits sexual harassment of district employees by other students, employees or third parties involved in school district activities.~~

~~Under federal and state law, the term "sexual harassment" includes:~~

- ~~● Acts of sexual violence;~~
- ~~● Unwelcome sexual or gender-directed conduct or communication that interferes with an individual's employment performance or creates an intimidating, hostile, or offensive environment; unwelcome sexual advances;~~
- ~~● Unwelcome requests for sexual favors;~~

- Sexual demands when submission is a stated or implied condition of obtaining work opportunity or other benefit;
- Sexual demands where submission or rejection is a factor in a work or other school related decision affecting an individual.

A “hostile environment” for an employee is created where the unwanted conduct is sufficiently severe or pervasive to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

“Sex-based harassment” means sexual harassment and other harassment on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, gender expression, pregnancy or related conditions, and marital status.

The term “sexual harassment” includes the following, which Title IX defines at 34 C.F.R. § 106.2:

- “*Quid pro quo* harassment,”
- “Hostile environment harassment,” and
- Specific offenses of sexual assault, dating violence, domestic violence, or stalking

The term “sexual harassment” is also prohibited under state law as defined at W.A.C. 392-190-056 and includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- (a) Submission to that conduct or communication is condition of obtaining employment;
- (b) a factor in decisions affecting that individual's employment; or
- (c) the conduct or communication has the purpose or effect of substantially interfering with an individual's employment or of creating an intimidating, hostile, or offensive educational environment.

Harassment based on sexual orientation, gender expression, or gender identity is also prohibited under Washington state law as defined at RCW 49.60.040 and WAC 162.32-040.

For the purpose of these definitions, sexual harassment may include conduct or communication that involves adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male, and female to female.

The district will address all sex-based harassment in its program and activities, even when some conduct alleged to be contributing to a hostile environment occurs outside of its program or activities.

The district has also developed other specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including Policy 5010 (Nondiscrimination and Affirmative Action), Policy 5012 (Parental, family, or marital status; pregnancy or related conditions), Policy 5014 (Racial Harassment), Policy 5015 (Disability Harassment) and 5404 (Family Medical and Maternity Leave).

Investigation and Response

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex discrimination, including sex-based harassment, and will include reasonable and prompt timelines and delineate roles and responsibilities for such.

If the district knows, or reasonably should know, that sex-based discrimination has occurred, ~~sexual harassment has created a hostile environment~~, the district will promptly investigate to determine what occurred and will take appropriate steps to resolve the situation. If an investigation reveals that sex-based ~~sexual harassment~~ harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based ~~sexual harassment~~ harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. The district will take prompt, equitable,

and remedial action within its authority every time a report, complaint, and grievance alleging sex-based ~~ual~~ harassment comes to the attention of the district, either formally or informally.

Allegations of criminal misconduct will be reported to law enforcement, and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. Regardless of whether the misconduct is reported to law enforcement, school staff will promptly investigate to determine what occurred and take appropriate steps to resolve the situation to the extent that such investigation does not interfere with an on-going criminal investigation. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based ~~ual~~ harassment.

Engaging in sex-based ~~ual~~ discrimination ~~harassment~~ will result in appropriate discipline or other appropriate sanctions against offending staff or other third parties involved in school district activities. Anyone else who engages in sex-based ~~ual~~ discrimination ~~harassment~~ on district ~~school~~ property or district workspaces ~~at school activities~~ will have their access to school property and activities restricted, as appropriate.

Retaliation and False Allegations

It is a violation of this policy to engage in ~~re~~retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based ~~ual~~ discrimination ~~harassment~~ complaint ~~is prohibited~~ and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based ~~ual~~ discrimination ~~harassment~~. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. However, no party, witness, or others participating in the district's grievance process will be disciplined based solely on a determination of whether sex-based discrimination occurred under the Superintendent's procedure.

Staff Responsibilities and Training

The superintendent will develop and implement ~~a formal and informal procedures~~ that identifies the roles, responsibilities, and training requirements of the Title IX Coordinator and school employees ~~for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt time lines and delineate staff responsibilities under this policy.~~

~~Any school employee who witnesses sexual harassment or receives a report, informal complaint, or written complaint about sexual harassment is responsible for informing the district's Title IX or Civil Rights Compliance Coordinator. All staff are also responsible for directing complainants to the formal complaint process.¶¶~~

~~This policy applies to sexual harassment (including sexual violence) targeted at district employees carried out by a student, employee, or a third party involved in school district activities. A formal complaint filed by an employee or filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.¶¶~~

~~Reports of discrimination and discriminatory harassment will be referred to the district's Title IX/Civil Right Compliance Coordinator. Reports of disability discrimination or harassment will be referred to the district's Section 504 Coordinator.~~

The Superintendent or designee will also develop materials to provide age-appropriate information and education to district staff, students, parents/caregivers, and volunteers regarding this policy and the recognition and prevention of sex-based harassment.

District Notice and Training

~~The superintendent will develop procedures to provide information and education to district staff, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At~~

a minimum, the district's website will include a statement that the district prohibits sex discrimination and sex-based harassment in any education program or activity that it operates as required by Title IX and other laws, and employment. ~~recognition and prevention and the elements of this policy will be included in staff and regular volunteer orientation.~~ It will also state that questions about Title IX, how to locate the district's policy and grievance procedure, and how to report sex discrimination or make a complaint may be directed to the District's Title IX Coordinator. The Title IX Coordinator's contact information will also be provided, including their name or title, office address, email address, and telephone number.

This policy and the procedure, which includes the complaint process, will be conspicuously posted in each district building in a place available to staff, students, parents/caregivers, volunteers, and visitors. Information about the policy and procedure will be clearly stated and ~~easily understood and conspicuously~~ posted throughout each school building, provided to each employee, and reproduced in each student, staff, volunteer, and parent/caregiver handbook. Such notices will identify the District's Title IX coordinator and provide contact information, including the coordinator's email address.

Policy Review

The superintendent will make an annual report to the board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, will be included in the report. The superintendent is encouraged to involve staff, volunteers, and parents in the review process.

Cross Reference:	Policy 3205	Sexual Discrimination and Sex-Based Harassment of Students Prohibited
	Policy 3207	Prohibition of Harassment, Intimidation, and Bullying
	Policy 3210	Nondiscrimination
	Policy 3211	Gender-Inclusive Schools Transgender Students
	Policy 3421	Child Abuse and Neglect
	Policy 5010	Nondiscrimination and Affirmative Action
	Policy 5012	Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

Legal References:	RCW 28A.640.020	Regulations, guidelines to eliminate discrimination – Scope – Sexual harassment policies
	RCW 49.60	Washington Law Against Discrimination
	WAC 392-190-058	Sexual Harassment
	WAC 162-32-040	Harassment
	20 U.S.C. §§ 1681-1688	Definitions
	2024 Title IX Regulations at 34 C.F.R. § 106 et seq	

Management Resources:	<i>Policy & Legal News</i>
	<i>2024 – Aug</i>
	<i>2022 – Jun</i>
	<i>2021 – Jun</i>
	<i>2015 – Jul</i>
	<i>2014 – Dec</i>
	<i>2010 – Oct</i>

Adopted: 2.12.07

Revised: 7.22.13 | 10.5.15 | 11.1.21 | 09.12.22

Draft

Sexual Discrimination and Sex-Based Harassment of District Staff Prohibited

Procedure 5011P

The procedure is intended to set forth the requirements of Policy 5011, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at district employees carried out by other students, employees or third parties involved in school district activities. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

A formal complaint filed by or on behalf of a student complainant against an employee respondent will be investigated under the definitions, requirements, and procedures of Policy 3205 and Procedure 3205P.

Notice

Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, provided to each employee and reproduced in each staff, volunteer and parent handbook.

In addition to the posting and reproduction of this procedure and Policy 5011, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed with the superintendent or designee at the Ruth B. Clark Administration Building, 601 Crawford Street, Kelso, Washington.

Staff Responsibilities

In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures, and 2) law enforcement. The principal will notify the targeted district staff person of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the superintendent or designee for evaluation. The superintendent or designee should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who

made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the district's Title IX Coordinator: Director of Student Services, Don Iverson, Ruth B. Clark Administration Services Building 601 Crawford Street, Kelso, Washington 98626. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face to face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating staff persons, or
- Providing staff and/or student training.

Informal complaints may become formal complaints at the request of the complainant, parent or guardian, or because the district believes the complaint needs to be more thoroughly investigated. The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.

- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand delivery to the district Title IX Coordinator—Director of Student Services at 601 Crawford Street, Kelso, Washington, Phone: 360-501-1900 Fax: 360-501-1950. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation.
- When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and other support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
 - The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.

- o Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- o The district will inform the complainant how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two - Appeal to Board of Directors Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision,
- The complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the Superintendent of Public Instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20th) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a

specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.¶¶

Investigation, Determination and Corrective Action¶¶

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.¶¶
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.¶¶
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.¶¶

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.¶¶

Level Four – Administrative Hearing¶¶

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.¶¶

Other Complaint Options¶¶

Office for Civil Rights (OCR), U.S. Department of Education¶¶

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.¶¶

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr¶¶

Washington State Human Rights Commission (WSHRC)¶¶

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.¶¶

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov¶¶

Mediation¶¶

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.¶¶

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.¶¶

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks, comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

The district is committed to a positive and productive working environment free from sex-based discrimination, including sex-based harassment. This commitment extends to all employees, applicants for employment, and other people who are not students involved in academic, educational, extracurricular, athletic, and other programs or activities of the district, whether that program or activity is in a school facility, on school transportation, or at a class training held elsewhere.

The district does not discriminate on the basis of sex and prohibits sex discrimination in employment as required by Federal, State, and local laws. Discrimination on the basis of sex includes discrimination on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression. The district will not adopt or implement any policy, practice, or procedure or take any employment action that treats individuals differently on the basis of sex.

Sex-based harassment is a form of sex discrimination and is prohibited by the district and will also be investigated under that procedure. “Sex-based harassment” means sexual harassment and other harassment on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, and gender expression.

The district has jurisdiction over complaints of sex-based discrimination and marital status pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including RCW 49.60.

The district has adopted the definitions in Procedure 3205P.1 for sex-based discrimination, including sex-based harassment, on the basis of sex, sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, or gender expression.

Examples of sex-based discrimination of employees or applicants for employment include but are not limited to taking any of the following actions on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy, or related conditions:

- Refusal to hire or promote
- Firing an employee or forcing them to quit or retire
- Sex-based harassment, such as “quid pro quo harassment” and “hostile environment harassment”
- Other forms of sex-based harassment, such as specific offenses of sexual assault, dating violence, domestic violence, or stalking
- Providing unequal benefits or compensation
- Other materially unequal terms, conditions, or privileges of employment

Retaliation Prohibited

“Retaliation” means intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX, this district policy and procedure, or because the person reported information, made a complaint, was a witness or provided information, assisted, or participated or refused to participate in any manner in an investigation or appeal under Title IX or the district’s procedure. Retaliation is prohibited from the district, a student, or an employee or other person authorized by the district to provide any aid, benefit, or service under the district’s education program or activity.

When the district has information about conduct that reasonably may constitute retaliation under Title IX or this policy and procedure, the district is obligated to respond promptly and effectively, inform the Title IX Coordinator, and provide notice of the district’s grievance process for addressing complaints of retaliation. Upon receiving a complaint alleging retaliation, the district must initiate its grievance procedures as described below or, as appropriate, an informal resolution process under those procedures.¹

Grievance Procedure

The district has adopted procedure 3205P.1 to set forth the process for receiving, investigating, and resolving reports or complaints of sex-based discrimination, including harassment based on a person’s actual or perceived pregnancy status and retaliation. Such complaints are to be taken seriously and

¹ As discussed in 3205P.1, the Title IX regulations permit, but do not require, informal resolution processes.

handled in the same manner as other sex-based discrimination and harassment complaints. Procedure 3205P.1 is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex-based discrimination or retaliation is found to have occurred, the district must take immediate action to eliminate the discrimination or retaliation, prevent its reoccurrence, and address its effects.

Other forms of discrimination against employees or applicant employees that do not fall under that procedure may be addressed under other district policies and procedures, such as Policy 5010.

Staff Responsibilities, Training, and District Notice

The Superintendent Procedures at 3205P.2 describe how the District's Policy 5011 will be implemented, including:

- The roles, responsibilities, and training requirements of the Title IX Coordinator and school employees.
- That age-appropriate information and education to district staff, students, parents/caregivers, and volunteers will be developed to explain this policy and to aid in the identification, recognition, and prevention of sex-based harassment.
- Where and how district will provide notice about the policy as required by Title IX and other laws.

For questions about this procedure, contact the district's Title IX Coordinator, who can be reached at:

Gunnar Guttormsen
Title IX Coordinator
Kelso School District
gunnar.guttormsen@kelsosd.org
360-501-1905

Other Complaint Options

Office for Civil Rights (O.C.R.), U.S. Department of Education

O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Adopted: 7.22.13

Revised: 12.29.14 BC | 10.5.15 | 3.2018 | 11.1.21

Pregnant and Parenting Students

Policy 3206

The district is committed to a positive and productive education free from sex-based discrimination as required by Federal, State, and local laws for all students in its education programs and activities. These laws prohibit discrimination against any student based on their current, potential, or past pregnancy or related conditions or marital or parental status. Sex-based harassment is a form of sex-based discrimination and includes harassment on the basis of pregnancy or related conditions or marital or parental status.

The district establishes this policy and the accompanying Superintendent's procedures for ensuring the protection and equal treatment of students who are or become pregnant, individuals with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above; or
- Recovery from above.

The district must also not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex, except as necessary to provide pregnancy or pregnancy-related medical accommodations.

This commitment and discrimination prohibition extends to all students involved in academic, educational, extracurricular, athletic, and other programs or activities of the school, whether that program or activity is in a school facility, on school transportation, or at a class or school training held elsewhere.

The district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to *voluntarily* participate in a separate portion of its education program or activity, *provided* the district ensures that the separate portion is comparable to that offered to students who are not pregnant or parenting, and do not have related conditions.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific notice, training, and compliance requirements are included in the accompanying procedure 3206P.

Investigation and Response / Grievance Procedures

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination and will include reasonable and prompt timelines and delineate roles and responsibilities for such. The procedure can be found at 3205P.1.

Complaints alleging discrimination or harassment based on a person's actual or perceived pregnancy status are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints.

If an investigation reveals that sex-based harassment has created a hostile environment, the district will take prompt and effective steps reasonably calculated to end the sex-based harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Allegations of criminal misconduct and suspected child abuse will be reported to law enforcement or Child Protective Services as required by law. A criminal investigation does not relieve the district of its independent obligation to investigate and resolve sex-based harassment.

Retaliation and False Allegations

Retaliation, as defined under Federal and State laws and the Superintendent's procedure, including retaliation by a student against another student, is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sex-based discrimination. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline as discussed in the Superintendent's procedure.

This policy and its procedure will support that effort by facilitating district compliance with local, state, and federal laws concerning sex-based discrimination.

Cross References:	Policy 3205	Sex Discrimination of Students Prohibited
	Policy 3210	Nondiscrimination
	Policy 3230	Searches of Students and Student Privacy
	Policy 3231	Student Records
Legal References:	RCW 28A.640.010	Sexual Equality, Purpose – Discrimination Prohibited
	RCW 28A.642	Discrimination Prohibition
	RCW 49.60.040	Definitions
	20 U.S.C. §§ 1681-1688 Title IX of the Education Amendments Act of 1973	
	34 C.F.R. § 106.40, Title IX Regulations (2024 Amendments)	
Management Resources:	<i>Policy & Legal News</i>	

Adopted:

Revised:

Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

Policy 5012

The district is committed to a positive and productive workplace free from sex-based discrimination.

The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

Parent, Family, or Marital Status

Consistent with the Title IX regulation at 34 CFR 106.57, the district will not implement any policy, practice, or procedure or take any employment action on the basis of sex:

- (1) concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or
- (2) that is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

Pregnancy or Related Conditions

The district will not discriminate against any employee or applicant for employment on the basis of current, potential, or past pregnancy or related conditions.

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

In the case of an employee who does not have an applicable leave policy or in the case of an employee with insufficient leave or accrued employment time to qualify for leave under such a policy, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities, or any other right or privilege of employment.

The district establishes this policy, and the Superintendent will develop and implement procedures for ensuring the protection and equal treatment of employees and applicants for employment on the basis of parental, family, and marital status and for employees and applicants for employment who are pregnant individuals, people with pregnancy-related conditions, and new parents.

Pregnancy or related conditions include:

- Pregnancy, childbirth, termination of pregnancy, or lactation;
- Medical conditions related to the above, including infertility treatment; or
- Recovery from above.

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and compliance requirements. The Superintendent will develop and implement procedures to ensure the district's compliance with the above requirements.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, the Providing Urgent Maternal

Protections (PUMP) for Nursing Mothers Act, and Pregnant Works Fairness Act (PWFA), and RCW 43.10, to create inclusive and a welcoming work environment, including other nondiscrimination policies, 5010 (Nondiscrimination and Affirmative Action), 5014 (Racial Harassment), 5015 (Disability Harassment), and 5404 (Family Medical and Maternity Leave).

The district has jurisdiction over complaints of sex-based discrimination pursuant to the Federal law Title IX of the Education Amendments of 1972 (Title IX) and Washington State laws, including Chapter 28A.640 RCW and Chapter 392-190 WAC.

The Superintendent will develop and implement procedures for receiving, investigating, and resolving complaints or reports of sex-based discrimination based on family, parenting, or marital status, and pregnancy and pregnancy-related conditions. The procedures will include reasonable and prompt timelines and delineate roles and responsibilities for such.

It is a violation of this policy to engage in retaliation, as defined under Federal and State laws and the Superintendent's procedure, against any person who makes or is a witness in a sex-based discrimination complaint under this policy and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

Cross References: Policy 5010 Nondiscrimination and Affirmative Action
Policy 5404 Family Medical and Maternity Leave

Legal References: 34 C.F.R. 106.56, Title IX of the Education Amendments Act
Title VII of the Civil Rights Act of 1964
Providing Urgent Maternal Protections (PUMP) for Nursing Mothers Act
Pregnant Works Fairness Act (PWFA - 2023)
Washington Law Against Discrimination (WLAD)
RCW 43.10 Washington's Healthy Starts Act

Management
Resources: *Policy & Legal
News*
2024 – Aug

Adopted:
Revised:

Parental, Family, or Marital Status, and Pregnancy or Related Conditions of Staff

Procedure 5012P

The district is committed to a positive and productive workplace free from sex-based discrimination as required by Federal, State, and local laws for all employees and applicants for employment.

The district does not discriminate on the basis of sex and prohibits sex discrimination against applicants or employees as required by Federal, State, and local laws. Sex discrimination can include discrimination based on pregnancy, marital status, or parental status. Sex discrimination is prohibited and illegal in the district's education programs and activities, hiring, leave policies, employment policies, and health insurance coverage.

The district also prohibits adopting or implementing any policy, practice, or procedure or taking any employment action based on sex (1) Concerning the current, potential, or past parental, family, or marital status of an employee or applicant for employment, which treats persons differently; or (2) That is based upon whether an employee or applicant for employment is the head of household or principal wage earner in such employee's or applicant's family unit.

The district will not make any pre-employment inquiry as to the marital status of an applicant for employment, including whether such applicant is "Miss or Mrs."

The district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; and reinstatement; and under any fringe benefit offered to employees by virtue of employment.

The Superintendent establishes this procedure to ensure the protection and equal treatment of pregnant persons, individuals with pregnancy-related conditions, and parents. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

The district has also developed specific related policies for district employees to comply with its obligations under State and Federal laws, including Title IX, and to create an inclusive and welcoming work environment, including other nondiscrimination policies, Policy 5010 (Nondiscrimination and Affirmative Action), Policy 5014 (Racial Harassment), Policy 5015 (Disability Harassment), Policy 5011 (Sex-Based Discrimination of Staff Prohibited), and 5404 (Family Medical and Maternity Leave).

A. Key Definitions/Terms

For the purpose of this procedure and procedure 3205P.1, the following additional definitions apply:

- **Caretaking** means caring for and providing for the needs of a child.
- **Familial status** refers to the configuration of one's family or one's role in a family.
- **Marital status** refers to the state of being married, single, or divorced.
- **Medically necessary** is a determination made by a health care provider of the pregnant person's choosing.
- **Parental status** refers to the status of a person who, with respect to another person who is under the age of 18 (or a person who is 18 or older but who is incapable of self-care because of a mental or physical disability); is a biological, adoptive, foster, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- **Pregnancy and Pregnancy-Related Conditions include but are not limited to**

- pregnancy, childbirth, termination of pregnancy, or lactation;
- medical conditions related to the above; or
- recovery from above.
- **Pregnancy discrimination** includes treating a pregnant person or a person with a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
- **Pregnancy and pregnancy-related conditions** include (but are not limited to)
 - pregnancy, childbirth, false pregnancy, termination of pregnancy, miscarriage, lactation (the need to express breast milk);
 - medical conditions related to the above;
 - recovery from above; and
 - any other conditions in accordance with State and Federal law.
- **Pregnant person/birthparent** refers to the person who is or was pregnant.
- **Reasonable modifications** mean individualized modifications to the district's policies, practices, or procedures that are comparable to the modifications offered for any other temporary medical condition. Essentially, they are changes to the employee's workday that allow for physical needs while pregnant, recovering from childbirth, or nursing. A modification that the district can demonstrate would cause an "undue hardship" is not required. This procedure uses the term "modifications" to distinguish pregnancy modifications from disability-related accommodations, but the district does not require staff to use any specific term. The district also recognizes that some pregnancy-related complications may also qualify as disability-related accommodations. Such determinations will be made on a case-by-case basis.
- **Undue Hardship** is an action requiring significant difficulty or expense.

B. Reasonable Modifications

a. Modifications that are presumed reasonable

The district must provide the following reasonable modifications, and the employee does not need to provide a note from a healthcare provider to receive any of the following:

- Providing more frequent, longer, or flexible restroom breaks;
- Modifying a no food or drink policy;
- Allowing breaks, as needed, to eat and drink;
- Carrying water and drinking, as needed;
- Providing seating and allowing more frequent sitting or standing if the person's job requires standing; or
- Limits to lifting of seventeen pounds or less

b. Modifications upon request

The district must make other reasonable modifications to its policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the district's education program or activity.

Each reasonable modification must be based on the staff person's individual needs. In determining what modifications are required under this paragraph, the district must consult with the staff person. The staff person has the discretion to accept or decline each reasonable modification offered by the district. If a staff person accepts a district's offered reasonable modification, the district must implement it.

Examples of modifications that can be requested include, but are not limited to:

- Suspending essential job function(s) if the modification sought is temporary, the essential job function can be performed in the near future, and the inability to perform the essential functions can be reasonably accommodated and will not cause an undue hardship
- Job restructuring, part-time or modified work schedules, or reassignment to a vacant position
- Providing for a temporary transfer to a less strenuous or less hazardous position
- Scheduling flexibility for prenatal visits
- Intermittent absences to attend medical appointments;
- Changes in physical space or supplies (for example, access to a bigger desk or a footrest)
- Acquiring or modifying equipment, devices, or an employee's workstation
- Allowing the person to sit or stand or carry or keep water nearby
- Providing assistance with manual labor and limits on lifting under seventeen pounds
- Providing reasonable break time to express breast milk or breastfeed for two years after the child's birth each time the employee needs to express the milk
- Requested modifications to protect the health and safety of the staff person and/or their pregnancy (such as allowing the staff person to maintain a safe distance from hazardous substances)
- Elevator access.

The district does not have to create additional employment that it would not otherwise have created, unless the district does so or would do so for other classes of employees who need accommodation for any temporary medical condition. Further, the district is not required to discharge any employee, transfer any employee with more seniority, or promote any employee who is not qualified to perform the job, unless the employer does so or would do so to accommodate other classes of employees who need accommodation for any temporary medical condition.

The district is not required to request medical documentation in instances when the person's limitation or need for a modification is obvious. However, the district may request and review medical documentation to support a modification request under reasonable circumstances. The documentation requested must be the minimum sufficient to confirm the limitation. When medical documentation is provided, the district must give reasonable consideration in consultation with information provided on pregnancy accommodation by the Department of Labor and Industries or the attending health care provider of the employee.

The district must also keep all medical records confidential, and maintained in separate medical files.

C. Voluntary leaves of absence and intermittent absences

The district must allow leaves of absence for pregnancy and pregnancy-related conditions. Information on employment leave can be found in Policy 5404 - Family, Medical, and Maternity Leave.

In the case of an employee who (1) does not have enough leave time available or (2) has not accrued enough employment time to qualify for leave, the district must treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period. At the conclusion of the leave period, the employee shall be reinstated to the status held

when the leave began or to a comparable position without a decrease in the rate of compensation, loss of promotional opportunities, or any other right or privilege of employment.

D. Lactation space

The district must ensure that an employee can access a lactation space, which must be a space other than a bathroom, which is clean, shielded from view, free from intrusion from others, and may be used by an employee for expressing breast milk or breastfeeding as needed.

E. Discrimination and Retaliation Prohibited

The district prohibits discrimination against employees because they are pregnant or have asked for modification or accommodation. Specifically, the district shall not:

- Retaliate or punish employees who have requested modification(s);
- Deny employment opportunities because they have been granted modification(s);
- Make an employee take time off instead of allowing a reasonable modification; nor
- Deny a request for modifications, unless an undue hardship can be shown.

“Retaliation” means intimidation, threats, coercion, or discrimination against any person for the purpose of interfering with any right or privilege secured by Title IX, this district policy and procedure, or because the person reported information, made a complaint, was a witness or provided information, assisted, or participated or refused to participate in any manner in an investigation or appeal under the Title IX regulations and this process. Retaliation is prohibited from the district, students, employees, or any other person authorized by the district to provide any aid, benefit, or service under the district’s education program or activity.

When the district has information about conduct that reasonably may constitute retaliation under Title IX or this policy and procedure, the district is obligated to respond promptly and effectively, inform the Title IX Coordinator, and provide notice of the district’s grievance process for addressing complaints of retaliation. Upon receiving a complaint alleging retaliation, the district must initiate its grievance procedures as described below or, as appropriate, an informal resolution process under those procedures.¹

F. Grievance Procedure

The district has adopted procedure 3205P.1 to set forth the process for receiving, investigating, and resolving reports or complaints of sex-based discrimination, including harassment based on a person’s actual or perceived pregnancy status, and retaliation. Such complaints are to be taken seriously and handled in the same manner as other sex-based discrimination and harassment complaints. Procedure 3205P.1 is designed to provide for a prompt, thorough, and equitable investigation of complaints and to take appropriate steps to resolve such situations. If sex-based discrimination or retaliation is found to have occurred, the district must take immediate action to eliminate the discrimination or retaliation, prevent its reoccurrence, and address its effects.

Other forms of discrimination against employees or applicant employees that do not fall under this policy and its related procedure may be addressed under other district policies and procedures, such as Policy 5010.

For questions about this procedure, contact the district’s Title IX Coordinator, who can be reached at:

Gunnar Guttormsen
Title IX Coordinator
Kelso School District
gunnar.guttormsen@kelsosd.org
360-501-1905

¹ As discussed in 3205P.1, the Title IX regulations permit, but do not require, informal resolution processes.

G. Other Complaint Options

Office for Civil Rights (O.C.R.), U.S. Department of Education

O.C.R. enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with O.C.R. within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Adopted:

Revised:

DRAFT

Restraint, Isolation, and Other Uses of Reasonable Force Policy 3246

It is the policy of the Kelso Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those with an Individualized Education Program (IEP), or a plan developed under Section 504 of the Rehabilitation Act of 1973 will remain free from the unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, or other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm” as defined by RCW 71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, or other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting, and parent/caregiver/guardian notification of incidents involving restraint or isolation as required by law. The superintendent or designee will report annually to the board on incidents involving the use of force.

Cross References:	Policy 2161	Special Education and Related Services for Eligible Students
	Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Legal References:	RCW 9A.16.020	Use of Force – When lawful
	RCW 9A.16.100	Use of Force on Children – Policy – Actions presumed unreasonable
	RCW28A.150.300	Corporal Punishment Prohibited – Adoption of policy
	RCW28A.155.210	Use of restraint or isolation – Requirement for procedures to notify parent or guardian
	RCW28A.600.485	Restraint of students with individualized education programs or plans developed under Section 504 of the Rehabilitation Act of 1973 – Procedures – Summary of incidents of isolation or restraint – Publishing to web-site. (as amended by SHB 1240)
	RCW 70.96B.010	Definitions
	WAC 392-400-235	Discipline – Conditions and limitations
Management Resources:	<i>Policy & Legal</i>	
	<i>News</i>	
	2016 March	
	2015 July	
	2013 December	
	2013 July	
	2008 December	

Adopted: 01.27.14

Revised: 12.07.15 | 08.13.18 | 08.12.19 | 05.09.22

Draft

Restraint, Isolation, and Other Uses of Reasonable Force

Procedure 3246P

The procedure is intended to apply whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.150.160.300, RCW 28A.155.210, ~~WAC 293-400-235,~~ and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

- **Behavioral intervention plan:** A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes:
 1. The pattern of behavior that impedes the student's learning or the learning of others;
 2. The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team;
 3. The positive behavior interventions and supports to:
 - a. Reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and
 - b. Ensure the consistency of the implementation of the positive behavior interventions across the student's school-sponsored instruction or activity;
 4. The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.
- **De-escalation:** The use of positive behavior interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant, or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive, or otherwise impedes the learning of a student or others.
- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.
- **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan.
- **Likelihood of serious harm:** a substantial risk that physical harm will be inflicted by a student:
 - upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;
 - upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;
 - upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or
 - after the student has threatened the physical safety of another and has a history of one or more violent acts.
- **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.
- **Positive behavioral interventions:** Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive

behavior interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

- **Restraint:** Physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment or to permit a student to safely participate in activities.
- **Restraint device:** A device used to assist in controlling a student. Restraint device does not mean a seat harness used to safely transport students or other safety devices such as safety belts for wheelchairs, changing tables, booster seats, and other ambulatory devices intended for the safety of the student. This definition is consistent with RCW 28A.600.485(1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.
- **School police officer:** An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.
- **School resource officer:** A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.
- **School security officer:** A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

General use of restraint, isolation, or other forms of reasonable force:

- Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.
- Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.
- Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.
- An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must include procedures for notification of a parent or caregiver/guardian regarding the use of restraint or isolation under RCW 28A.600.485. The IEP or Section 504 plan must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or caregiver/guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- If a student is receiving special education services through placement in an authorized entity under RCW 28A.155.060, the student's IEP must also specify any additional procedures required to ensure the authorized entity fully complies with state law governing the use of restraint and isolation.
- Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment.

- Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.
- Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer, or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

- Throwing, kicking, burning, or cutting a child;
- Striking a child with a closed fist;
- Shaking a child under age three;
- Interfering with a child's breathing;
- Threatening a child with a deadly weapon; or
- Doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110);

- The isolation enclosure will be ventilated, lighted, and temperature controlled from inside or outside for purposes of human occupancy.
- The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.
- An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.
- Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.
- Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):

The following practices are prohibited with students eligible for special education services:

- District personnel are prohibited from using aversive interventions with a student;
- District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above, or except as necessary to provide FAPE under the IDEA of Section 504 as referenced above;

- No student may be stimulated by contact with electric current, including, but not limited to, tasers;
- A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;
- A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correction or restraining a child);
- A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;
- A student must not be denied or subjected to an unreasonable delay in the provision of medication;
- A student may not be excluded from his or her regular instructional or service area and isolated within a room or any ~~the~~ form of enclosure, except under the conditions set forth in WAC 392-172A-02110;
- A student must not be forced to listen to noise or sound that the student finds painful;
- A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;
- A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;
- A student's head must not be partially or wholly submerged in water or any other liquid;
- A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together ~~or~~ by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;
- A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

- Restraint or isolation will be discontinued as soon as a determination is made by the staff member administering the restraint or isolation or other forms of reasonable physical force that the likelihood of serious harm has dissipated.
- Restraint or isolation must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint or isolation the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

Monitoring:

An adult must continually monitor any student when restraint or isolation is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress.

Post-incident notification and review with parent/caregiver/guardian:

Within twenty-four (24) hours following the use of restraint or isolation with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or ~~caregiver~~ guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint or isolation has been used with a student. If the school or district customarily provides the parent or ~~caregiver~~ guardian with school-related

information in a language or mode of communication other than English, the written report must be provided to the parent or caregiver/guardian in that language or mode of communication.

The principal or designee will review the incident with the student and the parent or caregiver/guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/caregivers/guardians regarding the use of isolation and restraint.

Incident report

Any school employee, school resource officer, or school security officer who uses restraint or isolation as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

- The date and time of the incident;
- The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;
- A description of the activity that led to the restraint or isolation;
- The type of restraint or isolation used on the student and the duration;
- Whether the student or staff was physically injured during the restraint or isolation incident;
- Any medical care provided to the student or staff; and
- Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Resolution of concerns about the use of force incident

A student or his/her parent or caregiver/guardian who has concerns regarding a specific incident involving restraint or isolation may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

Providing parents/caregivers/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy;

The district will make available to all parents/caregivers/guardians of students the district's policy on Restraint and Isolation. If the student has an IEP or 504 plan, the District will provide the parents/caregivers/guardians a copy of the policy each time an initial or annual when the IEP or 504 plan is developed.

Staff training requirements

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation, and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices, or chemical spray procedures will administer it to students. The appropriate personnel will include those

staff members who are most likely to be called upon to use isolation, restraint, restraint devices, or chemical spray to prevent or address disruptive or dangerous student behavior.

Submission of incident reports to the Office of Superintendent of Public Instruction;

Beginning January 1, 2016, and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

- The number of individual incidents of restraint and isolation;
- The number of students involved in the incidents;
- The number of injuries to students and staff; and
- The types of restraint or isolation used.

Annual Report:

The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent and/or designee will provide an annual report regarding the district's use of force.

Adopted: 01.27.14

Revised: 12.07.15 | 08.13.18 | 09.09.19 | 05.09.22 | 11.20.23

LEGISLATIVE UPDATE

SUPERINTENDENT'S REPORT
